

Západočeská univerzita v Plzni
Pedagogická fakulta
Katedra anglického jazyka
Obor: Angličtina se zaměřením na vzdělávání

Varianty angličtiny českých studentů

BAKALÁŘSKÁ PRÁCE

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Plzeň, 2021

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Major: English in Education

Variants of English acquired by Czech students

BACHELOR THESIS

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Pilsen, 2021

Čestné prohlášení

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Poděkování

Ráda bych poděkovala své vedoucí bakalářské práce PhDr. Naděždě Staškové Ph.D. za odborné vedení, za pomoc, rady a vřelý přístup při zpracování této práce. Děkuji také všem, kteří se podíleli na praktickém výzkumu práce – studentům druhého a třetího ročníku Západočeské univerzity v Plzni.

Abstract

The aim of the thesis is to discover which variant of English do Czech students from *Západočeská univerzita in Pilsen* prefer and use. Because all the respondents study *English in education*, one of the objectives was to find out which variety of English should be instructed at Czech schools and I also wanted to get to know which standard were the students taught at their secondary schools. Also, the students' personal attitudes to the choice of an English variant were collected and commented on.

The practical part was based on the outcomes from a questionnaire which investigated: the respondents' preferred English standard, which English sources they use and what influenced their English the most.

The research has shown that the majority of the questioned students had at least three English hours every week at secondary school and the variety of English taught was British English. This is in a way contradictory to the fact that nowadays the majority of the respondents prefer American standard. A considerable number of the respondents use and mix both standards in the written as well as spoken discourse. The most influential factors on the language turned out to be the extracurricular influences such as watching English movies, reading original English books, communicating with people from different linguistic backgrounds and others.

Key words: language, variants, British English, American English, preferences, education

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1 INTRODUCTION

English is the most used and spoken language around the world and for many Czech students it is the first foreign language they learn. Some of them even decide to start English language studies. I wanted to research to what extent university students are influenced by American and British English and which one of the two standards they use and speak.

The aim of this thesis is to find out which variant of English Czech university students prefer and use in practice and what variant they believe should be taught at schools. Furthermore, the work deals with the question of the use of American or British sources in their study and with some other extracurricular influences that formed their English and their preference in one of the standards.

For the purposes of the research, I established the following research questions:

1. Which variant of English is dominantly preferred and used among Czech university students and why is that so?
2. Which variant of English is prevailingly used for the teaching of the language at secondary schools?
3. Which variant should be taught at school and why in the students' opinion?
4. Which extra-curriculum sources are the most influential in the study of English?

The thesis is divided into two parts: theoretical and practical. In the first part of this thesis - in the theoretical part - I will explain the main differences of American and British English in terms of grammar, spelling, vocabulary and pronunciation. I will comment on American and British English characteristics as well as some other national standards such as Canadian English, Australian English and New Zealand English.

The second part is the practical part which consists of research that goes on to investigate which English (American or British) Czech university students use and prefer and why. The research was conducted in the form of a questionnaire which focuses on the study history/background of each of the respondents and on the preference of either American or British English. In addition to the questionnaire I had the respondents read a few sentences so that I could ascertain which of the two standards they use in speaking.

The whole thesis is closed by a conclusion where the results of the research are described, summarized and commented on.

2 THEORETICAL BACKGROUND

The theoretical part is the ground for the practical one. In the next few pages I will explain the differences of American and British English.

2.1 English

English plays a vital role and it is a very important communicative element in today's world. It is spoken overall in more than one hundred countries. It is the most commonly used language among foreign speakers. I am not afraid to claim that English is a fundamental language that has the power of connecting people all over the world. It has become important in many spheres like education, business, media, tourism and more.

2.1.1 A global language

“Due to colonial expansion and recently due to its status as a lingua franca, English is found in many countries across the world.” (Hickey, 2014, p. 110)

According to Crystal (2003) the reason for English being everywhere these days happened as the result of the expansion of British colonial power in at the end of the 19th century and the 20th century appearance of the US as a leading economic force.

Why is English a global language and what does that mean? It surely does not mean that everyone speaks it and that it is an official language in every country on the planet. Crystal (2003) argues that this special role means that a language meets the function of a global one when it is taken up by many countries from around the world because it is not enough to only use it as a mother tongue - *“A language achieves a genuinely global status when it develops a special role that is recognized in every country.”* (Crystal, 2003, p.3)

In communities where there are two or three languages in contact there is a possibility of bilingualism or trilingualism because young children can easily acquire more than one language. In countries with more languages, however, this does not apply. A solution has risen in the form of a “common language” or the so called *lingua franca* (Crystal, 2003, p. 11).

The language's power of being global is the reason why it is found in many countries across the world and used as an international means of communication - a common source of understanding.

2.1.2 The three circles of English

Indian-American scholar Braj Kachru believes that English can be seen in three concentric circles. The inner circle represents the places where English is used as a first language: The United States, Canada and the West Indies. In Europe it is Britain and Ireland. Then New Zealand, Australia and South Africa. The outer circle is where English is the second language, the language used in administration or semi-official one but a lot of people who speak the language are not natives: those are people living in former British colonies, like Africa, Kenya, India, Pakistan... The expanding circle is the one with the largest number of speakers and it includes all the places where the language is taught as a foreign language (Svartvik, Leech, 2006, pp. 2 - 3).

2.2 Brief history

Crystal (1995) argues that studying English is an enthralling experience and it also offers a look into the contemporary study of the language. Its historical background gives a feeling of community and identity and serves as a better understanding for many problems in the use of present-day English (Crystal, 1995, p. 5).

English is a West Germanic language that was originally spoken in England but nowadays it is the official language or dominant language in more than 60 countries. And the reason why it possesses the status of 'world language' is because it is broadly used and it is present in every continent and in three major oceans: Atlantic, Indian and Pacific (Crystal, 1995, p. 106).

2.2.1 Old English

What is now considered as English language developed from a Germanic tongue spoken by tribes of *Angles*, *Saxons* and *Jutes* who migrated to the British Isles in the 5th century and called the place *Engla-land*. These so called Anglo-Saxons had their language what they called *Englisc* and that is what is today regarded to as Old English. (Yule, 2005, p. 186)

Because of the influence of the Germanic tribes, Old English is commonly referred to as Anglo-Saxon English and naturally it employed a lot of Germanic words. OE can be distinguished from later periods by greater use of inflections in verbs, adjectives and nouns. Its word order was less fixed and grammatical gender in nouns and adjectives was preserved. (Petrliková, 2009)

The very first linguistic proof from the 7th century was a collection of the Anglo-Saxon prose and poetry, it gave us the idea of the characteristics of Old English and provides us with a brief chronicle of grammar, spellings, vocabulary and sounds. (Crystal, 1995, p. 5)

2.2.2 Middle English

The arrival of the French and Norman to England is what signifies the end of the Old English and the start of the Middle English. After the victory of the French and Norman over William the Conqueror at the battle of Hastings in 1066, they became the ruling class. French has become the language of the rich and the government for the forthcoming two hundred years. Thanks to that English has absorbed many French words like for example: *army*, *defense*, *prison*, *court* and more. Despite the long term impact of the French, English remained the language of peasants. And because of that arose a diversity in vocabulary. Meanwhile the working class used words from Old English like *sheep*, *cow*, *swine*, the upper class talked about them as *mutton*, *beef* and *pork* – which are words of French origin (Yule, 2005, p. 187).

Apart from borrowings from French Middle English absorbed a lot of Latin and Scandinavian words. One of the chief characteristics of written ME was its significant variety in different parts of England. ME was also much less systematic than OE which meant that ME grammar relied on less inflectional endings and word order became much more fixed than it used to be. (Petrliková, 2009)

2.2.3 Present-Day English

“The movement of English around the world began with the pioneering voyages to the Americas, Asia and the Antipodes, continued with the 19th-century colonial developments in Africa and the South Pacific, and took a significant further step when it was adopted in the 20th century as an official language or semi-official language by many newly independent states.” (Crystal, 1995, p. 106)

From the point of view of Language typology (Sgall, 1993), English is considered an analytical language meaning that it has only a little inflection. It also has lost much of the morphological aspects which used to be characteristic of Old English. Because of that and its less complex inflectional system English grammar allows more ambiguity and vagueness.

These characteristics of the language contrast with other languages that are synthetic such as Czech, for example, where a lot of inflection is employed and where specific word order is not as important to understand sentence meaning.

2.3 American and British English and other variants

This thesis is going to focus on two main variants of English – American and British standards, and later on commenting on their differences. I am now going to introduce American and British English along with three other national standards in countries where English is used as a mother tongue: Canada, Australia and New Zealand.

2.3.1 Standard British English

The term Standard British English stands for the standard dialect of English language often called Received Pronunciation (RP), Upper-Class British, BBC English, or the Queen's English. (Johnson, 2011) RP developed in the 19th century among educated circles of society, in public schools and universities. It is estimated to be spoken by only 3 to 5 per cent of the population. (Hughes, 2012)

In terms of geographical location British English is the language of people living on the British islands. The difficulty here is that there is not any common variety of English in Britain mainly because of many existing varieties in Wales, Scotland, and England in general (Hickey, 2014, p. 52).

Scottish English is one of the British varieties spoken in Scotland. There are some vernacular characteristics that had remained in the language such as non-prevocalic /r/ (Hickey, 2014, p. 276). These days English is spoken in the whole Scotland and Gaelic can be heard in north-west and about 80,000 people living in Scotland know to use this native language. The rest of the inhabitants – the majority who do not speak Gaelic speak Scots and English or Scots English (Svartvik, Leech, 2006, p. 140).

Wales English spoken in Wales was heavily influenced by the medieval form of French in England – the Anglo-Norman French (Hickey, 2014, p. 345).

Irish English encompasses varieties spoken in Ireland. West, south-west and north-west are the parts of Ireland where the Irish dialects acquired the most features because of the shift from Irish to English (Hickey, 2014, p. 162).

2.3.2 Standard American English

Standard American English which is also known as just Standard American or General American. All three former terms are used to present varieties of English that are spoken by people inhabiting the United States, except for some dialect forms in Hawaii. *“Historically, American English has its roots in the English of early seventeenth-century settlers on the eastern coast.”* (Hickey, 2014, p. 25) American and British English are fairly similar although

they do vary in pronunciation and spelling and they are easier to differentiate than for example American and Canadian standards.

With American standard it is much more difficult to declare what it is than with the British standard. It is so because of many reasons: the country's size is very large (50 states), the existing of many social varieties and the United States being a so called 'melting pot' or 'salad bowl' because there are numerous mixed European cultures that influence the standard.

2.3.3 Canadian English

Canadian English is a variety of Northern American English. Apart from English, French is Canada's second official language. Some people believe that Canadian English is very similar to American standard but it is regarded to as a mixture of both British and American standards because of the fact that they do differ in spelling and pronunciation. British speaking people very commonly mistake Canadian speakers for American ones. On the other hand, many American dispute that Canadian accent is similar to British accent. The reality is that pronunciation of Canadian English is closer to English spoken in the United States than English spoken on the British islands (Svartvik, Leech, 2006, p. 95).

