

Ім'я користувача:
Моца Андрій Андрійович

Дата перевірки:
10.05.2022 21:43:29 EEST

Дата звіту:
10.05.2022 22:44:16 EEST

ID перевірки:
1011135208

Тип перевірки:
Doc vs Internet + Library

ID користувача:
100006701

Назва документа: Фідяс Еріка Степанівна

Кількість сторінок: 56 Кількість слів: 16415 Кількість символів: 113149 Розмір файлу: 1.48 MB ID файлу: 1011032567

3.92% Схожість

Найбільша схожість: 1.29% з джерелом з Бібліотеки (ID файлу: 1011013806)

2.52% Джерела з Інтернету

145

Сторінка 58

1.73% Джерела з Бібліотеки

74

Сторінка 60

0% Цитат

Вилучення цитат вимкнене

Вилучення списку бібліографічних посилань вимкнене

0% Вилучень

Немає вилучених джерел

Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Реєстраційний № _____

Кваліфікаційна робота

СТАВЛЕННЯ ДО ТА ВИКОРИСТАННЯ АМЕРИКАНСЬКОЇ
АНГЛІЙСЬКОЇ МОВИ УЧНЯМИ

ФІДЯС ЕРІКА СТЕПАНІВНА

Студентка 4-го курсу

Освітня програма 014 Середня освіта. Англійська мова і література
Ступінь вищої освіти: бакалавр

Тема затверджена Вченою радою ЗУІ

Протокол №/2021 року

Науковий керівник:

Ференц Вікторія Стефанівна,
доктор філософії

Консультант:

Гладоник Гергель Васильович,
викладач

Завідувач кафедри:

Берегсасі Аніко Ференцівна,
професорд-р габлітований, доцент

Робота захищена на оцінку _____, «__» _____ 2022_ року

Протокол № _____ / 2022_

Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Кваліфікаційна робота

**СТАВЛЕННЯ ДО ТА ВИКОРИСТАННЯ АМЕРИКАНСЬКОЇ
АНГЛІЙСЬКОЇ МОВИ УЧНЯМИ**

Ступінь вищої освіти: бакалавр

Виконала: студентка _4_ -го курсу

Фідяс Еріка Степанівна

Освітня програма
014 Середня освіта. Англійська мова і література

Науковий керівник: **Ференц Вікторія Стефанівна,**
доктор філософії

Консультант: **Гладоник Гергель Васильович,**
викладач

Рецензент: **Сіладі Василь Васильович,**
доктор філософії

Берегове
2022

**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology**

ATTITUDES AND USE OF AMERICAN ENGLISH BY ADOLESCENT EFL LEARNERS

Bachelor's Thesis

Presented by: Erika Figyász

a 4th year student

Professional Education program:

014 Secondary education. English language and literature

Thesis supervisor: Ferenc Viktória,
PhD

Consultant: Gergely Hladonik,
lecturer

Second reader: László Szilágyi,
PhD

Beregszász – 2022

ЗМІСТ

ВСТУП.....	8
РОЗДІЛ I - ІСТОРИЧНИЙ ОГЛЯД	10
1.1. Історія англійської мови.....	10
1.2. Перші заселення Америки	12
1.3. Діалекти Американської мови.....	14
1.3.1. Східна Нова Англія та Нью-Йоркський діалект.....	15
1.3.2. Верхня Північ і Нижня Північ.....	16
1.3.3. Верхній Південь і Нижній Південь.....	16
1.3.4. Західний діалект.....	17
1.3.5. Афро-американська англійська	17
1.3.6. Латино американська англійська	18
1.4. Ной Вебстер і американська англійська мова.....	19
1.5. Американська англійська у сучасні дні	21
РОЗДІЛ II - ХАРАКТЕРНІ РИСИ АМЕРИКАНСЬКОЇ АНГЛІЙСЬКОЇ.....	23
2.1. Сучасні особливості лексики.....	23
2.2. Вплив на американський правопис та вимову.....	25
2.3. Зміни пунктуації та наголосу	26
2.4. Граматика американської англійської мови.....	29
2.5. Американська англійська та світова англійська.....	29
РОЗДІЛ III - ДОСЛІДЖЕННЯ	32
3.1. Збір даних та анкетування.....	32

3.2. Результати	32
3.3 Обговорення	42
ВИСНОВКИ	45
СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ.....	47
РЕЗЮМЕ.....	50
ДОДАТОК	52

TABLE OF CONTENTS

INTRODUCTION.....	8
PART 1 - HISTORICAL BACKGROUND	10
1.1. The History of the English language	10
1.2. The First Settlements.....	12
1.3. American Dialects	14
1.3.1. Eastern New England and New York City	15
1.3.2. Upper North and Lower North.....	16
1.3.3. Upper South and Lower South.....	16
1.3.4. Western dialect	17
1.3.5. African American English.....	17
1.3.6. Hispanic American English	18
1. 4. Noah Webster and American Language	19
1.5. American English Today.....	21
PART 2 - CHARACTERISTICS OF AMERICAN ENGLISH	23
2.1. Present Differentiation of Vocabulary	23
2.2. Influence on American Spelling and Pronunciation.....	25
2.3. Changes in Punctuation and Stress.....	26
2.4. The Grammar of American English	29
2.5. American English and World English.....	29
PART 3 - EMPIRICAL RESEARCH	32
3. 1. Data collection and the questionnaire	32
3.2. Results	32

3.3 Discussion	42
CONCLUSION	45
REFERENCE LIST.....	47
SUMMARY IN UKRAINIAN	50
APPENDIX.....	52

INTRODUCTION

English is a language that has many variations. Due to historical events, certain countries developed their own type of English with distinct grammar, vocabulary, spelling, and pronunciation systems. English, being a global language, originates from a little island called the British Isles. However, the world has many other varieties of English that are communicated across the world by approximately 1.5 billion people. Taking these into account, the following question arose: which variation has the most influence on English-speaking people? Since the United States of America is a huge and powerful country that has undergone significant development and also possesses its variation, it would be reasonable as well as crucial to examine whether this type has any influence on EFL learners in our country.

Hence, this topic must be supported with further results as there is a gap in knowledge regarding what extent EFL learners are exposed to the influence of American English.

In contemplating and examining this topic, the following questions arose, which should serve as the basis for research:

- Which variety of English is preferred among EFL learners?
- What is the attitude of EFL learners toward American English?
- In what ways does American English influence EFL students?
- Is the vocabulary of EFL learners shaped by American or British English?
- Do EFL learners possess the ability to distinguish American English from British English?

The main *aim* of the study is to *seek valid answers* to these above-stated questions.

To answer the above-mentioned questions a survey must be carried out that would examine the participants' knowledge of American and British English.

Similar surveys have been conducted by many linguists such as Katerina Pauliuc, who wrote about the influence of American English on British English, in 2014, also Erin Carrie and Robert M. McKenzie wrote about L2 speakers' recognition and evaluation of accent features in English, in 2017. The list of linguists who dealt with the topic also includes Christian Lindell and her work about the investigation of awareness of the differences in British and American vocabulary and spelling, published in 2016, and Shameem Ahmed whose work is about attitudes toward English Language Learning among EFL Learners as UMSKAL,

published in 2015.

The *object* of the study is to present EFL learners' attitudes toward American English, as well as their use of American vocabulary and spelling.

The *subject* of the paper is identifying the reasons why American English has any influence on the English language proficiency of EFL learners.

Both *theoretical* and *practical/empirical methods* were used during the completion of the study, these include analysis, comparison, and generalization

The *theoretical value* includes an examination of the American English language and its peculiarities.

The *practical value* manifests itself in providing empirical evidence proving the influence of the American variety of English on participants.

The constituent elements of the thesis are the introduction, part 1, part 2, part 3, conclusion, reference list, Ukrainian summary, and appendix.

The first part contains a literature overview of the historical background of American English. There can be found certain subclasses which divide the topic in a logical order and give a clear image of the historical occurrences. Additionally, this section deals with the dialectal boundaries of the United States and presents the specific characteristics of each dialect.

The second part provides a comprehensive picture of the characteristics of American English. Similar to the previous part, this part is also divided into several sub-classes. Each subclass deals with a certain linguistic area of American English and discusses its main peculiarities.

The third part investigates the attitude and use of American English among the EFL learners in Transcarpathia and Hungary with the help of empirical research.

PART 1 HISTORICAL BACKGROUND

1.1. The History of the English language

American English mainly differs from British English, but the roots of the origin are the same. Before analysing the history of American English, first an overview of the historical events of the British Isles must be done. The history of the English language is divided into three main groups: *Old English*, *Middle English*, and *Modern English*. The following overview will create a historical picture of the English language, through which it has been formed by many effects.

The first chief occurrence which had happened before the English language appeared and had an influence on the Celtic language was the Roman conquest in 43 AD. At that time, Claudius wanted to occupy the British Isles' territory. Thus, along with the Romans the Latin language arrived in the isles too. As a result, Latin was the language of the upper classes as well as the artisan classes, but not the language of the conquered people. Therefore, the Celtic had been mixed with Latin and, in the future, when the English language was formed the Latin influence was perceptible. (Baugh & Cable, 2005). The next invasion was the Germanic conquest, which dates back to the 5th century AD, when settlers crossed the North Sea and arrived in the British Isles. They brought their language, which had origins in the West Germanic language family. The settlers were called '*Angles*' and the inhabitants of the British Isles had the name '*Britons*' who spoke the so-called '*Celtic*' dialect. As a result of the Germanic conquest, the languages of the two nations were mixed, and thus a language now known as *Old English* appeared. Afterward, the Isles received the name '*Engloland*' and the spoken language became '*Englisc*' (English). It was the '*Old English*' period, the first period of the English language, which was up to 1100, 1150. (Ashraf & Fattah, 2019) This period also received the second Latin influence, which was in 597, when Saint Augustine of Canterbury was sent to England to spread Christianity among the inhabitants, thus Latin became the language of the church. (Baugh & Cable, 2005)

The second period is the so-called '*Middle English*' (1100-1500). During this period, William the Conqueror, Duke of Normandy, with his invasions, intruded on the British Isles in 1066. The result of the Norman Conquest was a strong French influence on the English language. After the conquest, the governors spoke French; therefore, French was the language of the upper classes, but English remained to be the native language of the inhabitants. (Ashraf & Fattah, 2019) The greatest representative and poet of that time was Geoffrey Chaucer, who was noteworthy for his language usage. His works, such as the

Canterbury Tales, are still known around the world. In the 13th century, the population dramatically increased, and London reached 40 000 people who spoke English. This occurrence started the process of vowel shifting. It means that people started to articulate the long vowels, thus creating a diphthong. For example, the Anglo-Saxon (and now Scottish) word *'hoose'* became *'house'* or *'coo'* for *'cow'* and *'gode'* for *'good'*. The Great Vowel Shifting may have lasted until Shakespeare's time, but vowel shifting can still be found in certain dialects today, where it creates new diphthongs. (Lawrence, 2017). English language domination was brought forward by several events. In 1362, *The Statute of Pleadings* was signed, which meant that from that time, all court proceedings had to be performed in English. The next occurrence was at the end of the period in 1476, when William Caxton brought printing to England and thus helped to spread literacy among the people. The *Middle English* period added many new words to the English vocabulary. The biggest influence of that time was brought about by the French. English borrowed words such as *gage, guardian, real, canal, wage, royal, loyal*, etc. Moreover, Latin continued to change the language and during the *Old English Period*, the Scandinavian loanwords also appeared in the *Middle English Period*. (Lawrence, 2017). Later, two main historical reasons led to the collapse of French domination and brought the resumption of the English language. The first was the *Black Death*, which killed 1/3 of the population and thus caused empty workplaces, therefore the labourers required higher wages and better treatment. The second reason was the *Hundred Years War* against the French nation, which helped to strengthen English nationalism. (Ashraf & Fattah, 2019) These events brought about the language restoration and led to a new period.