2.3.4 Australian English

Australian English is a term covering the varieties spoken in Australia. Australian English resembles British English in writing but some Australian terms are not used by British speaking population (Davies, p. 230). With the official language being English, of course, there are many other native languages used by native Australians - *Aboriginies* (Hickey, pp. 39 – 40). Because Australia is the sixth largest country on the planet and English had little time to spread to all the areas of the country, the various accents existing there are not determined geographically but rather socially and ethnically (Svartvik, Leech, p. 104).

2.3.5 New Zealand English

New Zealand is a bilingual country also known as Aotearoa, a name that the native Maori population gave the islands. New Zealand English is influenced by both American and British English, by Australian English and also by the native Maori language. Received Pronunciation is used among the old New Zealanders and many American words accompanied by American pronunciation are penetrating New Zealand English (especially among youngsters). Many people state that New Zealand English is fairly similar to British English (Svartvik, Leech, pp. 107 – 108).

2.4 The differences of American and British English

All the countries, where English is either spoken as an official language, used as a second language or acquired as a foreign one, are interconnected by the means of language. Even though it is the same language it takes on many forms which we know as - language varieties. In my thesis I am going to focus and elaborate on the two most common ones – American English and British English variety.

Although some of the English varieties can match in the way of pronunciation, in spelling or even grammar, there are important differences that need to be addressed. Needless to say that English is spoken in many countries but only American and British English are their own literary standards. They are not, however, different languages because neither of them has grammar or vocabulary of its own. *“Because AE has not gained the status of a separate language, it is best referred to as a distinct variety of English differing from the language spoken in Britain with respect to a great number of features.”* (Janicki, 1997, p. 11)

2.4.1 Spelling

American and British spelling does not vary that much all together but we should understand the existing differences and be able to use them properly and not mix the two standards. While British speakers have a tendency to keep the spelling of many words of French origin, American English shows signs of spelling words more closely to the way they sound phonetically and American speakers tend to omit certain letters.

In the table below are listed the main spelling differences which exist in present-day American and British English accompanied by few examples.

THE SPELLING DIFFERENCE	AMERICAN ENGLISH	BRITISH ENGLISH
Words ending in –or/-our	-or behavior, favorite, color, humor	-our behaviour, favourite, colour, humour
Words ending in –er/-re	-ter center, meter, theatre, specter, fiber	-tre Centre, metre, theatre, spectre, fibre
Words ending in –ize/-ise	only –ize	both –ize and –ise (used more)

	colonize, apologize, vaporize, recognize, criticize	colonize/colonise, apologize/apologise, vaporize/vaporise, recognize/recognize criticize/criticise
Words ending in –se/-ce	-se license, defense, offense	-ce licence, defence, offence
Words containing –i/-y	-i tire, siphon -y gypsy, gayety	-y tyre, syphon -i gipsy, gaiety
Words with –l/-ll	-ll willful, enrol/enroll	-l skilful, wilful, enrol
Words containing oe-/e- or only oe-	e-, oe- is less common fetus, leukemia, maneuver	oe- foetus, leukaemia, manoeuvre
Single vs double consonant before suffixes like –ing, -ed, -er (only when the stress falls on the second syllable)	doubling the final consonant or not travelling/traveling, levelled/leveled	Only doubling the final consonant travelling, levelled
A difference in one letter	mom behoove plunk aluminum specialty	mum behove plonk aluminium speciality
Other words	airplane paralyze skeptic sulfur whiskey licorice	aeroplane paralyse sceptic sulphur whisky liquorice

Examples taken from Darragh, 2000 and Janicki, 1977

2.4.2 Pronunciation

I ought to claim that one of the most noticeable differences of American and British English would have to be the pronunciation.

Initially it should be made clear which pronunciations we are talking about. There are two terms that tend to get mistaken: a dialect and an accent. Dialect is defined in terms of grammar and an accent in a matter of pronunciation, as I described earlier. (Darragh, 2000, p. 9)

2.4.2.1 The letter ‘r’

The presence of rhotic accent is one of the most noticeable differences. It concerns the way the letter ‘r’ is pronounced. It refers to the way r is pronounced after a vowel within a one syllabic word. In British English the sound of r is almost omitted, it is not heard when it comes after a vowel in words with one syllable: *car, hard, lord* or when it stands before another consonant or at the end of a word unless the word next to it begins with a vowel. American speakers pronounce ‘r’ in every word and pretty recognizably. It is hearable before consonants and vowels and at the end of a word, as in *hair, fair, air, mother, manner, teacher*. The pronunciation of ‘r’ at the end of a word is called rhoticity. England is a non-rhotic language except of some south-western and north-western areas, where the pronunciation of ‘postvocalic r’ is represented by Ireland and Scotland (Darragh, 2000, p. 9).

2.4.2.2 Pronunciation of ‘a’

Another major difference in pronunciation deals with letter ‘a’. In Received Pronunciation many words containing ‘a’ are pronounced like [a:], very prominently and in a rather long way. This phenomenon can be illustrated on words like: *laugh, fast, path, grass, can’t, half, dance* (examples taken from Darragh, 2000, p. 10). American pronunciation prefers a short /a/ or the so called flat ‘a’. The broad, long one started to infiltrate into British pronunciation from Southern England around the end of the 18th century. Words in which the vowel stood before *f, sk, sp, ss, th* and *n* followed by a certain consonant were impacted. The change also affected parts of New England but in most parts of the country the flat “a” was kept (Darragh, 2000, p. 10).

2.4.2.3 Pronunciation of ‘o’

Letter ‘o’ is pronounced in many distinctive ways in English. The sound of ‘o’ in British and American pronunciation is very different. Taking into consideration words like *not,*

hot, cop, mop, dot, a British speaker would pronounce the letter as [ɒ], an open short ‘o’, with their lips rounded and their tongue placed at the back of the mouth. General American, (except of some areas in New England) however, does not have the rounding of the ‘o’ and it shifted to a pronunciation similar to letter ‘a’, as in the word *father*, with a slight difference of it being shorter. What can be seen here is the tendency of neutralization of vowel sounds in American English while in Received Pronunciation they retain strong (Darragh, 2000, p. 10).

2.4.2.4 Pronunciation of ‘t’

In British speech the letter ‘t’ is pronounced quite clearly nevertheless in General American when the letter does not have the position of initial consonant it sounds more like a ‘d’ or it gets omitted. When the ‘t’ stands between two vowel sounds it is pronounced as a sound close to ‘d’: *water, better, matter, chatting*...In RP word pairs such as *latter/ladder, shutter/shudder, writing/riding* are always clearly distinguished even without knowing the context. Because in GA ‘t’ tends to be omitted after nasal sounds like n, m, and ng, words like *twenty, understand* are then pronounced without the t sound. There are certain areas in Britain where they get close to this American way of pronunciation and that is in places like Glasgow (Scotland), cockney London or Ballymena in Northern Ireland. It is the glottal stop in words like *water, butter or matter* where the t gets replaced by it (Darragh, 2000, p. 11).

2.4.2.5 The letter ‘u’

In Britain when pronouncing words that contain letter ‘u’ there seems to be an imaginary ‘y’ placed before it. Thus, words like *mule, mute, mutual* then sound much alike: *myool, myoot and myoo-tyoo-al*. On the contrary in the US the sound of y before ‘u’ are not common. So words such as *student, tune, duke* sound like *stoodent, toon, dooke*. There can be noted certain exceptions in British English, like for example *assume, lute, suit*, pronounced the same way Americans would pronounce it: *asoom, loot, soot* (Darragh, 2000, p. 11).

2.4.2.6 Stress and articulation

Although this pronunciation matter is not that noticeable nor that remarkable as the previous ones, Americans and Britons do stress differently. The distinctions are easy to comprehend when conversing and there are not that many of them. Americans tend to pronounce all the syllables in a word but the British suppress some of the syllables. Suffixes like *-ary, -iry, -ory* in American English tend to be longer than in British. Therefore, an American speaker would say *sek-ret-air-y*, meanwhile a British speaker would say *sek-re-t’ry*.

This difference also concern pitch, intonation and tempo. Generally speaking, Americans speak with more slowed paced tempo, with less variety of intonation (Darragh, 2000, p. 14).

2.5 American English influencing British English

Before I get into analyzing the distinctions of British and American vocabulary use I would like to maintain the influence of AE on BE and some important terms like Americanism and Bricicism.

American English has a great of influence on other languages and with that, indeed, it influences the British standard as well. The majority of the vocabulary differences occurred as a reason of environmental differences that both the standards were exposed to.

According to the Cambridge English dictionary an Americanism is “...*a word or expression that was first used in the US but is now used by people in other countries, especially those where English is spoken.*” (Cambridge British Dictionary, 2020). A lot of American words have been infiltrating into British English in the course of the twentieth and the twenty-first century. It was mainly the exchange of films, radio, television and literary works that caused American expressions to infiltrate into British English.

Two types of Americanisms exist: full and partial. Full Americanisms comprise of words that are used only by American speakers and they do not have a counterpart in British English. Partial Americanisms are words which do have a British counterpart and they are also much more numerous than full Americanisms, e.g. AE sidewalk/ BE pavement.

The Oxford Learner’s Dictionary (2020) defines a Bricicism as a word, an expression, or an idiom used only in Britain and not by other English-speaking countries. For example, the word *fortnight* is a Bricicism instead of which American speakers would use the term *two weeks*.

2.5.1 Vocabulary

The most noticeable differences between AE and BE are found in vocabulary. When expressing certain concept or an object or a thing, British and American English adopts different words. There is an estimation of 4.000 expressions that are used every day by Britons which have a different meaning or are used in a different way in the United States. (Davies, 2005)

In the chart below there are some examples of pairs of words used by Britons and Americans in day to day communication. The table contains words from various areas of life such as traveling, housing, technology, transport, banking, dining, business, shopping and school system.

AMERICAN ENGLISH	BRITISH ENGLISH
first floor	ground floor
baggage cart	trolley
front desk	reception
gasoline (gas)	petrol
dial tone	dialling tone
cookie	biscuit
French fries	chips
vacation	holiday
gas	petrol
movie	film
sidewalk	pavement
fall	autumn
elevator	lift
zipper	zip
pants	trousers
sink	washbasin
bill	banknote
napkin	serviette
highball	whiskey on rocks
sneakers	trainers
tuxedo	dinner jacket
dormitory	hall of residence
to check in	to book in
corporation	company
line	queue

Examples taken from Davies, 2005, Janicki, 1977

2.5.2 Grammar

In terms of grammar and syntax British and American English are not that different. They are fairly similar. It might be so because the influence of American English on British

English is still bigger and bigger (via music, TV, internet, other media ...) and then the differences are more likely to disappear and lose their importance.

The few phenomena that will be described concern prepositions and verbs (uses of some past tenses, auxiliary and modal verbs, adverbs and irregular verbs).

2.5.2.1 Prepositions

There is a slight difference concerning the use of prepositions and adverbs in English.