The third period of the English language (1500-1800) was during the great invention of printing, the English Renaissance, the Great Exploration, colonization, and the American Revolution. This was the time of the *Modern English Period*. (Ashraf & Fattah, 2019) In this period, the written form of the language reached the level that the world knows and uses today. Also, the printing process was the means of communication between the government and the people. Standard English was targeted by teachers, grammarians, and dictionary makers. Therefore, English replaced French as the government language, and after the Reformation, it replaced Latin as the church language. During this period, *The Book of Common Prayer* (1549), the first English dictionary *The Table Alphabetical* (1604), the King James Version of the Bible (1611), and finally Shakespeare's works, were the most famous and remarkable writings of that time. The language changes were received from different fields. The new loanwords influenced the language of the English travellers who brought them from various countries and nations. Furthermore, the Renaissance helped to

give some new phrases from Greek and Latin, which were considered vogue and rare words. Additionally, however, the language had Italian and German borrowings. During the *Modern Period*, a historical occurrence caused the spread of the English language and its deformation.

In 1607, the first big colonisation started on the New Land in Jamestown, Virginia. Later, during this occurrence, the people who lived there claimed that they were Americans and that their home was America; therefore, they wanted to be separated from Britain. As a result of this, not only independence but a new nation and a new language were born. (Lawrence, 2017)

1.2. The First Settlements

Since Christopher Columbus re-discovered America, European countries such as England, Spain, French, and others have conquered the new land. England was the country that settled in North America, in that area, people started to form several colonies. The English language came along with English settlers during colonization. As J. L. Dillard, an American linguist, explained: “*The type of English spoken during the periods of exploration and colonisation was important to the history of American English...*” (Ashraf & Fattah, 2019, p. 181) It would not be possible to identify which dialect of English was spoken by the settlers when they arrived in the new land. The main reason is their diversity. They belonged to different parts of England and brought those dialects, which later were mixed during the settlement. (Ashraf & Fattah, 2019)

Migration to the New Land can be distinguished into three periods. (Baugh & Cable, 2005)

The first period lasted from the foundation of Jamestown in 1607 till the formation of the last colonies. (Baugh & Cable, 2005). The first successful settlement of England was in 1607, when the Englishmen established Jamestown and named the surrounding territory Virginia. The exploration of the New World gave England not only territories but also a trading route, which they called “*The Atlantic Triangle*”. (Skopkova, 2014, p. 5). The essence of it was in exchange. England sent ships to the coast of West Africa to swap their cheap goods for slavery. After that, they took them to America to sell them for rum, molasses, and exotic goods. The first twenty slaves were taken to America in 1619 to work on sugar plantations. The next important settlement during this period was made by pilgrims. They were forced to travel on purpose to find freedom for their religion. The first pilgrims sailed to America on the *Mayflower* in 1620 and settled in the area of New York. (Skopkova, 2014)

The second period dates back to the time of the growth of the 13 colonies, which ended with the Civil War and the arrival of the German and Irish immigrants. The main reasons which forced these two nations to move to America were the Irish fiasco with the potato crop and the failure of the German Revolution in 1848. (Baugh & Cable, 2005). The legendary 13 colonies were extended on the east coast from Maine to Georgia and were divided into three parts: *New England*, *the Middle Atlantic*, and the *South Atlantic*. The part of New England that occupied Massachusetts Bay was well-known among new immigrants; most of them came to this area at first but eventually decided to go further north or south to find other communities and gain more freedom. The *Middle Atlantic* part included New York, with a small Dutch population, New Jersey, which was mostly English and had a colony on the eastern side of Quakers, and Pennsylvania, which had a mixed population of Quakers English, Welsh, Scots-Irish, and Germans. In the 18th century, when Protestants were persecuted, they immigrated to Pennsylvania and tried to remain their native language. In the *South Atlantic* area, the centre of settlement was Virginia, where the legendary Jamestown was established. This city was full of Commonwealth soldiers, royalists, and political refugees. Likewise, the *South Atlantic* district was mixed with various nations, such as German, Scots-Irish, and French Huguenots. As history demonstrates, the first settlements were on the east coast, and the settlers needed time to explore the western part of the new land. (Baugh & Cable, 2005). In the 19th century, the territory received a great migration wave from Germany and Scandinavia. The *Far West* started its development later. It was marked by the *Louisiana Purchase*, in 1803, which opened a new way for the fur trade, missionaries, and settlers. In 1846, the *Treaty of Great Britain* was signed, which established the 49th parallel, the boundary between Canada and the USA. In addition, the great discovery of gold in California only accelerated the process of development and also attracted many settlers and immigrants. In 1851, the state was added to the Union. (Baugh & Cable, 2005).

The third period was marked by the ending of the Civil War, after which the country was formed and the population in the future increased. (Baugh & Cable, 2005) The third period is the period of the great migration waves from around the world. For instance, German immigrants came to America in the 1670s and their migration wave was realized during the 19th century mostly to New York. German along with immigrants brought the tradition of the Christmas tree and kindergartens, also words as *ecology*, *hamburger*, *pretzel*, and *seminar*. (Skopkova, 2014, p.14) Then Italian immigrants caused migration waves, in 1880 and 1920, more than 4 million Italian came to America for working. Italian loanwords influenced music, art, theatre, cuisine, clothes, and architecture. Borrowings influenced the

languages: *cappella* (*chapel*), *broccoli*, *espresso*, *pianissimo*, and *umbrella* (*ombrello*). (Skopkova, 2014, p. 15) Another important ethnic group that came from Europe was Jewish. These people spoke Yiddish, the language which is formed from German, Hebrew, and a little Slavic. This language brought words such as *bagel* (ring, bracelet), *chanuka* (consecration), *kosher* (proper). (Skopkova, 2014)

As the historical background presented, America has received various settlements and migration waves since its discovery. The success of the settlements was caused by a main linguistic reason. (Baugh & Cable, 2005). The majority of the population spoke English, and there was a high degree of uniformity. This statement was recognised at the beginning of the 18th century by an Englishman, Isaac Candler, who, during his travel across the USA, paid attention to the very low differences in pronunciation between the districts. Isaac Candler said that people from various states could freely communicate with each other, which is not related to England because their dialects have big differences from each other. (Baugh & Cable, 2005) Therefore, an Englishman can freely understand an American, but an American will face some trouble during communication with the Englishman. This effect of the language uniformity was mostly caused by the Americans' adventurous lifestyle. The American mentality can travel thousands of miles for a job purpose, a new home, or just a trip. That is why Americans always travel and speak freely; that is why their linguistic barriers are very thin and almost undistinguished. (Baugh & Cable, 2005).

1.3. American Dialects

American English has a specific distinction from British English. It has archaic features, and it is more conservative than the British one. It is logical that when settlers came from England, they brought their native language. Therefore, American English kept those features that Englishmen used in the 17th century. Though American and British English have the same origin, the differentiation has appeared and can be explained by the separation of the languages. Since the 17th century, they have evolved on various lands and have been influenced by a variety of other languages. Thus their differentiation could be expected. American English uses words that are seldom or obsolete to British English. Here are two examples of them: *fall* – *autumn*, *rare meat* – *underdone*. Also, in America, *I guess* is more commonly used than *I think*, which was popular during Chaucer's time. (Baugh & Cable, 2005).

Though American English has a high uniformity of linguistic features, at the same time, the dialectal regions can be strongly distinguished from each other. Many

dialectologies have made several investigations into this topic. One of the most famous surveys was done by Professor Hans Kurath, in 1949. He was the person who distinguished 18 different dialects along the Atlantic Coast and the southern part. Later, he was able to divide them into three major groups: *Northern*, *Midland*, and *Southern*. All other dialects which appeared in America belonged to General American English. Kurath's statement lasted for the following 40 years. (Baugh & Cable, 2005). The next major investigation was conducted by Craig M. Carver (2016), who also separated the North American dialects and mostly focused on the vocabulary distinctions. He differentiated the *Eastern New England* and *New York* dialects, *Upper North* and *Lower North*, *Upper South*, and *Lower South*. In this variety, Carver (2016) separated the Midland region into *Lower North* and *Upper South* as there were strong differences between the two regions. Also, Carver (2016) considered the western dialect and added the *Western American* language to the regions. The current shape of the linguistic features and geographical positions of the dialects can be explained by the first settlements and further westward expansion. (Grieve, 2016).

1.3.1. Eastern New England and New York City

The Eastern New England dialect includes those states which are east of the Connecticut River in Massachusetts and Connecticut and east of the Green Mountains in Vermont. (Baugh & Cable, 2005). As history has shown, the New England colony was settled by England. Therefore, the dialect has kept features that are specific to British English. For instance, Eastern New England has always been *r-less* in dialect than Standard British. The same happened in the New York region, though at the beginning, New York was an *r-full* dialect, such as the Virginia colony, because the settlers were not native English speakers, despite that later the Eastern New England influenced the New York dialect. (Wolfram & Schilling, 2016). Subsequently, after the II.WW, the *r* pronunciation appeared, and even more, it was a separation between the social classes. (Baugh & Cable, 2005). New York's other specific feature is the word borrowing from the German and Dutch. The dialect used words such as '*olicook*' for doughnut, which originates from the Dutch '*oilcake*'. Afterward, these words became obsolete or used beyond the region. Today, Dutch and German words remain only in city names such as *Brooklyn*, *Harlem*, etc. (Wolfram & Schilling, 2016). Turning to the Eastern New England dialect, it is important to mention that it is not unique within the dialect, there are many other variations. Some people use the broad vowel in path, fast, while others do not; some people use the rounded vowel in hot, while others prefer the shortened vowel. (Baugh & Cable, 2005).

1.3.2. Upper North and Lower North

The Upper North region expanded its boundary in West New England, New York upstate, and in the Great Lakes basin, and it continues beyond the Mississippi in states such as Iowa, Nebraska, and Minnesota, and in the eastern parts of North and South Dakota. The lower North American dialect can be found in states such as New Jersey, Pennsylvania, Ohio, Indiana, and Illinois. (Baugh & Cable, 2005). The establishment of the Northern states, and along with it, the local dialect, was a result of the New England settlement westward. As was mentioned above, Carver called this region the Upper North (1987). The Upper North dialect starts to disappear beyond the Mississippi River as there is a “dialect fault line”. (Wolfram & Schilling, 2016, p. 112) The differentiation in pronunciation can be heard in the use of *s*, instead of it, they pronounce *z*, as in the word *greasy*. In lexical distinctions, they use the word *pail* for the *bucket*. They have their own grammatical features, for instance instead of *sick to/at stomach* they say *sick in/on stomach*. The westward expansion of the middle part of America was made from the Mid-Atlantic state, the Upper North states, and New England, so the dialect was brought and mixed from these regions. (Wolfram & Schilling, 2016). The common feature which is specific to both the Upper and Lower North dialects is the *r*-fullness. Furthermore, in the lower region, people use the unrounded vowel. (Baugh & Cable, 2005). The eastern part of the Lower North has a linguistic concoction that is the result of the Upper South and Lower North's contact. This mixture created the *APAXES* dialect, the most famous of which is the Hoosier Apex. (Wolfram & Schilling, 2016).