In the chart below I illustrated some of the examples of preposition usage in Britain and in the US. When there is a preposition used in one variety but not in the other, there is (x) to signify that.

AMERICAN ENGLISH	BRITISH ENGLISH
They left at five after four.	They left at five past four.
What time is it? It is half past one.	What time is it? It is half (x) one.
What do you do on (the) Sundays?	What do you do at (the) Sundays?
He lives on the same street.	He lives in the same street.
I haven't seen them in ages.	I haven't seen them for ages.
I will write (x) you as soon as I can.	I will write to you as soon as I can.
She came over to visit us.	She came round to visit us.
You have to do it over .	You have to do it again .
How many students were in the course?	How many students were on the course?
The teacher wants to talk with you.	The teacher wants to talk to you.
I went toward the building.	I went towards the building.
I peeked out (x) the window.	I peeked out of the window.
I will see you over the weekend.	I will see you at the weekend.
He parked in back of the building.	He parked behind the building.

Examples taken from Darragh, 2000 and Crystal, 1995.

2.5.2.2 Verbs

Where British speakers would use only present perfect to express an action that happened in the past but it interferes till now, in American English there is the possibility of using both present simple and or present perfect. Thus a sentence *I have lost my keys, have you*

seen them? or *I lost my keys, did you see them?* would be used by American speakers and only the first one would be used by Britons (Darragh, 2000, p. 17).

In the past simple tense words are either regular or irregular. But the usage of the most common forms of the verb vary in England and in America. If there are two verbs in one column it means that the first one is more commonly employed.

In the chart below there are forms of verbs used by both standards. Where there are two of the verb forms the first one of them is the one which is employed more commonly.

AMERICAN ENGLISH	BRITISH ENGLISH
learned	learned, learnt
dreamed, dreamt	dreamt, dreamed
spelled	spelt, spelled
spilled, spilt	spilt, spilled
dived, dove	dived

(Darragh, 2000, p.16)

In American English when expressing an event of future possibility ‘*will*’ is used but in British English ‘*shall*’ or its negative ‘*shan’t*’ is used more commonly apart from will: *He will probably go there. / He shall (will) probably go there.* The modal ‘*should*’ is used by American speakers when asking for advice but Britons would more likely use ‘*shall*’ instead: *Which train should I take? / Which train shall (should) I take?*

Both standards use the modal ‘*can*’ and ‘*could*’ with verbs of perception but it is used more by British English: *I smell the cooking from here / I could smell the cooking from here.*

This is the end of the theoretical part, which serves as a ground for the practical one. The practical part deals with the methodology of the research, work with the respondents, and finally it presents an analysis of information acquired from the practical research.

3 METHODS OF THE RESEARCH

3.1 Research tools and methods

I prepared a questionnaire (see Appendix 1) consisting of thirty questions concerning the respondent's English study background/history. Then I created four short exercises (see Appendix 2) to get to know which variant they use in written form, in grammar, spelling and vocabulary. The exercises as well as the questions were essentially based on the differences of AmE and BrE and the preference of one of the standards of each respondent.

In the first exercise I asked the respondents to fill in a suitable preposition into a sentence because the use of some of the prepositions vary in AmE and BrE.

The second exercise is comprised of ten word pairs – American and British words, where the respondents were to decide which word of each pair they would more likely use in written or spoken form. I gave the respondents few words that have the same meaning but different form in American and British English and they had to choose which word from each pair they prefer.

The third exercise is based on grammar, specifically putting certain verbs into simple past tense. According to the manner of conjugation of these verbs I could get to know which variant of English the respondents use.

The last exercise contains seven words in Czech that are to be translated into English. The words I chose are some of those that have different spelling in American and British English. Based on the translation of the terms I would get to know, again, which variety they prefer in written form.

The reading (see Appendix 3) was created in a way that could reveal the pronunciation of every single respondent. The words I chose for this are some of the ones upon which I explained the differences in pronunciation between American and British English and where the distinctions are noticeable the most. This was covered in the theoretical part of this thesis.

I put together twelve sentences using those words and then asked the respondents to read them for me as naturally as possible to learn if they mix both of the standards or if they lean toward one of them more. What follows is a list of the words I incorporated into the sentences: *secretary, student, assume, suit, water, better, manner, writing, chatting, father, mother, not, pot, grass, laughing, can't, fair, hair, schedule, dance.*

Every respondent's data that I collected from the questionnaire and the exercises are presented in the following manner:

1. Description of her/his study background of English which includes - what high school he/she attended, what variant of English was he/she taught, how long has he/she been studying the language
2. A commentary on her/his personal preference of one of the English standards
3. Platforms and sources she/he uses
4. A comment about the influences that formed the respondent's acquiring of the preferred standard
5. Commentary on reading and outcomes of the exercises
6. Commentary on the respondent's pronunciation

3. 2 Respondents

I questioned a total of 21 university students. They are all students at *Západočeská univerzita* in Pilsen and their major is *English language in Education*. Ten of them are in their second year of studies and eleven in their third year - the final year of bachelor degree studies.

The respondents are anonymous and each one is labeled by a number. The order in which the respondents are presented is according to the succession in which they handed in their responses in form of the questionnaire answers.

I am aware of the fact that to conduct a proper and a complete research the number of the respondents should be higher. However, because of the epidemiologic situation resulting in a more difficult collection of data, the number of respondents is rather limited. I still believe that the research shows at least some interesting findings as it was done among the people who are deeply fond of studying English, many of them being potential English teachers.

4 ANALYSIS

As indicated previously, the respondents provided a sum of data, which have been processed and are now presented in this chapter. The following analysis will result in answering the research questions established at the beginning of the thesis.

Respondent 1. – 21 years old, 3rd year

English study background

Respondent 1 has been learning English for approximately fourteen years. He decided to study English because he had always loved it and he likes to work with people, that is why he thinks this major is the right choice for him. He attended high school in Kadaň where as stated in the questionnaire he had three English classes a week. They taught British English there.

Variety preference (80% AmE, 20% BrE)

The respondent states he uses AmE and very scarcely BrE. He has been influenced by his father who works in an American company so he would hear AmE a lot from an early age. He rarely uses BrE. He even believes that AmE is the one that should be taught in schools because he thinks it is more comprehensible than the BrE. What improved his English even more were English summer camps that he used to attend, and his one month stay in Chicago.

British or American platforms

When it comes to using the internet he does not have a preference in the variety. On the other hand, when asked about YouTube he affirmed he uses this platform only for entertainment and not for academic purposes and he prefers the content of American creators. When streaming movies, he does not care whether it is an American or British movie. When questioned about books he states to like the well-known American author Stephen King.

Influences

For respondent 1 it can be said that the major influence on the acquiring of AmE were the extracurricular influences. He “learned” British English at school but because American standard is the variety which he absorbed via movies, video gaming, YouTube and reading, it is the one he uses primarily.

Exercises

In grammar this respondent followed the rules of American English. From the ten English terms in the exercise on vocabulary he chose seven American ones and three British ones –

pavement, autumn and *holiday*. And finally in the exercise on translation he used mainly American terms except for two – *favourite* and *theatre* where he followed British spelling.

Reading

The respondent read the sentences using AmE. His pronunciation is well defined, better than that of other respondents, which is probably because of his American English influence coming from his father.

Respondent 2 – 24 years old, 3rd year

English study background

According to the answers respondent 2 has been learning English for about thirteen years. He decided for this major because he enjoys the language as well as teaching. He attended high school in Žatec where he had three English classes every week. The British variety was taught in his school and he believes that it is the suitable variety for Czech students. He visited London twice for two weeks to attend a language course.

Variety preference (75% AmE, 25% BrE)

This respondent believes that the variety he uses more is AmE because he comes across it more often through media. When it comes to speaking he realizes that he does not use only one variety but mixes both of them. When writing he claims he follows the rules of BrE.

British or American platforms

Respondent 2 does not search for one variety when online, he does not mind whether the source is American or British. He uses YouTube every day, mostly for entertainment but also for educational purposes. He uses platforms to watch movies and again, he does not prefer one variety more than the other. The publication he reads are usually for academic reasons, therefore their varieties vary. Apart from school he has not visited any other institutions or attended any other language classes.

Influences

This respondent feels like the main influences on his English were surely video games where he would communicate with foreigners in English, naturally, then movies where he was most likely to come in contact with American variety. BrE stayed with him to some extent thanks to his high school studies.

Exercises

All the prepositions he wrote down coincide with AmE rules. He chose almost half of the American words and half of the British words. The forms of the verbs in past tense were written down according to American English. In the translation part he mixed both of the variants –

colour, behaviour and *favourite* written according to BrE practice but then wrote *center* and *theather* with *-er* rather than *-re*. Respondent 2 mixes both standards when writing but the influence of AmE is still a bit more prominent.

Reading

The respondent showed more American English characteristics in his pronunciation when reading the sentences. Overall the respondent might mix both standards when writing but AmE prevails in his spoken discourse.

Respondent 3 – 22 years old, 2nd year

English study background

Respondent 3 has been learning English for twelve years now. She would like to be a teacher one day. She went to high school in Příbram which specialized in languages. Her school covered four English classes every week and the taught variety was British and she agrees that is the variety which should be taught in Czech schools. She did not frequent any other language or individual courses.

Variety preference (80% AmE, 20% BrE)

Despite all that she likes AmE more because she believes that it is easier for understanding and communication among people from different linguistic backgrounds. She states there are not many Czech students who speak British English perfectly. She very boldly pronounced that American movies and series were the reason she speaks this variety today. While she uses AmE when speaking she believes she mixes both standards when writing. Although she went to Brighton as an Erasmus student for two weeks she did not pick up on the British accent.

British or American platforms

When she uses the internet she does not mind British or American sources, in fact, she uses both of them. The same goes for YouTube where she watches videos from creators of any English nationality on daily basis and mostly in her free time. Interesting fact is that she looks for British content when it comes to streaming movies and she reads the news via BBC News website.

Influences

Respondent 3 feels to be influenced mostly by watching movies and playing online video games where she can talk to foreigners and practice her English. She seems to have learned more by herself because at high school she was assigned to the “worse English group” therefore she felt a bit of a need to improve on her own.

Exercises

She used prepositions according to AmE usage except for one sentence where she used a BrE – “I haven’t seen my grandmother *for* ages.” The majority of the words she used were Americanisms and three of them Briticisms. The forms of the verbs were used as British natives would use them. In the translation exercise she mixed up both standards almost equally.

Reading

This respondent proved to speak using prevailingly American standard. However, words with letter *t* in them like – *water, better, chatting*, she seemed to voice the “t” as British speakers rather than use “d” sound like American speakers. *Assume* was pronounced as [ə'sju:m] not [ə'su:m]. Her English is a mix of AmE and BrE but the features of AmE are a bit more prominent.

Respondent 4 – 22 years old, 2nd year

English study background

Respondent 4 has been learning English for sixteen years and he decided to ensue this major because he is fond of the language and he would love to pass this to his future students. He attended high school in Pilsen where he had up to three English classes per week. He advocates that British English should be taught in schools but the differences between AmE and BrE ought to be dealt with more. Outside the school classes he attended weekly conversation classes with a native speaker from the USA for six years.