1.3.3. Upper South and Lower South

The Upper South dialect came from the Mid-Atlantic. When they moved westward to the Mississippi River, along with it, they extended their linguistic boundaries. The Midland was partly occupied by the New England dialect. As a result, people from New England did not acquire the Midland dialect. Furthermore, they influenced the local one. (Wolfram & Schilling, 2016). The Upper South's geographical location begins on the east coast with Maryland and West Virginia, except for the portion near the Pennsylvania border, and extends beyond the Mississippi River to parts of Arkansas, Missouri, and north of Texas. (Baugh & Cable, 2005). The Lower South region includes states such as Alabama, Mississippi, Oklahoma, Georgia, Florida, Southern Louisiana, and Texas. It is important to know that the Central part of Texas has a strong cultural sense, so they speak their own variation of the Southern language. (Wolfram & Schilling, 2016). The Lower South region

shares a common linguistic feature with the New England dialect. In some areas of the Lower South, people lose the *r* and before consonants, for instance in the word *car*. In addition, the southern dialect does not have rounded vowels and the broad *a* as in *grass* and *dance*. The main recognisable feature of the dialect is the famous Southern drawl. This effect gives a slow pronunciation and, along with it, gives double diphthongization of stressed vowels. This unique feature has the chance of shifting and creating new diphthongs. (Baugh & Cable, 2005).

1.3.4. Western dialect

The first settlement departed from the East Coast; therefore, the western part was unexplored. Only later, after the colonial period, Americans started to make various expeditions to explore the West Coast. When the Western settlement began, people from various parts of the Eastern Coast brought their variety of dialects and took them to new places. Therefore, the Western dialect emerged from the North, South, and Midland dialects. The Western region covers a huge part of America and does not have traditional dialectal features because of its mixed origin. Probably the most famous place with dialectal features is the San Fernando Valley in California. This place uses specific expressions such as *gnarly*, *barf out*, *grodie (to the max)*, *gag me*, *for sure*, *as if*. Otherwise, some distinctions can separate the North and South Californian sub-dialects. For instance, northern California uses '*hella*' instead of very, while the Southern part says '*hecka*'. Also, note the use of 'the' before the freeway numbers; northern California does not use 'the,' whereas the southern states do. (e.g. the 405) (Vaux, 2003)

1.3.5. African American English

African American Vernacular English (AAVE), also known as Black English, Negro English, black dialect, or, since the 1980s, Ebonics, is a dialect of American English spoken by African Americans. (Salikoko, 2004). This kind of dialect, such as the above mentioned, has its own linguistic features but does not have an appointed geographical territory, it rather belongs to a particular ethnic group. In the western part of the African continent, history mentions Pidgin English, which was created to serve as an efficient communication tool between European and African people. Therefore, Pidgin English is a mixture of English and African languages. In the 17th century, when slavery came to America, they brought Pidgin English and thus created the '*Creole dialect*'. Subsequently, the Creole dialect and the English merged, and as a result, they created the Gullah dialect. It was spoken by blacks who lived along the coast and coastal islands of the southwest. Some scholars consider that

when the Africans moved to the north, they influenced the northern dialects. Also, there is a 'Creole hypothesis', which can be an explanation for the 'street speech'. (Baugh & Cable, 2005, p. 362). However, since slavery, Pidgin English has been changed and has undergone decreolization, a process that results in the loss of the Creole dialect features. The linguistic differences appear in the pronunciation, grammar, and vocabulary. The AAVE has the following linguistic features: (Baugh & Cable, 2005, p. 362):

- 1) the cut of the final consonant as in *lis`-list*;
- 2) loss of the final *r* as in *fo-four*;
- 3) they do not pronounce the *th* diphthong, instead of it they use *d*, *t*, or *f* as in words *that-dat*, *thin-tin*;
- 4) they do not use the verb *to be* as in the sentence *He tall-He is tall*;
- 5) The word *done* is used for the completion of the action as in the sentence *They done did it, already*;
- 6) The lack of the third person singular as in *He talk-He talks*; (Baugh & Cable, 2005, p. 362)
- 7) The Gullah dialect uses *bin* when it refers to a past tense action as in *He bin go-He went*;
- 8) *He* on the possessive function (*his/her-he*);
- 9) The use of the double negation as in *She don won nothing*. (Salikoko, 2004)

1.3.6. Hispanic American English

The Hispanic American English is the second largest ethnic minority, after African Americans, in the USA. (Kövecses, 2000). This variation of the American dialect is special because it belongs to a particular ethnic group and also has a geographical position. (Baugh & Cable, 2005). Hispanic Americans can be divided into several groups due to their geographical background. The largest Hispanic group comes from Mexico. They are also known as the Chicanos. The language they use is Chicano English. In addition, the other two groups came from Puerto Rico and Cuba. Cuban Americans are mostly concentrated in New York City, Union City, New Jersey, and Florida. Returning to the boundaries of Chicano English, this language is used in the South-West States such as Texas, New Mexico, Arizona, and California. The above-mentioned migrations were mostly caused by several economic reasons. Lately, proper investigations have been conducted of the Chicano English by Joyce Penfield and Jacob L. Ornstein-Galicia (1985). (Kövecses, 2000). This research sheds light on the linguistic differences between Chicano English and Standard American English. Here are the following specific features: (Kövecses, 2000, p. 92, 93):

- 1) The English phonemes /č/ and /š/ usually alternate with each other, as in the word *chicken* they pronounce /šiken/ and *s how* they pronounce like /cho/;
- 2) *z* becomes *s* as in word *s please* sounds like *police*, *easy* becomes /isi/ and *guys* becomes /gajs/;
- 3) Such as the Ebonic language they replace the English diphthongs *th* with *d* and *t*, as in words *thing–ting*, *they–de*; ‘the word-final simplification’ is an effect when the final consonant is lost as in words *start – star*, probably that is why the third person singular is not showed for instance *loves–love*;
- 4) Chicano dialect does not use all the 11 phonemes from the Standard American English, they borrowed only 5 of them: /i/, /e/, /u/, /o/, /a/. but sometimes the /i/ vowel produces merging in the speech;
- 5) The different stress patterns as in the word *an`tipate –antici`pate*;
- 6) Chicano English uses rising pitch in declarative sentences;
- 7) The use of the double negation is appeared in the sentence *I don have no money*;
- 8) They use the word *more* for the expression *more often*, for instance, *More I use English*;
- 9) They turn mass nouns into count nouns, such as *vacation –vacations*;
- 10) Chicano has many Spanish borrowings as *comadre–godmother* and *compadre–godfather*. (Kövecses, 2000, p. 92, 93)

Spanish also gave political words such as *Sandinista*, *contra*, *fidelista* and influenced the food and drink vocabulary with *nachos*, *margarita*, *burrito* etc. For the first time, these loanwords were known only among Hispanic Americans, but lately, they have influenced the world. (Baugh & Cable, 2005).

1. 4. Noah Webster and American Language

In the years when America received independence, national consciousness and well-known patriotism started to rise among Americans, and they wanted to establish a known, recognisable identity. Given that the American territory had previously belonged to the former colonial power, Great Britain, it was not surprising that they desired to differ from it in the future. Therefore, they chose a distinct variation of government, and religion and made many other reforms. The language question was not a problematic field because they felt comfortable with the spoken one, in spite of the fact that it belonged to England. Otherwise, there were several debates interested in the language question, but this subject was not considered as strong as the previous ones. Subsequently, some Americans realised that an independent country may have a known sovereign language. Noah Webster, the father of American English, was one of these people. (Gallardo, 1984). Noah Webster was

born near Hartford, Connecticut, in 1758. He received a good education at Yale. Later, after graduating, he could not find a proper job, which is why he was forced to become a teacher. Working in this sphere, he was not satisfied with the schoolbooks. This was only one aspect, among others, that led him to the standardisation of the American English language. (Baugh & Cable, 2005). This long process had two stages. In the first stage, Webster wanted to explain to people that linguistic independence would mark their freedom, and here he tried to find concrete identity symbols in the language. The second stage was about Webster's comprehension that an important property of the language might be a known dictionary, with its characteristic features. (Gallardo, 1984).

After independence, it was common to hear the expression '*American language*', especially in the years when Webster published his book about American spelling. In addition, another term emerged at that time, which was called '*Americanism*'. This term was invented by John Witherspoon. He explained it as a stigma attached to anything that differs from the previous original language and is no longer considered English because it became American. (Gallardo, 1984). This process of the development of American English was not threatened by England. Furthermore, most of them were interested in the outcome. In 1790, a significant text was published by an Englishman, Henry Kent, who wrote that England was the righteous owner of the language and that America should be proud of it and keep the treasures of the language. (Gallardo, 1984, p. 69). Surprisingly, this cultural climate emerged in America, posing a significant challenge to Webster's work. Despite it, Webster was very enthusiastic and felt the importance of language standardisation for the country's independence. As a result, he realised that he needed to establish the "*Grammatical Institute of the English Language*," which would include a spelling book, a grammar book, and other readings. The first book that Webster published was the '*Spelling Book*', in 1783. In that century, his writing had huge fame and, as Webster said: '*it introduces uniformity and accuracy of pronunciation into common schools*'. (Gallardo, 1984, p. 71). The spelling reform resulted in changes such as the use of the er ending instead of the British re ending in words such as scepter, theater, and center; and the dropping of the u in words such as honor, color. (Baugh & Cable, 2005). After a year, the second book was published, which offered a comprehensive and simple grammar of American English. In the following year, Webster completed his third work '*An American selection on reading and speaking*', which was added to The Grammatical Institution of the English language. This book also gave precise information on the history and geography of America for the younger generation. (Grieve, 2016). Subsequently, in 1787, Webster established the '*American Magazine*' paper in New

York, which was short-lived but a place where Webster published his essays on politics, education, government, and agriculture. Later, after his marriage, in 1789, he found two more papers, *'The American Minerva'* and *'The Herald'*, the last two papers he sold in 1803. A year after Webster published the *'Compendious Dictionary'*, in 1806, he started his work on *'An American Dictionary of the English language'*. This work consisted of two volumes and was completed in France and England, in 1825. The dictionary was published in 1828 and sold out within a year.

Noah Webster was a patriot who wanted to make his country completely independent, so he devoted his life to this purpose. He was an active participant in the politics and culture of America and brought much of his writing to these fields. He died in 1843 and was buried in a cemetery near Yale University. (McDavid, 1998).

1.5. American English Today

American English since the first settlement has lived its own life. The differences between the original British English and the newborn American English language were highly noticeable. These differences have been changed through time and influenced by other languages. As a result, they gave birth to the present form of American English. These distinctions can be found in all linguistic fields. For instance, the American vocabulary left behind some British words which they found useless in the New Land, such as *waistcoat* (*'undershirt'* in America), *fortnight*— means *'two weeks'*, *copse*, *dell*, *fen*; the pronunciation also changed, especially with the use of the *'r'* sound; the spelling system was innovated, and some new grammar rules were laid down. Subsequently, during the Revolution, Noah Webster established the basic rules and features of American English. Even today, Webster's spelling and dictionary books are used to represent the American variety of English. (Algeo, 2010). Today on the territory of the United States, several dialectal regions can be recognised. Some of them must be mentioned as they are well known around the world. The first of them is the *Northeast region* where there are some important linguistic islands, such as the *New Yorker dialect*, which likes to omit the *'h'* at the beginning of the words and also rounds the *'a'* sound as the *'o'* (e.g. *call*, *ball*). The *New England* region can then be divided into *Eastern New England*, which includes Maine, New Hampshire, Rhode Island, Massachusetts, and Boston. In these territories, the *'-ar'* sound is familiar as *'-ay'*, and the *'or'* sound is replaced with *'off'*. After that, comes the *Western New England* part, and its representative is the Vermont accent, which has kept some French features, thus it is very similar to the South Canadian accent. Moving south-west to Pennsylvania state, it is full of specific words such as *'toot'* – *'bag'* and *'rootch'* – *'scootch up'*. Also around Pittsburgh

city, the interesting feature is the loss of 'th' in certain collocations as *up'ere* (up there), *like'at* (like that), *'n'at* (and that). Next is the Cincinnati dialect, which characterises the Midland accent. Its peculiarity is the use of 'l', as in the words *drawing – drawling* or *saw – sawl*. Then it is important to mention the Inland North or the *Rust Belt* dialect, which has been mixed with East Coast and West Coast words and also shares some common features with the Wisconsin dialect. For instance, they pronounce Wisconsin as '*W-scon-sin*'. They also use words such as '*parking ramp*' (for parking garage). Then the Western dialect, as it was mentioned, had emerged from the Eastern dialects, due to historical events. Probably one of the most distinct linguistic areas is the South. There, people say *y'all* instead of *you guys*, or they will pronounce *lawyer* as *law-yer*. Going southward, the specific area of New Orleans is mixed with some *Cajun French* and *African Creole* dialects. The French features were brought by the people from Nova Scotia, which is why Louisiana uses '*by my house*' instead of '*in/at my place*' or '*make do do*', which means '*to sleep*'. Additionally, it is important to mention that because of the African dialect, people usually say '*where ya stay (at)*' instead of '*where do you live*'. (Vaux, 2003).

Along with the above-mentioned various dialects which can be found in the USA, there is a neutral dialect which is called *General American*. This term was invented by linguist George Phillip Krapp, who had the idea of a unique language without any accents. Though this idea was discarded and America still has its dialectal variation on the other hand the General American continues to be preserved and is used mostly in newscasting. (Devlin, 2017).

A detailed literary overview of the historical background of American English was provided in this chapter. The main events that caused the development of American English and shaped its characteristic features were mentioned and discussed in detail. In short, it can be said that all roots lead to the time when the English language itself emerged in the British Isles. However, the real development of American English started in the New Land, where during the migrations American English received many loanwords from Indian, French, German, Dutch, Spanish, etc. Along with these changes came Noah Webster, who standardised American English and brought reforms in vocabulary and spelling. Certain differences between American and British English can be seen in pronunciation, punctuation, stress, and even grammar. The first part also dealt with the dialect boundaries that can be found within the USA. The origins of these dialects can be traced back to certain historical events. Finally, this section also mentions the General American, which is an accepted dialect by all Americans and is usually used in broadcasting.

PART 2

CHARACTERISTICS OF AMERICAN ENGLISH

Although American English and British English have the same origin, it is obvious that they are different. According to the detailed explanation of historical events in the first chapter, the English language was once separated from therefore, the two English languages were influenced and changed in separate territories and became different.

2.1. Present Differentiation of Vocabulary

The first settlement, when Englishmen sailed to the American coasts and began to make a living on the New Land, can be traced back to the formation of the language. As it is in the public consciousness, the first settlers were not alone in the territory. The people whom they met were the Native Americans or as they called them, Indians. This contact between the two nations enriched the English language, as settlers learned the new Indian words such as *raccoon, skunk, opossum, moose, porgy, terrapin, chipmunk, tomahawk, canoe, wigwam, moccasin, squaw*, etc. (Baugh & Cable, 2005). At the same time, not only the Indian language influenced English. Many other settlers came from Spain, France, and the Netherlands, and as a result, English borrowed some words from them, such as Spanish *alligator, coyote, sombrero, tornado*, or French *embassy, pumpkin, terrace*, or Dutch *boss, cookie, wagon*. (Skopkova, 2014). Later, immigration caused further language-shaping effects. Several nations, such as Germany, Italy, China, and Jews, came and brought some loanwords to American English. (Ashraf & Fattah, 2019) In 1828, when Noah Webster made the *An American Dictionary of the English Language*, he included most of the loanwords that were used by that time as the peculiarities of the American language. (Baugh & Cable, 2005).

Many specific words which belong to the American vocabulary are known as *Americanism* can be distinguished into three main groups.

The **first category** includes those words which are different between American and British English but have the same meaning; otherwise, both variations are used in both languages (Lindell, 2014; Jimmy, 2019):

(AmE)–*Gas pedal*; (BrE) –
Accelerator; (AmE)–*Fall*; (BrE)–*Autumn*;

(Britain uses '*fall*' in literary context)

(*AmE*)–*Airplane*; (*BrE*)–*Aeroplane*;

(‘*Aeroplane*’ is old-fashioned in America)

(*AmE*)–*Elastic band*; (*BrE*)–*Rubberband*;

(‘*Rubber band*’ is not used in America)

The **second category** includes words that are different but have the same meaning but cannot be interchanged:

(*AmE*)–*Apartment*; (*BrE*)–*Flat*;

(The terms are understandable in both languages, but ‘*apartment*’ is not used in Britain and ‘*flat*’ is not used in the USA)

(*AmE*)–*First name*; (*BrE*) – *Given*

name; (*AmE*)–*Amusement* *park*; (*BrE*)–

Funfair;

The **third category** includes those words which are different, and have dissimilar meanings. These words usually cause misunderstanding in the context of American and British people (Lindell, 2014):

(*AmE*)–*Sidewalk*; (*BrE*)–*Pavement*;

(‘*Pavement*’ in the USA means the *roadway*, while in Britain it is *the territory along the road for the pedestrian*) (Пигарёв, 2014)

(*AmE*)–*Cigarette*; (*BrE*)– *Fag*;

(In Britain ‘*fag*’ is slang for *cigarette*, in America ‘*fag*’ means

homosexual) (*AmE*)–*Soccer*; (*BrE*)–*Football*;

(In America the word ‘*football*’ refers to the *American football*, which is a different kind of sport) (Lindell, 2014)

Finally, it can be said that American vocabulary was the only language aspect that was influenced by other nations during the settlements and immigration. Therefore,

historical events had a huge role in influencing American language formation. (Ashraf & Fattah, 2019).

2.2. Influence on American Spelling and Pronunciation

In the years of the settlement, people in America did not pay so much attention to spelling. Therefore, they often interchanged 'i' and 'y', or 'u' and 'v' letters. Later, when Samuel Johnson published his Dictionary of the English language, in 1775, thus laying down some English spelling rules, England decided to spread these reforms in the colonies. Until the Revolution and Noah Webster's spelling book, Americans used British spelling. (2010) The idea of a spelling reform belonged to Dr. Benjamin Franklin. In 1768, he finished his work about American spelling, which was called *A Scheme for a New Alphabet and a Reformed Mode of Spelling*. Years later, Dr. Franklin invited Noah Webster to join him and help him establish an innovative spelling system. But Webster did not share Franklin's opinion, so he refused the offering. Only after Webster decided to write the *Grammatical Institution*, he realised that the loss of the superfluous letters could create a new spelling, thus establishing the individualism of the language. (Baugh & Cable, 2005). Later, Webster published *An Essay on a Reformed Mode of Spelling*, where three main principles are grounded. First of all, Webster suggested the omission of the superfluous letters, which would provide changes such as *bred* (bread), *hed* (head), *giv* (give), *bilt* (built). The second suggestion was the replacement of the vague and indeterminate characters with a definite sound in words such as *greef* (grief), *kee* (key), *laf* (laugh), *dawter*, (daughter), *korus* (chorus), *masheen* (machine). Finally, the third principle was the alteration of the character for distinguishable sounds, which added a stroke across the 'th' to indicate a voiced sound. Incidentally, these principals did not succeed, and Webster withdrew them. Subsequently, in 1804, he published his first dictionary, known as the *Blue-Back Speller*. (Venezky,1999) This book contained most of those spelling reforms which are used today, such as the loss of 'u' in words such as *color – colour* and *honor – honour* (Skopkova, 2014); the loss of final 'k' as in words *music*, *physic*, *logic*. (Baugh & Cable, 2005). Further simplifications which are used by Americans are (Lindell, 2014; Skopkova, 2014):

- 1) Use of the 'er' ending instead of the British 're' like in words *center–centre*, *theater – theatre*;
- 2) Use of 'ense' instead of 'ence' like in words *license–licence*;
- 3) Writing one consonant instead of two like in words *wagon–waggon*, *program–programme*, *kilogram–kilogramme*;

4) Use of shortenings like in words *check–checque*, *catalog–catalogue*, and *thru–through* which is informal;

5) Use of ‘z’ instead of ‘s’ like in the word *paralyze – paralyse*.

The pronunciation between the American and British languages differs a lot. The deviation can be found in both vowels and consonants. The use of the broad 'a' as in the word "dark" and the flat 'a' as in the word "that," for example, is one of the most noticeable vowel distinctiveness. American English prefers to use a flat ‘a’ before *f, ft, m, nch, nd, nt, sk, sp, ss, stand th*, as in words like *laugh, ask, clasp, grass, last, path*, etc. Despite it, the British pronunciation uses the broad ‘a’. American English uses the broad ‘a’ before (*l*) *m, r*, and *th* as in the words *palm, cart, bar*, and *father*. The next distinctiveness is between the long and short ‘e’ sounds. The short ‘e’ which sounds like *set*, is used by Americans in words such as *evolution*, and *epoch*. The British pronunciation would use the long ‘e’ as in the word *bee*. However, Americans use the long ‘e’ in words such as *penalize, lever*, and *egoist*, while British English would use the short one. Also, the word *pretty* is used with a short ‘e’ in America, but with a long ‘e’ in Britain. Another different ‘e’ sound usage can be found in words *either* and *neither*. While *eye-ther* and *neye-ther* are used in the United Kingdom, *ee-ther* and *nee-ther* are preferred in the United States. (Mencken,2006)

A similarly perceptible difference might be given by the consonants. It is in the public consciousness that Americans scrupulously pronounce almost every sound, while British pronunciation likes to avoid them. The very first noticeable American feature is the *rhotic* dialect, which means that they pronounce the *r* sound. Against it, British English makes an omission in the *r* usage, so they have a *non-rhotic* dialect. (Lindell, 2014). British English also likes to drop the *l, d, g, t*, and *h* sounds, as in the word *fulfill* the first *l*, also in *kindness* the *d*, in *trait* the final *t*, and in *often* the *t* is not pronounced in Britain, while American English does not make any loss here. Also, a discussed topic can be the pronunciation of the *g* sound in the *-ing* ending. American English pronounces the *g*, otherwise, the disappearance of it can be heard among the lower social classes. (Mencken, 2006).

The dissimilar use of various sounds can also be found among the American dialects. The dialectal regions can use various pronunciations. For instance, the New England and the Southern dialects share common features despite other regions. For historical reasons, the New England dialect has a similar pronunciation to British English. (2010).