Variety preference (90% AmE, 10% BrE)

He prefers and uses AmE when it comes to speaking and writing but he realizes his occasional British pronunciation. AmE is his preferred variety mainly because he wanted to learn English on his own and he would do so by watching movies in American English.

British or American platforms

He does not mind browsing websites in either one of the two varieties and like all the respondents before him he watches YouTube for entertainment and academic reasons. He streams movies and series online and he does not mind whether they introduce American or British speakers.

Influences

The fact that the respondent does not care for the type of English he surrounds himself with is proved by his favorite authors. His top two books are from an American writer Christopher Paolini and an Australian writer John Flanagan. As an influential aspect in forming

of his English he pointed out: watching English or American cinematographic works, YouTube, communication with foreigners via social media and listening to English podcasts.

Exercises

In the first exercise concerning prepositional use in a sentence respondent 4 followed the rules of AmE. In the exercise where he was to choose one word from a pair of two, each one from a different variety, he chose all the AmE words and none of their British counterparts. Three out of the four verb forms were conjugated according to American grammar and finally the translation exercises showed only AmE spelling.

Reading

The preference of AmE coincided with the use of American standard when this respondent read the sentences. His pronunciation was almost well defined and he did not mix the two varieties together.

Respondent 5 – 23 years old, 2nd year

English study background

Fifteen is the approximate number of years this respondent has been learning the language. She likes it and she wishes to teach it in the future. She attended a high school in Kolín where she had five English classes every week. The variety she was taught was the British one and the respondent states that that is the variety that should be taught primarily because the UK is a country close to ours, which she views as convenient for Czechs. Outside the school there were no other language classes or courses she would visit frequently.

Variety preference (30% AmE, 70% BrE)

Respondent 5 could not decide which of the standards she prefers more. The reason behind it is because AmE is easier to grasp and understand but she also considers BrE as more traditional. It might be a bit more challenging in pronunciation than AmE but according to her it sounds better. As she heard BrE every day in school and was exposed to AmE through movies and music, she mixes both standards. She added that she endeavors to unify her manner of speech.

British or American platforms

She favors British sources over American ones. She watches videos on YouTube every week for academic and personal purposes. Again, she primarily looks up videos from British creators as a way of improving her British accent. When it comes to the film industry she does not mind which English is spoken in the motion picture. Her favorite books were written by famous British authors like J. R. R. Tolkien, J. K. Rowling or George Orwell.

Influences

Watching movies, listening to music and podcasts, video gaming, practicing English conversation are essentially the most influential aspects that helped her improve the language.

Exercises

A lot of respondents who stated that they use BrE when writing did not follow the rules of British grammar but respondent number 5 followed only the British rules. In the vocabulary exercise the words she picked were prevalingly of British origin as well as the verbs filled in the exercise number three. The last exercise did not contain any American expression.

Reading

The pronunciation of this respondent was mainly British. *Students* and *assume* were read as ['stju:dənts] and [ə'sju:m]. *Fair* – without r, non-rhotic. However, the voicing of “t” was clear and prominent. The last word – *schedule* was surprisingly pronounced as ['skedʒu:l].

Respondent 6 – 21 years old, 3rd year

English study background

This respondent has been learning English for fourteen years. She believes that this language is a must these days and she would like to pass on her positive attitude towards English to her future students. She went to a high school in Pilsen where the amount of English classes per week was 4. She was taught British English in school but declares that she believes it does not matter which one of the varieties is taught, the important thing is to stick to only one of them in practice. She frequented language classes with a native American for three years.

Variety preference (70% AmE, 30% BrE)

She feels closer to AmE yet claims she uses BrE when writing and both AmE and BrE when speaking. She justifies this by saying American standard is easier in pronunciation and it is literally everywhere in the media.

British or American Platforms

She does not have a preference when searching for information online, she uses both American and British sources. YouTube serves her mainly for academic purposes and she realizes that most of the content she watches is that from American YouTubers. American movies are, based on her statement, less complex to understand. She reads the news via BBC News.

Influences

She feels heavily influenced by her school classes and the language classes but is aware of the fact that was she not to watch movies, listen to music and talk to native speakers she would never have achieved the level of English she finds herself to have now.

Exercises

In the exercises she showed, overall, the mix of both variants. The first exercise followed nothing but American grammar rules, in the second one half of the words she chose from the pairs were British and half of the others were their American counterparts. Verbs were conjugated according to BrE use and the last exercise demonstrated that she uses primarily British spelling.

Reading

Respondent 6 used mainly American English when she was reading the sentences. The voicing of “t” penetrated through few words only. Her pronunciation was American overall.

Respondent 7 – 21 years old, 3rd year

English study background

Respondent number 7 has been studying the language for fourteen years. He said he enjoys learning languages and he thought he could not go wrong with English. He graduated from high school in Pilsen where he had five English classes every week. With BrE being taught there he is not entirely sure whether it is this one or AmE that should be taught in schools. He claims it depends on the grade as well as the school. But he would most probably choose AmE.

Variety preference (10% AmE, 90% BrE)

The variety he feels closer to is the British one. He likes the pronunciation and he was indulged in it from an early age. Watching movies, discussions at university and communication with teachers he considers as the main influences on his English. He uses BrE when talking and when writing.

British or American platforms

He visits YouTube few times a week to search for information for school and to watch his favorite American creators. He does not have a preference of certain variety when he chooses a film to watch. The publications he reads are both from British and American authors.

Influences

Amongst his answers in the questionnaire he stated that movies, series and video gaming definitely helped him broaden his vocabulary. He does not feel to be influenced more by extra-scholar influences than by school classes itself.

Exercises

In the first exercise the majority of prepositions coincided with the AmE usage, except for one sentence which was completed following British grammar use: *I will write__ you as soon as I get home*, the respondent chose no preposition for this clause. The second vocabulary exercise contained exactly five Americanisms and five Britishisms. In the third exercise three of the verbs were conjugated according to AmE patterns and one according to BrE usage. Almost all of the translated words in the last exercise incorporated American spelling and as many other respondents the words *theater* and *center* were written with *-er*.

Reading

Even though the respondent stated that he uses BrE when speaking his pronunciation appeared to coincide more with AmE than BrE. The only defined British pronunciation I heard in his speech was in the word *fair* where the “r” sound was omitted.

Respondent 8, 20 years old, 2nd year

English study background

This respondent has been learning English for fifteen years. She always wanted to pursue a career on academic grounds. She studied high school in Rokycany where they had five English classes a week. BrE was taught there. She believes that instead of teaching a certain standard, students should be aware of the differences between them two. This way they would not be exposed to an extreme of one of the varieties and should not have difficulties understanding them both.

Variety preference (40% AmE, 60% BrE)

She stated she uses British standard more and only occasionally gets confused and mixes them both. Teachers taught her BrE at high school so she gravitates more towards to British standard. She feels like she uses BrE thanks to her professors. Overall she uses both variants when talking and writing. She ascribes it to the fact that nobody really ever taught her how to differentiate the two standards.

British or American platforms

She does not search for only American or British based information and the same applies when she goes on YouTube to look up videos for academic purposes. She is not restricted by one or the other variant. The movies she watches are diverse as well. When she wants to read the news via the internet she reads them on BBC News webpage. Her favorite authors she mentioned in the questionnaire are all American.

Influences

Apart from the obvious influences like movies, YouTube, music, etc. She maintained that what helped her broaden her English skills was tutoring children. This respondent denied the fact that any extra-scholar influences would affect her preference of the British variety. School environment was the main source of knowledge and information for her.

Exercises

The prepositions in the first exercise included both AmE and BrE usage but the dominant variant was AmE. The second exercise worked out the other way around – the bigger amount of words chosen were those of BrE. The last vocabulary exercise showed the preference of British spelling except for the words *theater* and *criticize*.

Reading

Despite the fact that the respondent claimed that she implements BrE more in speaking she seemed to read all the sentences in American English. No voicing of “t” or non-rhotic characteristics were present. The only word that coincided with British pronunciation was the word *fair* where she did not pronounce the “r” sound.

Respondent 9, 21 years old, 2nd year

English study background

This respondent has been learning English for twelve years. He attended high school in Tachov where the amount of English classes per week was three. They taught British standard there and he personally thinks that both of the standards should be taught and students should know both of them. He decided for this major because he loves languages, especially English and he would like to be a professor as well and return to where he used to study and teach there. He has never been on any language course nor has he attended any English classes out of school.

Variety preference (75% AmE, 25 % BrE)

He prefers the American standard but he uses both of them when writing or using the language in practice. He stated that he feels like his accent is still developing. In general, he endeavors to speak AmE.

British or American platforms

He does not favor BrE over AmE or vice versa when online or on YouTube nor does he care for a particular variety when he watches movies. When he reads the news he uses BBC News website for it.

Influences

The preference of AmE resulted from watching American movies, playing video games, listening to music. He particularly pointed out the fact that he used to talk a lot with various people online from different linguistic backgrounds, with what he improved his English immensely.

Exercises

The first exercise showed mixing of the two standards as well as the second one. The verb forms he filled in the third exercise were, conversely, conjugated solely according to the American variety. The last vocabulary related exercise was truly a mishmash of American and British translations.

Reading

AmE was without a doubt predominant in the pronunciation of this respondent. All the words were pronounced according to American standard – *schedule, assume, suit* – ['skedʒu:l], [ə'su:m], [su:t]. The voicing of “t” was not present in his speech.

Respondent 10, 26 years old, 3rd year

English study background

Respondent number 10 has been learning English for about sixteen years. He really enjoys English and feels like it is something he excels in. He attended a high school in Karlovy Vary and as the majority of schools this one taught BrE as well. He asserts that the right variety to teach is the one which the professor knows well and masters. In his opinion it is inconvenient for a teaching figure to mix both of the standards. For a few years he frequented extra English classes taught by a Czech professor.

Variety preference (98% AmE, 2% BrE)

AmE is the variety preferred by this respondent. He finds British pronunciation sort of ‘unattractive’. So the question about which English does he use when speaking or writing was very straightforward. He prefers and uses AmE also thanks to his visit to Canada.

British or American platforms

He has a preference when it comes to online sources, it is AmE. He watches YouTube almost every day mainly for academic reasons and when possible he searches for content from American creators. When he wants to hear about the news he reads British news reporting via BBC website. He also reads the NBA News which is a National Basketball Association in North America.

Influences

The influences that formed his English the most were movies, watching sport interviews and playing video games. He boldly stated that those influences were more impactful than school lessons. He added that school definitely gave him all the basic knowledge needed during the process of learning the language but the extracurricular influences helped him as well.

Exercises

In the first exercise the prevailing responses were written down according to AmE rules but he did put down one prepositions according to BrE. In the vocabulary exercise he did not choose any British words, he picked only Americanisms. The same applies to the next exercise concerning the verb forms, those were conjugated following AmE rules. In the last exercise he used BrE to translate two words and the rest were spelled using AmE.