2.3. Changes in Punctuation and Stress

Punctuation is a collection of various marks that aid in understanding the context; hence, it plays an important role in writing. In the past, people did not use any punctuation marks, so reading was hard. Today, these marks are used variously in different languages. Like others, American English has laid down its own punctuation rules too. For instance, they use a comma after *introductory words* as adverbs (e.g. *Quietly, she ran past the sleeping man.*), interjections (e.g. *Wow, my sister came home from college*), and subordinate adverb clauses (e.g. *If you see your sister, I'll call you*). Also, commas appear in listings. Applying several nouns, adjectives, or adverbs in a sentence, to separate them, the punctuation puts commas. (e.g. *My new car ran quietly, quickly, and smoothly.*) There is a little difference between British and American usage. As it was presented, the Americans put a comma before 'and', while the British language omits that comma. (O'brian, 2018). The next rule is probably one of the biggest distinctions between American and British punctuation might be the quotation. The differences between them are in the use of the "double" or 'single' quotation marks and the question of whether the punctuation should be inside or outside the quotation. The following two examples show the differentiation. American punctuation: *"I love lyrics that tell stories," said the songwriter, "like in Marc Cohn's song where he says that he 'put on his blue suede shoes and boarded the plane.'"* (Content, 2016) British punctuation: *'I love lyrics that tell stories', said the songwriter, 'like in Marc Cohn's song where he says that he "put on his blue suede shoes and boarded the plane.'"* These examples clearly show that the Americans use "double" marks for the main quotation and the 'single' ones for a quote within the quote. The British usage is the opposite of it. Also, these examples are shedding light on the second difference, on the place where the punctuation could appear in a quotation. The American version shows that they use punctuation marks such as commas and periods inside the quotation, even if they are not in the original context. The British language uses punctuation marks outside of the quotes. (Content, 2016). The next comparable subject might be the dates. Americans prefer to put the month first then the day, and finally the year (e.g. 12/5/2010). The British have a little more distinct sequence. They start with the day, which is followed by the month, and then comes the year (e.g. 5/12/2010). Another noticeable distinction can be found in the title. Americans put a period after the Mr., Mrs., or Ms. Americans put a period while the British people omit it. (Penn, 2011). American punctuation also puts a comma in numbers that are over 999 (e.g. *The house is \$600,000.*) (O'brian, 2018). It is important to mention other punctuation marks such as a semicolon, which is used to separate complete but related sentences, for instance, *"I went to the play; my cousin was the main actor."*; the colon, which stands for introducing a

list, for instance, “*There are 3 ways that I love to relax: reading, magazines, practicing yoga, and taking baths.*” or to make an emphasis on a specific thing. For instance, “*After shopping for 8 hours, I finally found them: the perfect pair of jeans.*”; the apostrophe which shows possession, for instance, “*This is Mark’s cat*” or to make omissions, “*cannot–can’t, of the clock–o’clock*”. (O’brian, 2018). Each word can be divided into several syllables. All these syllables must be pronounced to make audible sounds, which create words. These words always have a stressed syllable, which means that the pitch falls on that specific one. Every language has its own distinct syllable pattern, so American English has too. (Jimmy, 2019). Otherwise, the two types of languages can be classified as stress-timed and syllable-timed languages. The distinction between them is that the stress-timed language has a longer duration on the stressed syllables. For instance, in the word *A-`mer-ic-a*, the stress falls on the second syllable, so the stressed `mer syllable is longer than the three other ones, which would be shorter and have a *schwa* sound. In place of it, in the syllable-timed languages, every syllable has the same period of time during the pronunciation. (Conlen, 2016). English belongs to the stress-timed group, which can be noticed from its rhythmic accent. For a beginner student who tries to acquire the language, it is hard to recognise the syllable where the stress should be. Otherwise, there are some helpful rules which can give a basis for the precise words’ stress. For example, if a noun consists of two words, then the stress should fall on the first syllable, such as in the words *NOTEbook, HAIRcut, BATHroom*. The second rule suggests that if a word originates from another expression, then the stress should fall on the roots for instance, *unPAID, inCLUDE, reMIND*. Also, the word stress cannot be on the suffixes as *-ly, -er, -ing, -ful*. But as always, there is an exception. The suffix rule is not valid if there are words that originated from French because, in this case, the stress falls on the last syllable as in the original language. (*e.g. volunTEER*). When comparing and contrasting American and British word stress usage, it can be stated that in most cases, American English prefers the last syllable, whereas the British language prefers the first, as in words like (AmE) baLLET – (BrE) BALlet, (AmE) gaRAGE – (BrE) GARage, or (AmE) aDULT – (BrE) Adult, etc. This rule does not work in every case. There are a lot of exceptions, as in the word *address*, where Americans put the stress on the first syllable (*e.g. ADdress*) and Britons on the last (*e.g. adDRES*) or the word *advertisement* in America, people would stress the ‘ad’ syllable, while Britons stress the ‘ver’ syllable. Students who are learning English should pay more attention to the word stress because it helps to develop their listening skills. Furthermore, the native speaker uses word stress to understand the words, so the incorrect word stress can lead to misunderstandings. (Schaalje, 2015).

2.4. The Grammar of American English

Grammatical structure is an important field in any language, and thus each language has its own set of grammar rules. As it was clarified above, American English originates from the British language. Therefore, they are the same, but despite that, they have many distinguishable features in vocabulary, pronunciation, spelling, and even grammar. These distinctions will be presented in the following points (Turner, 2017):

1) *Collective nouns are or is.* Collective nouns are those nouns that can gather a particular type of people (e.g. group, team, family, community, etc.) British English usually talks about it in the plural, while American English uses them in the singular for example (AmE) *The committee is making the decision today* – (BrE) *The committee are making the decision today.*

2) *Present Perfect Tense.* American English does not use the present perfect tense as much as the British do. They more likely use the simple past. For instance (AmE) *I ate his lunch* – (BrE) *I have eaten his lunch.* The Present perfect is used by both languages for an unspecified action that started in the past and continues in the present.

3) *The past tenses.* While British English uses a variety of irregular verbs to describe past events, American English simplifies irregular verbs by adding the –ed suffix. For example (AmE) *learned, dreamed*–(BrE) *learnt, dreamt*).

4) *Possession and obligation.* The British people always use 'have got' to express possession and obligation, while the American people use a simple 'have' for possession and 'have to' for the obligation. For example (AmE) *I have a cat* – (BrE) *I have got a cat;* (AmE) *I have to go home*–(BrE) *I have got to go home.*

5) *Dates.* The main difference in this field is the use of prepositions. Prepositions are used in the British language; American English tries to avoid them. For example (AmE) *My birthday is September 9th.*–(BrE) *My birthday is the 9th of September.*

6) *The past participle got/gotten.* The three forms of *get* in British English are: *get, got, and got.* American English changed the third form, instead of *got* they say *gotten*, which is incorrect for Britons.

2.5. American English and World English

The international term 'World English' refers to variations of the English language which derive from the original English English but have been influenced by many other languages

and thus have created variations such as American English, Australian English, Babu English, Banglish, Canadian English, Caribbean English, Chicano English, Chinese English, Denglish, Euro-English, Hinglish, Indian English, Irish English, Japanese English, New Zealand English, Nigerian English, Philippine English, Scottish English, Singapore English, South African English, Spanglish, Taglish, Welsh English, West African Pidgin English, and Zimbabwean English. World English is used throughout the globe by non-native speakers. (Nordquist, 2019). It is widely known that English is a global language; the approximate number of people who speak English around the world is 800 million. The colossal spread of the English language can be explained by two historical reasons the first is when the powerful British Empire brought the language to its colonies, thus the colonial countries spoke English; the second is when, in the 20th century, the American variety of English defeated the British and became dominant in the world. The economic development of America brought linguistic dominance. One of the best ways to spread a language is by broadcast. Considering that America has the leadership in the film industry and has two major channels, CNN and NBC, it is not surprising that American English is known throughout the world. (Nelson, 2011). In an article about the overwhelming use of American English, Kim Campbell—the editor of *'The Christian Science Monitor'* – explained how continents such as Europe and Asia are using American English in colloquial speech People in Nigeria, for example, look for American English courses; students in Cairo can use American grammar, spelling, and vocabulary; teachers in Thailand use the American dialect; and even British Broadcasting uses the American accent in parts. British language has been influenced by American English with words such as *'guys'*, *'campus'*, *'movie'* and *'the bottom line'* instead of the British version, *'the end of the day'*. However, in some European countries, both American English and British English are acceptable. The problematic part is that most of the students are often confused and mix up the two kinds of language. Moreover, a lot of students find American English easier and more understandable than British English. Otherwise, some linguistic experts share two opinions on the future of the English language. They state that English, with further developments, can easily become a world language. On the other hand, there is a possibility that other languages could overcome the English language. (Campbell, 1996).

To sum up the above-mentioned differences, it can be said that American English has very distinctive features. Because American English comes from the original English language and speakers of both nations can easily understand each other, there are differences in pronunciation, spelling, vocabulary, punctuation, grammar, and stress, which

indicate the uniqueness of the language. Certain differences can lead to misunderstandings in real speech. For example, the word *pavement* is used by both American and British English. The only difference is that Americans use this word to refer to *roadway*, while for Britons, *pavement* is a territory along the road for the pedestrians. The spelling differences were mainly created by Noah Webster, the man who reformed and standardised American English. His main idea was to simplify the spelling and omit the superfluous letters. And last but not least, the main difference which can be heard for the first time is the accent. American English has a light, fast, and individual accent, which cannot be mixed with British accents. The main features of American accents are the rhotic sound and the pronunciation of all letters, which is not typical of the British accent. However, it should be emphasised that there are several dialects within American English, and therefore some of them may possess certain features of British accents.

PART 3

EMPIRICAL RESEARCH

3. 1. Data collection and the questionnaire

The third part of the thesis deals with collecting and evaluating the data that has been gathered by an online questionnaire that was sent to students of adolescent age. The data represent the answers of students and reveal information about attitudes and use of British and American English among the participants. The questionnaire is divided into sections that reveal basic information about participants, such as their attitudes toward both American and British English, their use of both BrE and American vocabulary, their ability to differentiate between BrE and American languages, and their attitudes toward both British and American cultures. The participants were chosen randomly. The questions were written in both Hungarian and Ukrainian, in order to avoid any possible misunderstandings.

3.2. Results

The first three questions provide basic information about the participants, which include age, region, and gender.

The first question highlights the age differences. One respondent is twelve years old, three are thirteen years old, five are fourteen years old, another five are fifteen years old, thirteen are sixteen years old, four are seventeen years old, one is eighteen years old, and the remaining three are nineteen years old.