Reading

Although this respondent very slightly mixed BrE into some of the exercises mentioned above his pronunciation is not a blend of the two standards, it is very well and clearly defined. He used only AmE and when he was reading the sentences and not once did he mix BrE into his speech.

Respondent 11, 21 years old, 2nd year

English study background

This respondent has been learning English for sixteen years. He always liked languages that is why he decided for this major. He frequented high school in Písek, he had three English classes per week, and the English taught there was British. He believes this variant is better and more convenient for Czech students. Before his primary school he used to attend individual English lessons with a Czech teacher.

Variety preference (60% AmE, 40% BrE)

His preferred standard is AmE. It is so because he finds BrE, on occasions, a bit complicated when it comes to pronunciation. He is not exactly sure where he had picked up on his American accent but stated that it was probably thanks to watching American movies and series. He maintained that he uses both variants when talking but incorporates British spelling in writing as he was required to at school.

British or American platforms

When looking up information online he does not care what English it is in. The same goes for when he watches YouTube, he does not have preferred variety he would look for. He uses platforms to watch both American and British movies and series.

Influences

For this respondent as well as for many others, series, movies, reading books, listening to music and video gaming were the main influences acting upon him. He feels as if these influences did a lot for him as well as the classes at school.

Exercises

The mix of the two standards is prominent in the completion of the exercises. The prepositions he wrote down were almost all in accordance with AmE. He is one of the few respondents who did not fill in any prepositions in the third sentence – *I'll write you __ as soon as possible*, which corresponds with AmE grammar use. In the vocabulary exercise he chose almost half of AmE words and BrE with Americanisms being still more numerous. The forms of verbs he put down mixed both standards. The last exercise coincided with what he mentioned earlier, that he uses BrE spelling in writing.

Reading

The pronunciation of this respondent coincided prevailingly with American English. There were no signs of British non-rhoticity nor of voicing of “t”. Really all the words were pronounced using AmE pronunciation patterns.

Respondent 12, 21 years old, 3rd year

English study background

This respondent has been learning English for eleven years. He decided to study English in education because in his opinion it is a convenient and useful major. He attended high school in Sušice where BrE was taught four times per week. He stated that the standard which should be taught at school should most probably be American which he described as universal, present almost everywhere. He did not frequent any extra English classes or participated in any language course or exchange.

Variety preference (80% AmE, 20 % BrE)

He prefers AmE and he assigns this fact to the dominant representation of AmE in popular culture. He maintained that when speaking he uses American pronunciation but in writing he mixes both of the standards.

British or American platforms

Once in a while he opens YouTube for academic purposes. In general, when on the internet, he does not care whether he finds himself on American or British websites. The same preference applies to for when he watches movies. He reads books mainly from American authors.

Influences

He believes his English was shaped primarily by other influences than the scholar ones. Amongst the extracurricular influences he mentioned aspects like watching English movies, video games and others that the rest of the respondents pointed out.

Exercises

Only two out of five prepositions filled in the exercise number one coincided with American usage, the rest with BrE usage. Three words from the word pair in exercise two were Britishisms therefore the majority of words this respondent chose showed signs of American English preference. There did not appear any British conjugated forms of verbs in the third exercise. And at last the translations in the fourth exercise mixed both standards. He wrote *colour* and *behaviour* ending in *-our*, then *favorite* without the *u* after *o*. Most of the translated terms used British spelling.

Reading

With AmE being dominant in the pronunciation throughout the sentences this respondent did slip into British pronunciation in the following words: *water*, *fair* in which the “r” sound got omitted, *dance* had the long vowel /a:/ rather than the vowel typical of AmE - low front /æ/.

Respondent 13, 21 years old, 2nd year

English study background

Respondent number 13 has been learning English for about eleven years. He chose this major because he intends to improve his English skills and then pass the knowledge onto his students. He studied high school in Domažlice. The three English classes every week were taught in British English. He imagines that teaching both of the standards at schools would be convenient for the pupils. He did not attend any language course in English speaking country and neither did he frequent any extra language classes.

Variety preference (90% AmE, 10% BrE)

The variety this respondent stated to prefer more is AmE. He ascribes this to watching mostly American movies and series. He believes his pronunciation is leaning more towards American standard whereas in his written discourse he employs both of the variants.

British or American platforms

When it comes to YouTube, which he uses almost every day for entertainment purposes or any other platform for streaming movies, he does not have a preference in English variety. His favorite author, J. K. Rowling, wrote the famous Harry Potter saga and her nationality is British.

Influences

He believes he learned more at school when it comes to grammar but feels like he bettered his pronunciation, broadened his vocabulary and managed to be able to communicate in English more out of the school classes.

Exercises

In the first exercise all of the prepositions but one, were noted down following American practice. In the second exercise concerning the use of AmE and BrE vocabulary, he chose more Americanisms – 7, than Britishisms – 3. The conjugations of the verbs in the third exercise followed solely AmE rules. In the last exercise the translations showed preference in AmE but an interesting fact is that the respondent wrote the word *color* as an American would do but right after that put down the word *behaviour* containing letter *u* as a British speaker and right after that the word *favorite* without the *u* again.

Reading

The pronunciation of this respondent corresponded with his statement from the questionnaire. AmE prevailed when he was reading the sentences.

Respondent 14, 22 years old, 3rd year

English study background

This respondent has been learning English since the kinder-garden which makes it seventeen years in total. English classes were always her favorite at school and she would like to become a teacher one day. She attended high school in Strakonice where they had an English class every day of the week. The variety taught there was British and she believes this is the one that should be commonly taught. As she was surrounded by the language from an early age she did not frequent any other language courses.

Variety preference (40% AmE, 60% BrE)

This respondent affirmed that she frequently uses both of the standards in oral discourse, and in written texts she uses BrE more. She learned BrE at school, but since a very young age she would watch American movies and series, she was influenced by that as well. It is safe to say her English is not clearly defined when it comes to its use in practice.

British or American Platforms

She does not have a preference. For her it does not matter whether she watches an American or British movie or if she searches for information via British or American websites. She looks up YouTube videos for both academic and entertainment reasons. She uses the BBC

News website to read the daily news. Her favorite authors include both American and British writers.

Influences

The influences on her English development comprise of movies, series but also texting and conversing with her friends from abroad. She stated that she feels influenced by school and extra scholar influences as well. She had two professors during her high school years of which one was very good and taught the students a lot but the second one whom she had later on in her last years of studies was not so consistent and the respondent gained more knowledge outside the classroom.

Exercises

In the first exercise the prepositions were completed according to AmE except for one in the third sentence. Seven out of the ten word pairs in the second exercise were Americanisms, three Britishisms. The second exercise the verbs were conjugated according to AmE grammar. And the last exercise showed more signs of BE preference but the word *theater* was written with the *-er* ending used mainly by American speakers.

Reading

Even though the respondent does mix both AmE and BrE in spoken discourse her pronunciation was more British than American. The voicing of “t” was noticeable, rhotic features of AmE were not present except for the word *fair* and *hair*. *Schedule* was pronounced as [ˈskedʒu:l].

Respondent 15, 21 years old, 3rd year

English study background

Respondent 15 has been learning English for over fourteen years. She believes this major opens numerous employment possibilities after finishing it. She went to a high school in Kadaň, she had three English classes per week where they taught BrE. She claims choosing one of the standards that should be taught it is not as important as introducing the pupils into knowing all the different regional variants and national standards. She frequented a language course twice a week in her first two years of primary school.

Variety preference (40% AmE, 60 % BrE)

This respondent uses BrE when speaking and writing. She added that when she finds herself within a group of friends where she communicates on an informal and casual level, she uses AmE rather than BrE. But when she presents herself in front of professors in a more formal school environment, she switches to BrE.

British or American Platforms

When she is in need for information she uses both American and British sources. The same applies for when she watches YouTube – she does not care for the English the creators talk in. Because BrE is the variety she feels closer to she usually looks up British movies and series. She reads the news via BBC News.

Influences

The fact that she gravitates mostly towards BrE she explained briefly. It is so thanks to the classes she attended during her high school years and also because she surrounds herself primarily by British culture – she watches British movies and series, listens to music from British performers. Among her favorite English authors, she mentioned American writer, King and Salinger and an English prose writer Tolkien. She stated that the extracurricular activities were still a bit more influential than school.

Exercises

In the first exercise she mixed both of the standards. In the second one she chose half of the American and half of the British terms from the word pairs. The third exercise contained only verb forms according to the American way of conjugation. The majority of the translated words in the last exercise followed only British spelling rules.

Reading

The pronunciation of this respondent coincided with what she stated in the questionnaire. She uses BrE when speaking. Non-rhoticity, voicing of “t” and other typical characteristics of BrE were present and prominent in her speech.

Respondent 16, 24 years old, 2nd year

English study background

This respondent has been learning English for sixteen years now. She likes the language and she is starting to realize that she might like to teach it in the future. She attended high school in Jirkov where she had four English classes a week. The variety taught there was, of course, British English. She reckons that she is not sure which of the variants should be taught but finds British pronunciation rather challenging.

Variety preference: (90% AmE, 10% BrE)

She spent two years in the United States as an au pair with resulted in AmE being much more natural for her than BrE. She uses AmE in written and spoken discourse.

British or American Platforms

Whether she searches for information online or is watching YouTube for academic or entertainment purposes, she never searches for only one of the standards. When she watches movies or series she prefers the American cinematographic works. She reads the News on the CNN News website. Her favorite writers include both American and British authors.

Influences

She stated that it is very convenient to visit some English speaking country as it makes the person practice the language a lot but what is also important and rudimental are the basics one learns in the school environment. The main influences she pointed out were any streaming platforms for movies, reading books and listening to music.

Exercises

Three of the five prepositions this respondent wrote down coincided with American use of grammar, the rest of them with British. All of the words from the vocabulary exercise were Americanisms. The verb forms in the third exercise followed British English rules of conjugation rather than American English rules. Apart for one word all the terms translated in the last exercise showed signs of American spelling.

Reading

This respondent previously stated in the questionnaire that she uses American English more than British English. This fact was demonstrated when she was reading the sentences. American English is the standard she uses when speaking.

Respondent 17, 21 years old, 3rd year

English study background

This respondent has been learning the language for thirteen years. She wanted to improve her English so she decided for this major. She attended high school in Blovice, where she had English every day of the week. They taught the students BrE but the teacher would quite frequently mention American standard for comparison. She believes it is not crucial to decide which variant should be taught. What is more important is that the professor knows how to teach it well.

Variety preference (30% AmE, 70% BrE)

She likes BrE more because she had it for eight years during her high school studies. She also finds BrE pronunciation likeable. She does not find the rhoticity of AmE very appealing. She is conscious of the way she mixes both standards when speaking even though she tries to stick only to BrE. In written discourse she tends to follow BrE spelling patterns.

British or American platforms

She does not favor one variety over the other when using the internet but she did maintain that the movies and series she watches are prevailingly American. She uses CNN News website to read the news.

Influences

She was influenced by her high school classes but also by reading books, listening to music and watching American movies from which she acquired some aspects of American English pronunciation. Her favorite authors include writers of both American and British origin. In her opinion, school helped her to understand English grammar and activities out of school helped her broaden her knowledge of vocabulary and her being able to use the language in practice.

Exercises

In the first exercise there was only one sentence in which this respondent put the preposition according to BrE, the other ones were according to AmE. Five of the ten words from the word pairs she picked were Briticisms and five Americanisms. All of the verb forms except one were conjugated following British practice. And all the words in the last exercise were translated using British spelling.

Reading

This respondent mixed both of the standards when reading the sentences as she stated in the questionnaire. Nevertheless, there were more signs of BrE pronunciation such as: prominent voicing of “t” in words like *water*, *waiting*, *better* then *assume* was pronounced as [ə'sju:m] not [ə'su:m]. But words: *fair*, *mother*, *suit* were read with American accent. So far this is the only respondent who pronounced *schedule* in a British way – ['ʃedju:l].

Respondent 18, 23 years old, 3rd year

English study background

This respondent has been learning English for sixteen years now. He wishes to become an English teacher one day as he loves the language. He went to a high school in Pilsen where he had up to four English classes a week. BrE was taught there, the variety the respondent believes is the right one for Czech students. Over the course of one year he frequented extra English classes every day.

Variety preference (40% AmE, 60% BrE)

The respondent prefers BrE. On top of that he thinks that BrE is viewed as an ‘underdog’ compared to AmE but it is geographically closer to our country than AmE. Despite the fact that he likes BrE more he affirmed that he uses both standards in written and spoken discourse.

British or American platforms

Usually he does not care which English he comes across on the internet or when he needs to find some information for school. Sometimes when he wants to watch a movie or YouTube videos he looks for British content first. He justified this by saying he wants to unify his use of English as he realizes he draws vocabulary from both varieties. He reads the news via the British website – BBC News. His favorite publication is from a well-known American author George Orwell.

Influences

His English skills went developing during his conversations online with people of different nationalities and then as he started his university classes which also helped him a lot. Video gaming, conversation during gaming, reading, watching movies and series and listening to music are all the aspects the respondent pointed out as being the main influences on his English.

Exercises

The first exercise showed both AmE and BrE grammar use. The second exercise concerning the preference in the vocabulary had exactly five Americanisms and five Britishisms. The verb forms the respondent filled in to the third exercise mixed the two standards as well. In the last translation exercise all of the terms were translated according to BrE spelling and none according to AmE.

Reading

Even though this respondent said to be using BrE more frequently he mixes both standards in his pronunciation. The dominant English is British but he read some words (*suit, hair, fair*) using American way of pronunciation.

Respondent 19, 22 years old, 3rd year

English study background

Respondent number 19 has been learning English from her first grade in primary school. She decided for this major because she likes to study languages. She attended high school in Karlovy Vary. She had three English classes a week, the variety she was taught was British. She believes AmE is easier in pronunciation but then most of the educational material is in BrE.

She does not feel the preference of one of the standards is as important as knowing that these varieties exist and that they are different. She spent a week in Scotland on a language course.

Variety preference (70% AmE, 30% BrE)

She prefers and uses AmE mostly because of the media she surrounds herself with. She stated her accent is not clearly defined. In occasions switches to BrE when speaking even though she does not normally use it. She uses mainly AmE when talking and BrE when writing.

British or American platforms

She watches YouTube every day for entertainment purposes and she prefers to look up content of American speakers. On the other hand, she is not restricted by the variants when deciding what movie to watch. CNN News is the webpage she uses to read the news. She usually reads only for educational purposes and the publications vary in the varieties.

Influences

Music, reading, video games and movies are all the influences she mentioned in the questionnaire. She maintained that she felt more influenced by these during her high school years than now. University is a great source of information and influence for her now.

Exercises

Only one of the rest of the prepositions in the exercise one coincided with BrE grammar patterns. Almost all of the words the respondent selected in the second exercise coincided with American vocabulary use. In the third exercise she followed American conjugation mostly however she did write *dreamt* instead of *dreamed* which is more common in British grammar. She mixed both of the variants in the last exercise as she wrote down *color, behaviour, favourite* and then *centre, traveling* and *criticize*.

Reading

The pronunciation of this respondent was prevailingly American. Only in the words *water* and *better* the voicing of “t” was slightly noticeable but other than that AmE was heard throughout her speech.

Respondent 20, 20 years old, 2nd year

English study background

This respondent has been studying English for thirteen years now. She loves the language and says one can make understood by using it around the world. She attended high school in Pilsen which specialized in sports. She had a total of four English classes a week, British variety

was taught there. She believes the variety that should be taught is AmE because it is easier in pronunciation and it is also employed by more speakers.

Variety preference (75% AmE, 25% BrE)

She prefers AmE mainly because she watches more American cinematographic works, she hears it more often than BrE, in general. In her opinion she acquired AmE while watching YouTube, movies and series. She uses AmE when talking and both standards when writing. She states that it also depends on who she is talking to. When speaking with professors on university grounds she endeavors speaking BrE because she finds it more formal. But despite that she still uses AmE more.

British or American platforms

She does not have a preference when it comes to online sources, watching YouTube or movies. She did, however, maintain to be aware of watching more American movies than British ones. She uses BBC News website to read the news.

Influences

As many other respondents she put down movies, series, YouTube videos and reading as her main sources of influence all of which I have already mentioned previously.

Exercises

The exercise number one comprised of three prepositions following AmE practice and two BrE practice. Out of the ten word pairs in the second exercise she chose seven Americanisms and three Britishisms. The prevailing verb forms this respondent filled in the third exercise were in accordance with AmE grammar. Nine out of the ten words the respondent had to translate were translated according to AmE and one of the words – *critise* was spelled with *s* not *z*, which corresponds with British English spelling.

Reading

The pronunciation of this respondent showed characteristics of American standard. The rhoticity was present along with other common characteristics of AmE.

Respondent 21, 23 years old, 2nd year

English study background

This respondent has been learning the language for fourteen years. She decided to study this major because she wanted to improve her level of English. She attended high school in Mimoň, she had three English classes a week. The variety they taught there was British. Apart from school she frequented extra English classes in a language school.

Variety preference (80% AmE, 20% BrE)

The standard she feels to be the one she prefers is BrE. She stated that it is because she was taught this variety at school. She uses both standards in conversation and in writing discourse.

British or American platforms

When on the internet or researching any information for school this respondent is not limited by one of the variants. She watches YouTube once a week for entertainment purposes. She maintains that most of the videos she streams on that platform are from American creators. On the other hand, when she watches a movie she does not care whether it is an American or British one.

Influences

American movies and series, reading English publications, watching YouTube, listening to music were the influences the respondent wrote down as the ones she finds the most convenient and helpful for her to have a good command of the language. She believes that thanks to these influences she broadened her vocabulary and learned to talk more fluently.

Exercises

In the first exercise four out of five prepositions coincided with AmE practice. One followed BrE practice. The second exercise showed that the respondent mixed both the variants as she chose five American and five British words. The third exercise followed only BrE conjugation. The last exercise contained again, a mix of both standards. She wrote *color* without *u*, then *behaviour* and *favourite* with *u*, *travelling* with double *l*, *centre* and *theater*.

Reading

The variety that was dominant in the pronunciation of this respondent was definitely American standard. The words *assume* and *suit* were pronounced as [ə'su:m] and [su:t]. Voicing of “t” was not present in her speech, the words like *water*, *better* were read with “d” rather than “t” sound. *Schedule* was pronounced in AmE.

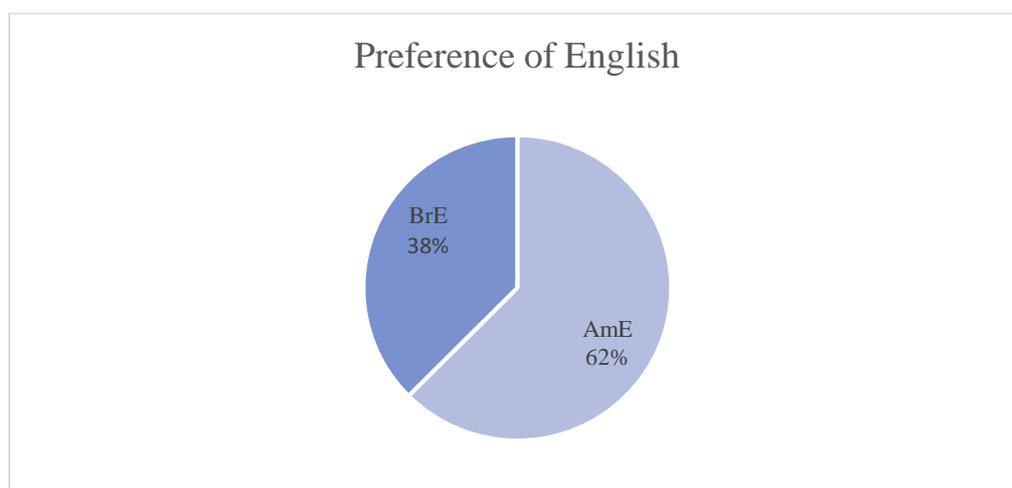
5 SUMMARY OF THE RESEARCH

5.1 Questionnaire

On the following few pages I am going to present the outcomes of the questionnaire using five graphs and a chart for a better visualization.

5.1.1 Preferred variety of English

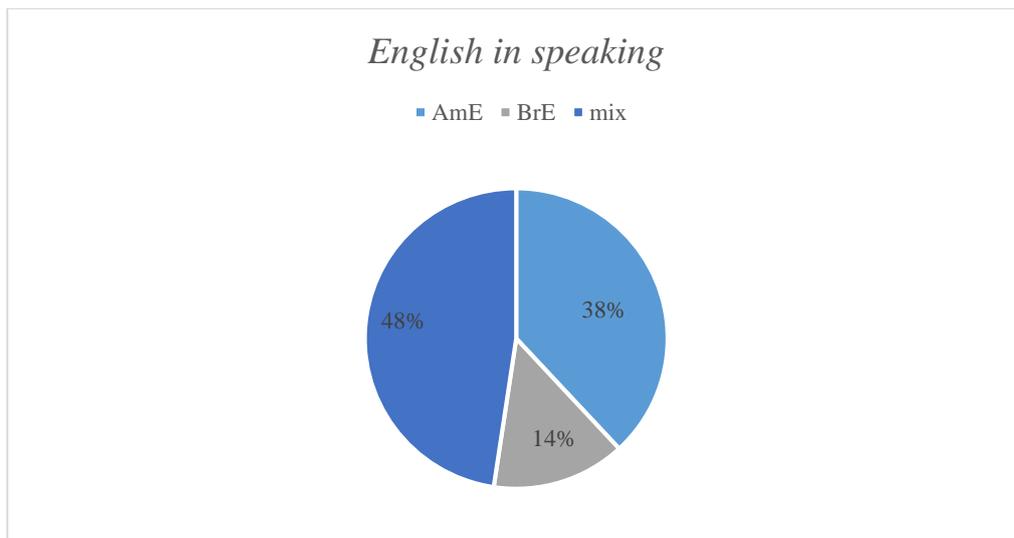
The variety of English that is preferred and more frequently used among Czech university students (according to this research) is American standard. There were more respondents who use prevalingly AmE (14) and fewer respondents (7) prefer and use BrE (see graph 1).