The second question inquires about the participants' residence. According to their nationality, the participants can be separated into two major groups: Hungarians and Ukrainians. (*See Table 1*)

<i>Hungary (20)</i>	<i>Ukraine (15)</i>
<i>Budapest (1)</i>	<i>Munkács (11)</i>
<i>Debrecen (1)</i>	<i>Kölcshén (1)</i>
<i>Aranyosapáti (1)</i>	<i>Puskino (3)</i>
<i>Kisvárda (5)</i>	-
<i>Fényeslitke (1)</i>	-
<i>Döge (1)</i>	-
<i>Ilk (1)</i>	-
<i>Nagyvarsány (6)</i>	-
<i>Kisvarsány (1)</i>	-
<i>Nyírkarász (1)</i>	-
<i>Nyíregyháza (1)</i>	-

Table 1: Nationality Distribution

The third question gathered information about the gender split among the participants. Table 1 clearly demonstrates that 17 (48, 6%) of the participants are males, whereas the remaining 18 (51, 4%) are girls. (See Table 2)

	Number	Percentage
Male	17	48,6%
Female	18	51,4%

Table 2: Gender Distribution

The following question was added to the poll to determine whether or not knowing and speaking English is significant to the participants. The participants were given a scale on which they could mark a number from 1 to 5, where 1 indicated that knowing English is not really important and 5 indicated it is extremely significant. 25 students (71.4%) out of 35 marked number 5. It is crucial for these participants to be able to communicate in English. While 9 (25,7%) participants chose number 4, showing that knowing English is important to them. Only 1 (2.9%) participant had chosen the middle number 3, which means that for this

student, knowing English is not very important, but not unnecessary at all. (See Figure 1)

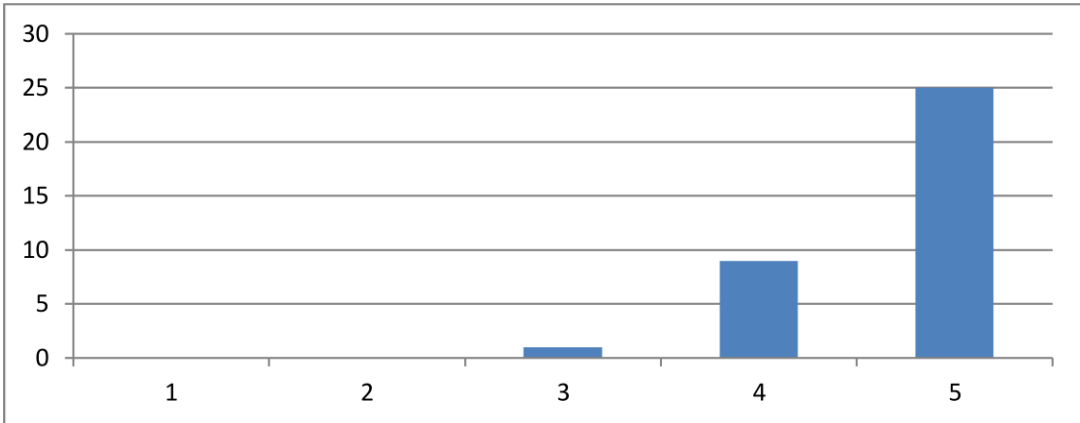


Figure 1: Students' opinion on the importance of learning English

Students' understanding of the differences between American and British English is tested in the following question. The results demonstrate that 34 people (97.1%) are aware of the variations between the two types, whereas one person (2.9%) is uninformed of the distinction. (See Diagram 1)

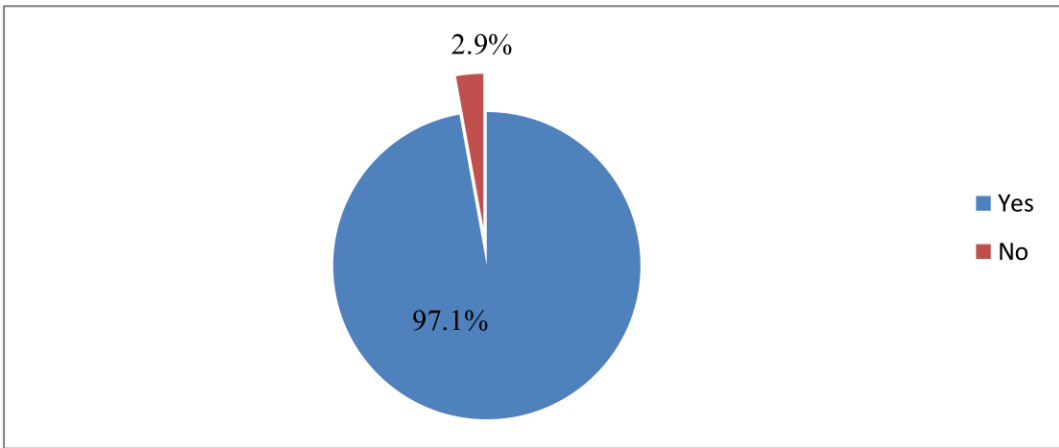


Diagram 1: Students' awareness of language differences

The following question was an open-ended one in which respondents were asked to write down their thoughts on which English language variety they preferred the most. Thirteen of the thirty-five people stated that they prefer American English. Some of these individuals have stated a variety of reasons why they enjoy this type of English. A few of the respondents (5 people) claimed that they prefer American English because it is more understandable and easy to speak. Others (4 people) responded that this style of English is the most frequent, so they would like to learn this variant. Those who selected the British version of the English language (17 people) reported that this type is easier for them since they have studied it in school for a long time. These people also tried to highlight that British English has a more elegant and nicer accent. Finally, three respondents could not pick a specific type of English and admitted that both types are equally good.

The next question was a multiple-choice one in which students were given a list of activities to choose from. They had to indicate only those activities during which they heard American English. The results show that students are more likely to encounter American English while listening to music (91,4%). The second most popular activity (85.7%) is watching movies. Learning English comes after watching films (45.7%), followed by reading books or articles (37.1%), other specific hobbies (20%), and speaking or chatting with American friends or acquaintances. (See Figure 2).

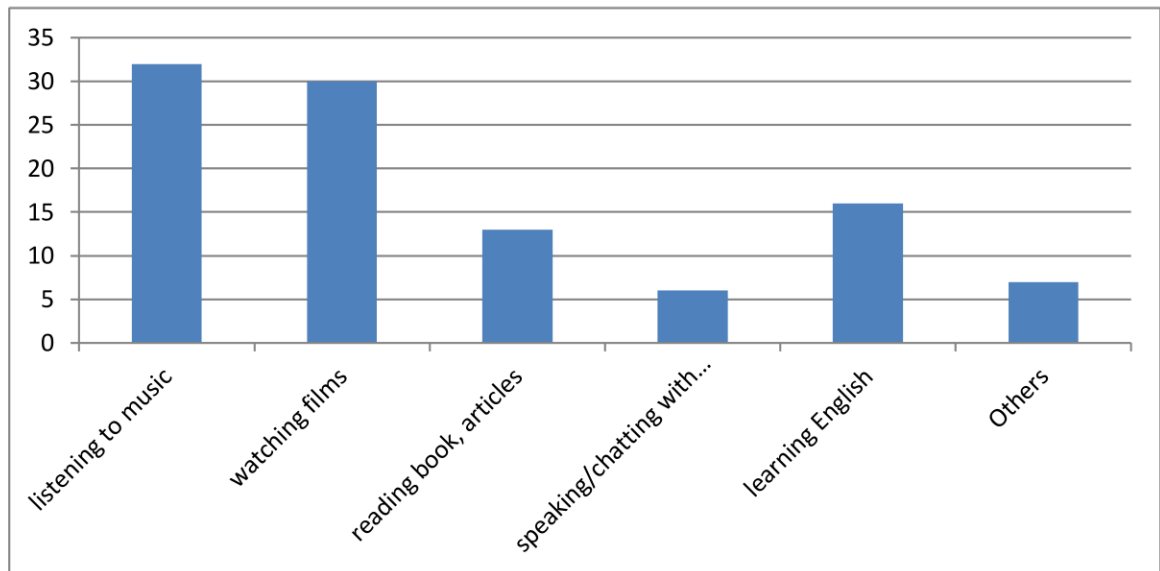


Figure 2: Activities in which American English is used

Similarly, the previous method of collecting information about students' activities in which they hear or use American English was used to identify those activities in which students are likely to encounter British English. According to the findings, 31 people hear or use British English while learning English in school, 23 while watching movies, 22 while listening to music, 12 while reading books or articles, 7 while doing other specific activities, and only 3 while speaking or chatting with native speakers of the British language. (See Figure 3)

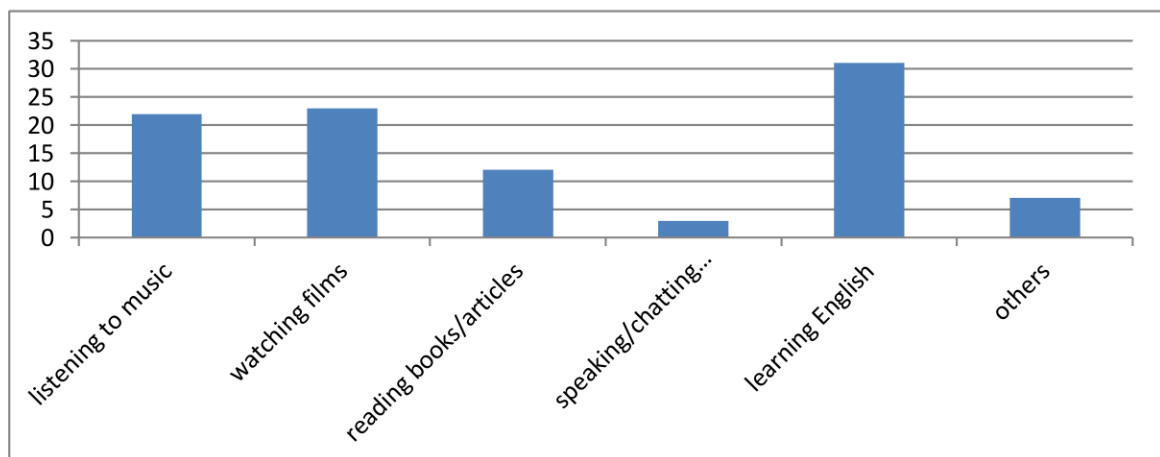


Figure 3: Activities in which British English is used

The results of the next series of questions show the impact of the American language on participants' vocabulary use. (See Table 3) In each of these questions, two words have the same meaning. The assignment was to choose a word that the person would use in a real-life conversation.

Flat and *apartment* are the first two words. The term *flat* is mostly used by British people, whereas *apartment* is more commonly used by Americans. According to the findings, 23 people (65.7 %), would use the word *apartment*, while 12 people (34.3 %) would use the word *flat*.

The following words are *fall* and *autumn*. The term *fall* is most commonly used in the United States, while *autumn* is more commonly used in the United Kingdom. *Autumn* is used by 27 (77%) of the 35 respondents, while *fall* is used by the remaining 8 (22.9%).

Lift and *elevator* are the next word pairs. Britons use the word *lift* not only as a verb but also as a noun to describe a platform for raising and lowering people or things to different levels. In America, the same object is described with the word *elevator*. The use of these words is divided equally. Statistics show that 18 people (51.4%) use the word *lift*, while 17 people (48.6%) use the word *elevator*.

Sweets and *candy* is the final word pair. *Sweets* is a British term, whereas *candy* is an American term for sweets. According to the results, 13 people (37.1%) would say, *sweets*, while 22 people (62.9%) would say *candy*.

In the following two questions, the participants had to choose from two given sentences. Participants were required to choose between the British sentence *They are waiting in queue* and its American equivalent *They are waiting in line*. The results show that students prefer the American sentence over the British one, with 23 (65,7%) marking the American version and only 12 (34,3%) marking the British one. The following two sentences are *She is wearing a red sweater*, which is most often used in the United States, and *She is wearing a red jumper*, which is commonly used in the United Kingdom. The American version received the highest percentage, with 22 people (62.9 percent) using the sentence with the word sweater, while the remaining 13 people (37.1 percent) prefer the word jumper.

American word	Number of participants who use this word	British word	Number of participants who use this word
<i>apartment</i>	23 (65.7%)	<i>flat</i>	12 (34.3%)
<i>fall</i>	8 (22.6%)	<i>autumn</i>	27 (77.1%)
<i>elevator</i>	17 (48.6%)	<i>lift</i>	18 (51.4%)
<i>candy</i>	22 (62.9%)	<i>sweets</i>	13 (37.1%)
They are waiting in <i>line</i> .	23 (65.7%)	They are waiting in <i>queue</i> .	12 (34.3%)
She is wearing a red <i>sweater</i> .	22 (62.9%)	She is wearing a red <i>jumper</i> .	13 (37.1%)

Table 3: British words vs. American words

The next question reveals which type of English is the most popular among the participants. 19 (54.3%) out of the 35 respondents have chosen American English, while 16 (45.7%) have chosen British English. The results show that both types are favorable among participants, though American English is more widespread.

The questions that follow analyse the spelling that students are most likely to use in writing. Participants were given specific words, each with two spellings: American and British. Students were required to select one of two options to be used in writing. (See Table 4)

The first pair of words is *center* and *centre*. The word *center* is American, whereas *centre* is spelled according to British rules. The results show that 21 participants (60%) prefer the American version, while 14 (40%) prefer the British version.

The following pair of words is *theater* and *theatre*. The term *theatre* is an American term, whereas *theatre* is a British term. According to the findings, 19 people (54.3%) use the American spelling, while 16 people (45.7%) use the British spelling.

The next word pair is *catalog* and *catalogue*. The word *catalog* is seemingly shorter because it follows American spelling rules by omitting the *-ue* ending. This word was chosen by 17 people (48.6%), while the British word *catalogue*, which has a slightly more complicated spelling, was chosen by the majority of participants, 18 people (51.4%).

The last word pair is *honor* and *honour*. These words differ by one letter. The shorter version of *honor* no doubt belongs to American English, while the more complicated *honour*

is a British word. According to the results, 23 people (65.7%) prefer the American type of spelling, while 12 (34.3%) prefer British spelling.

American spelling	The number of students who prefer AmE spelling	British spelling	The number of students who prefer BrE spelling
<i>center</i>	21 (60%)	<i>centre</i>	14 (40%)
<i>theater</i>	19 (54.3%)	<i>theatre</i>	16 (45.7%)
<i>catalog</i>	17 (48.6%)	<i>catalogue</i>	18 (51.4%)
<i>honor</i>	23 (65.7%)	<i>honour</i>	12 (34.3%)

Table 4: American spelling vs. British spelling

In the following question, participants were asked to mark a number from one to five to indicate how difficult it would be to understand the speech of a native American speaker. The participants were given a scale on which 1 means it is *very easy to understand* and 5 means it is *extremely difficult*. According to the results, number one was chosen by four people, number two by eleven, number three by seven, number four by ten, and number five by three. The results show that for the vast majority of respondents, hearing and understanding American speech is simple, though they may encounter some difficulties.

Likewise, in the previous method of measuring the participants' understanding of the speech of native speakers, the same method was used in the next question in order to evaluate how difficult it is for respondents to understand native British speakers. Accordingly, the results indicate that four participants marked number one, while eight people marked number two, thirteen of them marked number three, nine marked number four and only one person marked number five.

Based on the collected responses it can be concluded that respondents find British and American English equally difficult and easy to understand. (See Figure 4)

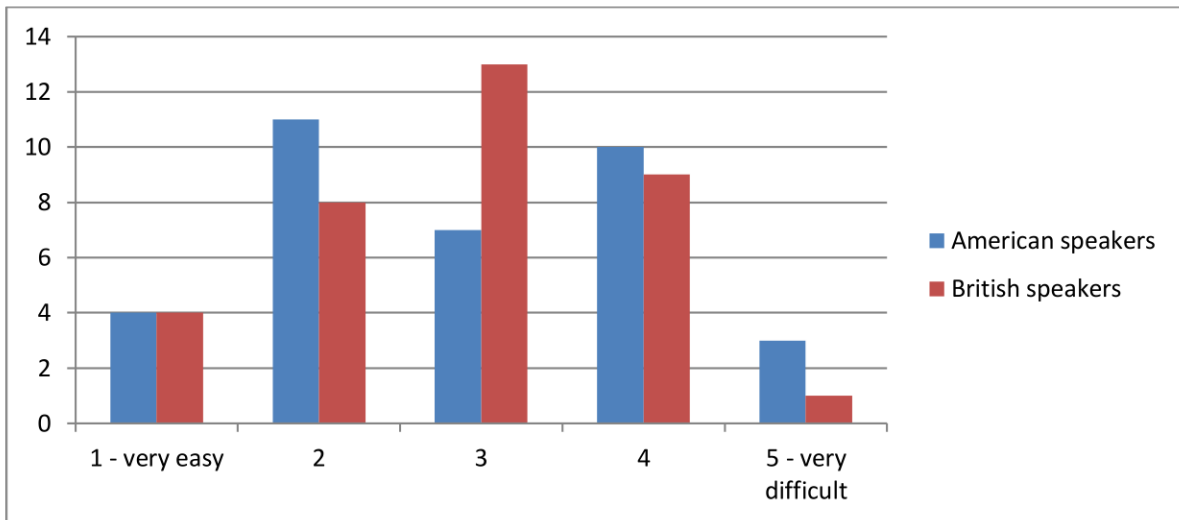


Figure 4: Difficulties in understanding American and British native speakers

The following question inquires about how often the participants have the opportunity to discuss the difference between American and British English in the class. Based on the results, 8 people (22.9%) claimed that they do not discuss such topics, while the majority of respondents, 21 people, said that they sometimes talk about the differences with their teacher. A surprisingly small number of respondents, 5 people (14.3%), stated that they usually learn about the difference in the class, and only one respondent said that such discussion is frequent during lessons. (See Diagram 2)

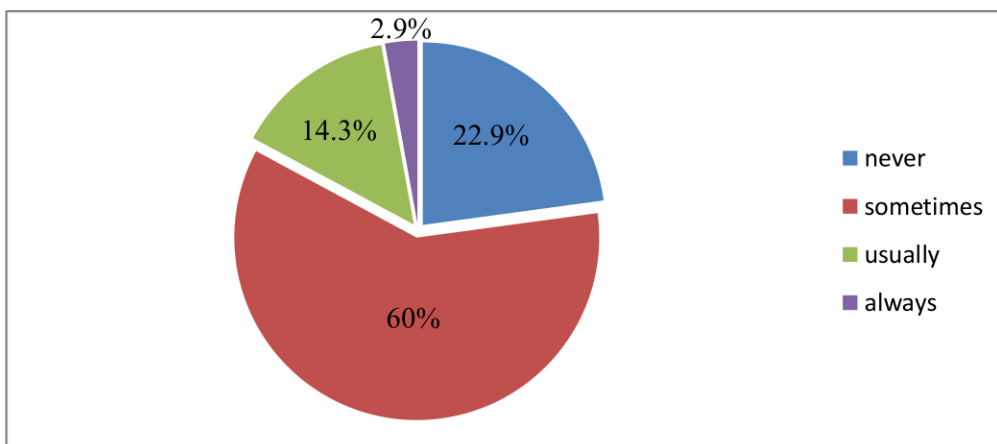


Diagram 2: The frequency of speaking about AmE and BrE differences in EFL class

The following series of questions evaluated the ability of participants to distinguish between an American word and its British equivalent. (See Table 5)

The first three word pairs show significant distinctions in vocabulary, while the following three word pairs give examples of spelling variation. According to the results, the most challenging word is *chemist* (BrE) because the majority of participants could not classify it as the appropriate type of English version. Out of 35 people, 17 correctly identified it as a British word, while 18 wrongly labeled it as an American word. On the

contrary, all of the remaining words were correctly marked by the majority of the participants. The term *pharmacist (AmE)* was stated to be American by 18 respondents and British by 17 respondents. The next word pair is *fringe (BrE)* and *bangs (AmE)*. *Fringe (BrE)* got 20 correct and 15 incorrect answers, while *bangs (AmE)* got 21 correct and 14 incorrect answers. The word *holiday (BrE)* received 25 correct answers and 10 incorrect answers, while the word *vacation (AmE)* received 24 correct answers and 11 incorrect answers. The next term, *aeroplane (BrE)*, was correctly labelled by 20 participants and incorrectly by 15 people, while its American equivalent, *airplane (AmE)*, was correctly marked by 21 respondents and incorrectly by 14 people. The following words: *programme (BrE)* and *program (AmE)* obtained equally the same results: 25 correct and 10 incorrect answers. In the last word pair, the term *catalogue (BrE)* received 24 correct and 11 incorrect answers, while *catalog (AmE)* received 25 correct and 10 incorrect answers.

	Correct answer	In correct answer
<i>Chemist (BrE)</i>	17	18
<i>Pharmacist (AmE)</i>	18	17
<i>Fringe (BrE)</i>	20	15
<i>Bangs (AmE)</i>	21	14
<i>Holiday (BrE)</i>	25	10
<i>Vacation (AmE)</i>	24	11
<i>Aeroplane (BrE)</i>	20	15
<i>Airplane (AmE)</i>	21	14
<i>Programme (BrE)</i>	25	10
<i>Program (AmE)</i>	25	10
<i>Catalogue (BrE)</i>	24	11
<i>Catalog (AmE)</i>	25	10

Table 5: Answers about identifying British and American words

The questionnaire's final section included three questions about participants' attitudes toward British and American culture. The first question was an open-ended one, where students were asked to write down which culture they liked the best and to explain their choice for different reasons. Based on the findings, 14 people prefer American culture. These answerers listed different reasons and highlighted several features of American culture, such as: *America is a big and innovative culture; their culture is very captivating; their nation is more open and free; and they have very nice places.* On the contrary, 14

people stated that they like British culture more. These people listed the following features that they like: *football, architecture, its places, rich, elaborated, and fascinating historical background, and rainy weather conditions.*

The last two questions evaluated those cultural aspects of America and Great Britain that participants were interested in the most. (See Figure 5) The listed cultural aspects are the following: *sports, celebrities, politics, news, history, traditions, geographical features, literature, and language peculiarities.* According to the results 29 people (82.9%), are interested in American celebrities, while British celebrities are liked only by 16 (45.7%) respondents. The lowest rates were received by politics. Only 4 (11.4%) people are interested in American politics and 5 (14.3%) in British politics.

Participants prefer American sports, celebrities, and news to those from the United Kingdom. On the other hand, participants are more interested in British politics, history, traditions, geographical features, literature, and language peculiarities rather than Americans. According to the results, sports are an area where 16 (45.7%) participants prefer the American version, while 12 (34.3%) of them are more interested in the British version. Further results show that 15 (42.9%) participants are interested in British history, while only 10 (28.6%) prefer American history. Twenty-one (60%) people like to learn about British traditions, while only nineteen (54.3%) of them like the American version. The American geographical features were preferred by 13 (37.1%) respondents, while the British geographical features were preferred by 14 (40%) people. Literature is an area where only a few people find pleasure, as the results show 6 (17.1%) people reading American literature and 12 (34.3%) people reading British literature. Finally, the last cultural aspect is language peculiarities, where 17 (48.6%) people are interested in American English peculiarities and 20 (57.1%) participants are interested in British English peculiarities. However, five of the participants couldn't decide and said they liked both cultures equally.