Graph 1

According to this graph the preferred variety of English is AmE with 62,5%. BrE with 37,5% is less frequently used among the respondents but is still employed quite a bit.

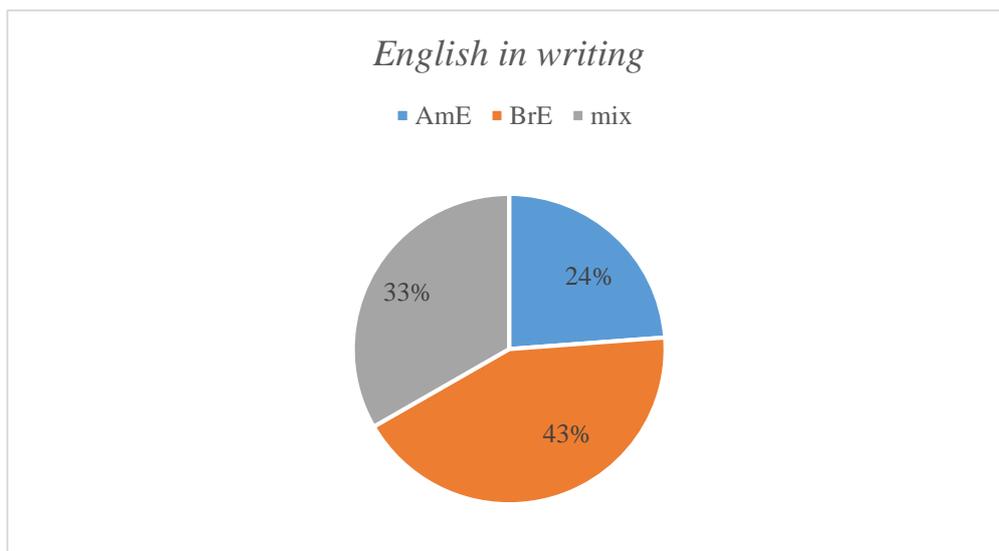
5.1.2. Speaking



Graph 2

When using the language in practise, more precisely in speaking, almost half of the respondents – 10 – 48% stated that when it comes to the spoken discourse they very frequently mix both of the variants. 38% which are 8 respondents use mainly AmE when speaking. The last 14% which comprise of 3 respondents claim to use prevailingly BrE in their speaking.

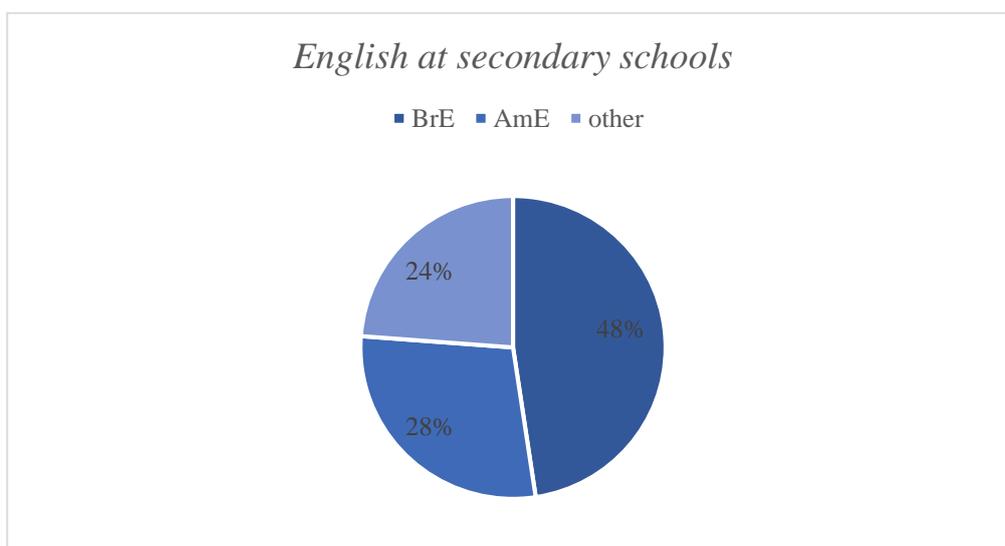
5.1.3 Writing



Graph 3

The mixing of both standards concerns writing as well. Seven respondents – 43% stated that they mix BrE and AmE in their written discourse. Close to that is BrE representing 33% - 9 respondents. I believe this could be ascribed to the fact that all of the respondents were taught BrE at their secondary schools therefore they are in a way used to BrE grammar and spelling. The last 5 respondents – 24% claimed to follow mainly AmE practise in spelling.

5.1.4. Secondary schools



Graph 4

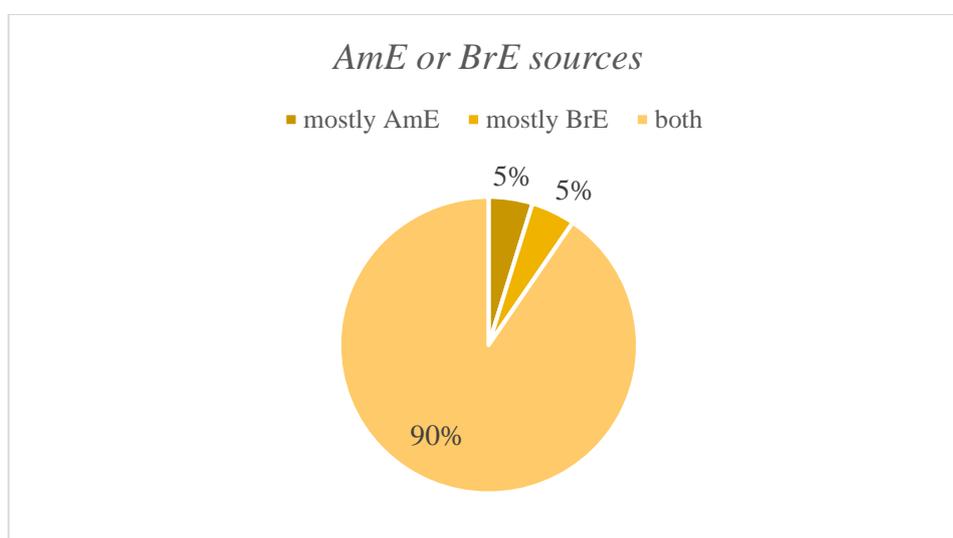
All of the respondents answered that the variety taught at their high school was BrE but there are still more respondents - students who speak and use AmE and not BrE. This proves in a way the great influence of AmE on BrE, on media and students of the language as well. The preference of AmE contradicts in a way with the fact that when using the language in practice, respondents tend to mix both AmE and BrE standard. This might be in a way a result of combination of BrE that they learned during their high school years with AmE which went on influencing them during and after that.

Because all the students I questioned are to be future teachers I asked them what variant of English they think should be instructed at schools. Despite the wide spread and the great impact of AmE almost half of the respondents - 48% did state that British standard is the one that should be taught at school mostly because of the proximity of the UK which is viewed as more convenient as well as more traditional for our students.

Only a few respondents – 28% consider AmE better for Czech students because of its pronunciation which is less complex and more universal.

24% of the respondents believe that it is important to make sure students know the differences between the standards of English and are able to speak one or the other well without mixing both variants together. Others stated that the variant which should be taught could depend on the professor who ought to teach the variant he or she masters the best.

5.1.5. AmE or BrE sources



Graph 5

The vast majority 90% of the students affirmed that to search for information they do not mind if the source is British or American. Some of the respondents (2), however, did state that they have preferences in movies and even websites through which they read the news – some prefer American movies, content of American creators on YouTube, American authors and CNN News more. This applies for British English as well.

5.1.6. Influences

Extracurricular influences	Number of respondents
movies, reading, video-games, conversing	9
movies, reading, video-games	1
movies, reading	5
movies, video-games	5
movies, conversing	1

The extracurricular environment - the time that one spends hearing, practicing and using the language out of the classroom is a very important influence. These sorts of influences often come unnoticed as we are indulged in them daily.

Amongst the influences that almost half of the respondents mentioned in the questionnaire (those that are written in the chart above) were present the following ones: watching English movies and series, listening to music by English singers, reading original English publications. By means of all these factors students can easily acquire the pronunciation of certain words and phrases and broaden their vocabulary, learn colloquial words and set expressions that are commonly used among the native speakers.

Some respondents mentioned that playing video-games helped them broaden their vocabulary and better their pronunciation as they communicate with other players from different linguistic backgrounds. Some mentioned that they tutor English hence they practice it and improve their communicative skills. All of the respondents have to read various publications for university studies purposes but many of them affirmed that they also read English books in their free time.

Other very important influences that many of the respondents mentioned are social media or the internet in general because one can be in contact and communicate with many people from different linguistic backgrounds.

5.2. Written exercises

What I find interesting and what appeared many times throughout the statements from the exercises was that the respondents mix the two standards quite frequently. For instance, in

the last exercise, many of the respondents would translate and write down the word *color*, *favourite* and *humor* or *humour*. So they would mix the American way of spelling and the British one in these words that possess the same spelling difference in British or American English. This shows the not entirely well defined use of the standards.

Most of the respondents combine grammar rules in written discourse. There were only a few respondents who would follow the rules of only one of the English variants in all of the exercises – in the area of grammar, spelling and vocabulary. I suppose it is because British English is taught at high schools so students learn grammar, spelling and writing in BrE but then are influenced by AmE during or after that which results in combination of the two standards when it comes to writing or speaking.

5.3. Pronunciation

As mentioned earlier the students' pronunciation was examined in the following manner: every respondent had to read a few sentences which contained many words that are pronounced differently by American and British natives. The respondents did not have the chance to read them before hand in order for me to obtain their most natural response.

This part of the research has shown that the majority of the students have American accent. Fewer of them have British accent and many of them combine typical pronunciation characteristics of both standards. Many of the respondents stated that they are aware of the fact that their pronunciation is not clearly defined and they went on to assert that they are trying to unify the way they speak.

6 CONCLUSION

What follows is a conclusion of the practical part. The research has brought the following answers to the research questions established at the beginning of the work:

1. The variety of English preferred by Czech university students is AmE. The reason behind this most probably lays in the fact that students are surrounded by AmE in every-day life. They acquire pronunciation patters and colloquial phrases from English movies and songs or from reading books.
2. The variant of English that is used for the teaching of the language at secondary schools is BrE. The smaller part of the respondents uses and prefers BrE, but many of these mix both of the standards in writing and speaking.
3. The majority of the respondents believe that BrE is the suitable standard that should be taught at schools because they see it as more convenient for Czech learners. Only a few claimed that AmE should be taught because they consider it to be less challenging and complex in terms of pronunciation.
4. The most influential extra-curriculum sources according to the respondents' statements are reading English books, listening to English music, video-gaming, attending extra English classes with native speakers and most and foremost watching English movies and series.

The discussed differences between AmE and BrE are in my opinion an important topic. Especially when throughout the research some of the respondents I questioned stated that this topic was not as elaborated on during their secondary school studies. Therefore, it might be looked at and thought of as a matter which could be dealt with more.

Moreover, the theoretical part could help non-native speakers or students who are learning English as a second language to acquire a clearer image of the characteristics of both standards as well as help them figure out how to use one or the other standard efficiently.

I assume the research, despite its fairly limited form, could give some teachers an idea of students' attitudes towards English and help them understand where their uncertainties in pronunciation, spelling and possibly grammar lay. And furthermore lead them to unify the use of the language.

The research has also proven considerable influence of AmE on the respondents' use and preference of the language. I believe that this thesis could be elaborated on with a further study

and research which could concern a deeper specification of the differences between the two standards and explore, for instance, lexical differences of contemporary AmE and BrE.

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Appendix 1

Questionnaire in Czech

1. Vaše jméno a příjmení:
2. Kolik vám je let?
3. V jakém jste ročníku na VŠ?
4. Jak dlouho se učíte anglicky?
5. Proč jste se rozhodli studovat obor Angličtina se zaměřením na vzdělávání?
6. Jakou střední školu/gymnázium jste absolvovali a kde?
7. Kolik AJ hodin týdně jste měli na střední škole/gymnázium?
8. Jakou variantu angličtiny vyučovali na vaší střední škole/gymnázium?
9. Jaká varianta by podle vás měla být vyučována na českých školách?
10. Která varianta AJ je vám bližší?
11. Proč si myslíte, že je vám bližší právě ta varianta, kterou jste vybrali v předešlé otázce?
12. Kde nebo jak jste získali určitý přízvuk?
13. Jakou variantu angličtiny používáte při mluvení?
14. Jakou variantu angličtiny používáte při psaní?
15. Procentuálně vyjádřete poměr Britské a Americké varianty při používání angličtiny:
16. Byli jste někdy na nějakém jazykovém kurzu, Erasmu v anglicky mluvící zemi?
17. Kam a na jak dlouho jste odcestovali?
18. Jaké zdroje (AmE/BrE) využíváte, když se učíte anglicky nebo vyhledáváte informace do školy?
19. Sledujete platformu YouTube?
20. Za jakými účely sledujete YouTube?
21. Vyhledáváte na YouTube tvorbu spíše AmE nebo BrE mluvčí?
22. Používáte nějaké platformy pro streamování anglických filmů/seriálů?
23. Pokud jste odpověděli ano, vyhledáváte spíše AmE/BrE tvorbu?
24. Čtete zprávy přes BBC News nebo CNN News?
25. Čtete knihy/časopisy/eseje v angličtině?
26. Jaké jsou vaše oblíbené anglické publikace?
27. Docházeli jste kromě školy do jiných vzdělávacích institucí? Jestli ano, jak často, jak dlouho?
28. Jmenujte jakékoliv mimoškolní vlivy, které vám nejvíce pomohly zlepšit Vaši úroveň angličtiny?

Questionnaire in English

1. How old are you?
2. Write down your name and surname:
3. What year are you currently in at university?
4. How long have you been learning English?
5. Why did you decide to study the major (English in Education)?
6. What secondary school did you attend and where?
7. How many English classes did you have every week?
8. Which variant of English were you taught at your high school?
9. Which variant of English you believe should be taught at high schools?
10. Which variant of English do you prefer?
11. Why do you think you prefer exactly the variant of English you stated in the previous question?
12. Where and how did you acquire the accent of English you speak with?
13. Which variant of English do you use when speaking?
14. Which variant of English do you use when writing?
15. Percentagewise express your use of AmE and BrE:
16. Have you ever been to an English country for Erasmus or other language course?
17. Where did you travel and for how long did you stay there?
18. What sources (AmE/BrE) do you use when searching for information?
19. Do you watch videos on YouTube?
20. For what purpose?
21. Do you look up content of AmE or BrE speakers?
22. Do you use any streaming platforms to watch movies/series?
23. If yes, do you prefer AmE or BrE movies/series?
24. Do you read the news via BBC News or CNN News?
25. Do you read English books, essays, magazines?
26. What are your favorite English publications?
27. Except for school did you attend any other extra English classes or English language courses? If yes, how often, for how long?
28. Name extracurricular influences that helped you improve your English the most:

Appendix 2

Exercise 1. Prepositions

AmE	BrE
My friend lives on the same street as I do.	My friend lives in the same street as I do.
I haven't seen my grandmother in ages!	I haven't seen my grandmother for ages!
I will write _ you as soon as I get home.	I will write to you as soon as I get home.
What do you do on Saturdays?	What do you do at Saturdays?
How many people were in the room?	How many people were on the room?

Exercise 2. Verbs

AmE	BrE
She will definitely pass the exam. She learned everything yesterday.	She will definitely pass the exam. She learnt everything yesterday.
I woke up super tired today because I dreamed about strange things last night.	I woke up super tired today because I dreamt about strange things last night.
He just realized that he spelled his address wrong.	He just realized that he spelt his address wrong.

Exercise 3. Vocabulary

AmE	BrE
cookie	biscuit
French fries	chips
vacation	holiday
gas	petrol
movie	film
sidewalk	pavement
fall	autumn
elevator	lift
zipper	zip

Exercise 5. Translation of the following words: *barva, chování, oblíbený, divadlo, cestování, centrum, kritizovat*

AmE	BrE
color	colour
behavior	behaviour
favorite	favourite
theater	theatre
traveling	travelling
center	centre
criticize	criticise

Appendix 3

Sentences the respondents were to read, followed by American and British English IPA transcriptions:

1. He had his secretary boil the water and prepare him a cup of coffee.
2. Never in a million years would I assume he would act in this manner.
3. The class was full of chatting students who were waiting for their teacher.
4. I think you would understand each other better if you tried.
5. Her father and mother came to pick her up half an hour before school ended.
6. This game is not fair.
7. I can't stop laughing when you are being this silly! What? I am not being silly!
8. He was wearing his finest suit.
9. The grass is greener where you water it.
10. His hair was too long so he had them cut off.
11. She used to dance professionally.
12. We had to make over our week schedule.

AmE IPA phonetic transcription of the text

1. [hi hæd hɪz 'sekɹəˌteri bɔɪl ðə 'wɔtər ænd pri'per hɪm ə kʌp ʌv 'kɒfi]
2. ['nevər ɪn ə 'mɪljən jɪrz wʊd aɪ ə'sʌm hi wʊd ækt ɪn ðɪs 'mænər]
3. [ðə klæs wʌz fʊl ʌv 'tʃætɪŋ 'studənts hu wɜr 'weɪtɪŋ fɔr ðer 'tɪtʃər]
4. [aɪ θɪŋk ju wʊd ˌʌndər'stænd ɪf 'ʌðər 'betər ɪf ju traɪd]
5. [hɜr 'fɑðər ænd 'mʌðər keɪm tu pɪk hɜr ʌp hæf ən 'aʊər bɪ'fɔr skul 'endəd]
6. [ðɪs geɪm ɪz nɒt feɪr]
7. [aɪ kənt stɒp 'læfɪŋ wen ju ɑr 'bɪŋ ðɪs 'sɪli! wʌt aɪ æm nɒt 'bɪŋ 'sɪli]
8. [hi wʌz 'weɪrɪŋ hɪz 'faɪnəst su:t]
9. [ðə græs ɪz 'grɪnər weɪ ju 'wɔtər ɪt]
10. [hɪz hɜr wʌz tu lɔŋ su: hi hæd ðem kʌt ɒf]
11. [ʃi juzd tu dæns prə'feʃənəli]
12. [wi hæd tu meɪk 'oʊvər 'aʊər wɪk 'skɛdʒʊl]

BrE IPA phonetic transcription of the text

1. [hi: hæd hɪz 'sekrətɪ bɔɪl ðə 'wɔ:tər ænd pri'peə hɪm ə klɑp ɒv 'kɒfɪ]
2. ['nevər ɪn ə 'mɪljən jɪz wʊd aɪ ə'sju:m hi: wʊd ækt ɪn ðɪs 'mæənə]
3. [ðə klɑ:s wɒz fʊl ɒv 'ʃætɪŋ 'stju:dənts hu: wɜ: 'weɪtɪŋ fɔ: ðeə 'ti:ʃə]
4. [aɪ θɪŋk ju: wʊd ,ʌndə'stænd i:ʃ'ʌðə 'betər ɪf ju: traɪd]
5. [hɜ: 'fɑ:ðər ænd 'mʌðə keɪm tu: pɪk hɜ:r ʌp hɑ:f ən 'aʊə bɪ'fɔ: sku:l 'endɪd]
6. [ðɪs geɪm ɪz nɒt feə]
7. [aɪ kɑ:nt stɒp 'lɑ:fɪŋ wɛn ju: ɑ: 'bi:ɪŋ ðɪs 'sɪli! wɒt aɪ æm nɒt 'bi:ɪŋ 'sɪli]
8. [hi: wɒz 'weəriŋ hɪz 'fɑ:mɪst sju:t]
9. [ðə grɑ:s ɪz 'gri:nə weə ju: 'wɔ:tər ɪt]
10. [hɪz heə wɒz tu: lɒŋ səʊ hi: hæd ðem kʌt ɒf]
11. [ʃi: ju:zd tu: dɑ:ns prə'feɪnəli]
12. [wi: hæd tu: meɪk 'əʊvər 'aʊə wi:k 'ʃedju:l]

Summary in Czech

Cílem této práce bylo zjistit, jakou variantu anglického jazyka preferují a používají studenti, kteří studují anglický jazyk na Západočeské univerzitě v Plzni. Protože všichni respondenti studují obor Angličtina se zaměřením na vzdělávání, jedním z cílů bylo zjistit, jaká angličtina by se podle nich měla vyučovat na českých školách. Dalším cílem bylo dopátrat se, jakou variantu angličtiny se studenti učili na středních školách/gymnáziích.

Praktická část byla založena na dotazníku, který obsahoval několik praktických cvičení. Dotazník zkoumal, jak a kde se respondenti naučili preferovanou variantu angličtiny, jak dlouho se jazyk učí, jaké zdroje používají a jaké mimoškolní vlivy zlepšily úroveň onoho jazyka.

Výzkum ukázal, že většina dotazovaných studentů měla na střední škole nebo gymnáziu minimálně tři hodiny anglického jazyka týdně a vyučovaná varianta byla angličtina britská. Tato skutečnost je určitým způsobem v rozporu s preferencemi většiny respondentů, kteří používají spíše angličtinu americkou. Velká část respondentů ovšem používá obě dvě varianty, a to jak při mluveném, tak i při psaném projevu. Největší vliv na vývoj a zlepšení úrovně jazyka jsou patrně vlivy mimoškolního rázu jako například sledování anglických filmů, čtení anglických knih, hraní počítačových her s cizinci a další.