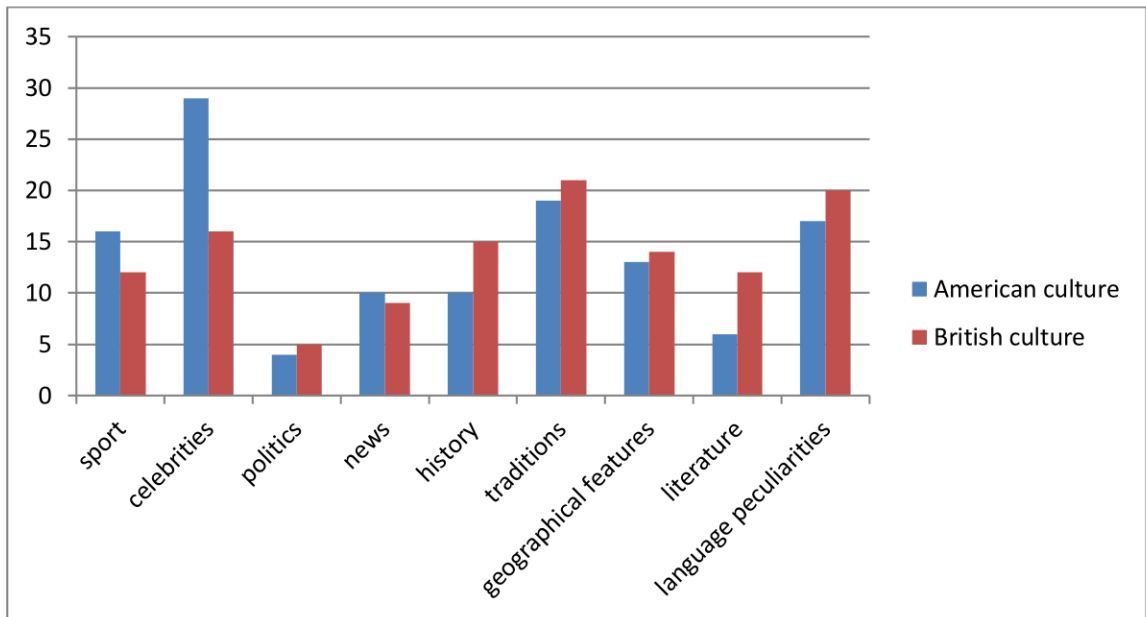


Figure 5: Cultural differences

3.3 Discussion

The primary goal of the survey was to investigate habits related to the use and influence of American English among adolescent students, as well as to examine participants' attitudes toward both American and British cultures.

The results were released via an online questionnaire. The questionnaire consisted of 31 questions evaluating the attitudes and use of the American language and culture among the participants. The questions were designed to assess information about the respondents' vocabulary use and whether they prefer to use American or British words. Additionally, some questions challenged the participants' knowledge of identifying words in the appropriate type of English language. The questionnaire focuses on vocabulary and spelling differences as well. Finally, the questionnaire asks about the participants' preferred culture and asks them to name some cultural features that they value.

Thirty-five students of adolescent age took part in the investigation. The results considering gender distributions show that there are 18 girls and 17 boys.

To evaluate whether students have either American or British vocabulary, six different concepts were included in the questionnaire, each denoted by two words: American and British. The students were asked to choose a word that they would use in a conversation. The results indicate that the majority of participants use American alternatives. On average, 19 (54.7%) students prefer to use American words, while 16 (45.3%) participants use British alternatives.

The questionnaire also included a part that tested students' spelling. There is a significant difference between American and British spelling rules. The American spelling system is considered to be easier to acquire and use, so here is a hypothesis: *students would prefer to write words according to the American spelling system*. Based on the survey, the majority of participants tend to use the American version, as on average, 20 (57.15%) of respondents would use American spelling, while 15 (42.85%) would use the elaborate British version.

This survey also tested participants' knowledge of distinguishing American from British words. Respondents were given six concepts denoted by two alternatives, an American and a British one, to identify the alternative to the appropriate English type. It can be concluded that in the majority of cases, students were able to distinguish the words, though there were plenty of mistakes made by respondents. Based on the results, it can be stated that there are an average of 22,5 correct answers and 12,5 incorrect answers. These numbers can be connected to the fact that the majority of students lack the opportunity and motivation to learn about the differences in the classroom, which increases the ability of students to mix the American and British alternatives.

Since it is universally acknowledged that language and culture have developed a homologous and complex relationship and can be hardly separated, it would be inappropriate to not involve some cultural aspects of the American nation in the survey. Participants were asked to mark different cultural aspects of both the American and British nations that they were interested in. The highest number among these cultural aspects was achieved by American celebrities, with some 29 answers, while British celebrities were chosen only by 16 respondents. Such numbers might give a hint why students experience such an influence of the American English language. Other cultural elements, such as news, politics, literature, and history, are unpopular with participants, though respondents prefer the British version over the American. This can be explained by the fact that students learn British English, so they are more familiar with these aspects of British culture. The results also indicated that a large number of participants, 21 people, are interested in British traditions. This can also be linked to the fact that British tradition, along with the language, is taught in schools.

Additionally, students were asked to mark those activities during which they might encounter both British and American English, in order to examine what type of English language students are more exposed to. The majority of participants, 32 people, stated that they often hear American English when they listen to music, and 30 of them claimed that they encounter American English while watching films. This gives an idea that the attitude

towards American English is strongly affected by the media. The activity where students are more exposed to the British version is *learning the language*. 31 respondents chose exactly this type of activity, in which they encounter a lot of British English by watching language learning videos and reading practical student books.

Given the above, it might be concluded that American English has a major influence on participants' language learning habits. People first come into contact with American English through mass media, such as listening to American singers, following American celebrities, and watching American films. These are the ways that influence not only the vocabulary use and spelling habits of a person but also their pronunciation and accent. The results of the survey perfectly support this idea.

CONCLUSION

English is considered to be the most spoken language in the world that possesses a rich and extraordinary history with perplexing turns. Even though English was born in the British Isles, today it is known as the native language of many other nations, including America, Australia, Canada, etc. Each country developed its own grammatical and spelling systems, as well as distinct vocabulary and pronunciation features. This study mainly concentrates on American English and includes a literary overview that deals with the historical background of the development of this type of English, as well as describes its dialectal variation and gives a descriptive analysis of the peculiar. Furthermore, the study required research that evaluated the impact of American English on EFL learners of adolescent age.

Based on the results of the study, it has been discovered that students of adolescent age prefer to use the American alternatives of English. The significant points of this study are the following: on average, 54.7% of respondents prefer to use the American vocabulary, while the remaining 45.3% use British alternatives; 32 out of 35 respondents encounter American English while listening to music and 30 of them frequently hear American English while watching films; finally, 29 respondents claimed that they are more interested in and follow American celebrities than British ones. All of these findings reinforce the idea that the most effective way through which American English influences the world is through mass media. Music and films are constituent elements of the everyday lives of the younger generation. Given that the largest and most influential music and film industries are American, it is not surprising that students' vocabulary will be shaped by Americanism.

Regarding the influence on the spelling system, the following result arose: 57.15% of the participants apply American spelling rules in writing, while only 42.85% of the respondents use the British version of spelling. These numbers justify the hypothesis which claims that EFL learners would rather use American spelling rules as they are less elaborate and confusing than the British ones.

This survey also helped to examine the ability of students to distinguish between American and British words. The following results were given: on average, students gave 22,5 correct and 12,5 incorrect answers, which means that in the majority of cases, participants are able to differentiate between the varieties of English, though there are words that still confuse students. One of the reasons why students lack knowledge regarding the differences might be the fact that teachers are hesitating to present these differences in the lessons. This idea was proved by the result of the study as the majority of respondents, 60%,

claimed that they rarely learn about it, hence they make these mistakes.

It would be appropriate to carry out a future study about the attitudes and use of American English among English language teachers. This work would examine whether English teachers are influenced by American English or not, as well as how teachers experience the phenomenon that students might mix the two types. Finally, the study would inquire about the type of English that teachers prefer to use.

The pedagogical implication that this study conveys is an encouragement for teachers to talk about the differences between American and British English in the classroom. The study shows that explaining the differences in a clear way could help students avoid any further misunderstandings.

REFERENCE LIST

1. Algeo, J. The Origins and Development of the English language (6thed) - Boston: Wardsworth, Cengage Learning, 2010.-pp.183-185
2. Ashraf A, Fattah Musleh A. F. British English and American English: History and Differences // International Journal of Linguistics, Literature and Translation, 2019. – № 2 (1). – Pp. 179-186.
3. Baugh, A. C., Cable, T. A History of the English language (5th ed) – London: Routledge, 2005.–pp.41, 45, 76, 331, 334-337, 362
4. Campbell, K.: The World Rushes to speak and Write ‘American’ English. [online]. Available at: <https://www.csmonitor.com/1996/0904/090496.intl.global.1.html>[Retrieved04September1996]
5. Characteristic features of American English. [online]. Available at: <https://xreferat.com/31/2926-2-characteristic-features-of-american-english.html>
6. Conlen, M. M. A Linguistic Comparison: Stress-timed and syllable-timed languages and their impact on second language acquisition//Honors College Thesis,2016.-pp.1-4
7. Content, C.: 4 Key Differences between American and British Punctuation. [online]. Available at: <https://www.constant-content.com/content-writing-service/2016/05/4-key-differences-between-american-and-british-punctuation/> [Retrieved 09 May 2016]
8. Devlin, T. M.: The United States of Accents: General American. [online]. Available at:<https://www.babbel.com/en/magazine/united-states-of-accents-general-american> [Retrieved 25 October 2017]
9. Gallardo A. The Standarization of American English (4th ed) - Chile University Press, 1984. -pp. 65-73
10. Grieve, J. Region Variation in Written American English, Cambridge University Press, 2016. 9-pp. 9-10
11. Jimmy, M.: The Importance of Word Stress (in the English Language). [online]. Available at:<https://jimmysl.com/importance-word-stress/>[Retrieved10May2019]
12. Kövecses Z. American English an introduction - Toronto: Broadview Press,

2000. - pp.91-93

13. Lawrence, W.: Lectures in history of the English language and method-guides for seminars.[online]. Available at:<https://docplayer.net/25947404-Lectures-in-history-of-the-english-language-and-method-guides-for-seminars.html> [Retrieved 05 May 2017] pp. 20-29,113-114

14. Lindell, C.: British or American English?: An investigation of awareness of the differences in British and American vocabulary and spelling. [online]. Available at: <https://www.semanticscholar.org/paper/British-or-American-English-%3A-An-investigation-of-Lindell/7e522b698046aa4ea73539aa857defb3196f63e4#paper-header> [Retrieved in 2014]

15. McDavid, R. I. Noah Webster American lexicographer. [online]. Available at: <https://www.britannica.com/biography/Noah-Webster-Americanlexicographer> [Retrieved 20 July 1998]

16. Mencken, H. L. The American language: an inquiry into the development of English in the United States (4thed) - NewYork: Alfred A. Knopf, 2006.-pp. 334–342

17. Nelson, G. English: An Essential Grammar (2nded) - Abingdon: Routledge, 2011.-p. 3

18. Nordquist, R.: What is World English? [online]. Available at: <https://www.thoughtco.com/world-englishes-1692509> [Retrieved 11 September 2019]

19. O`brian, E: Punctuation Rules. [online]. Available at: <https://www.english-grammar-revolution.com/punctuation-rules.html> [Retrieved 16 October 2018]

20. Penn, J.: British versus American style. [online]. Available at: <https://www.thepunctuationguide.com/british-versus-american-style.html> [Retrieved in 2011]

21. Ryan, S.: Syllable Stress in American English. [online]. Available at: <http://www.accentreductionclassroom.com/syllable-stress-in-american-english/> [Retrieved in 2014]

22. Salikoko S. M.: African American dialect. [online]. Available at: <https://www.britannica.com/topic/African-American-English> [Retrieved 17 December 2004]

23. Schaalje, J.: Essential Differences between American and British English. [online]. Available at: <https://englishwithasmile.org/2015/09/26/essential-differences-between->

american-and-british-english/[Retrieved26September2015]

24. Skopkova L.: Dialects and Development in American English with a practical analysis and glossary. [online]. Available at: https://dspace5.zcu.cz/bitstream/11025/15102/1/BT_Skopkova.pdf [Retrieved 29 April 2014] -pp.4-17
25. Turner, C.: How are British and American English Grammar Different? 8 Simple Tricks to Remember. [online]. Available at: <https://www.fluentu.com/blog/english/american-english-grammar/>
26. Vaux, B.: American dialects. [online]. Available at: http://www.choicesmagazine.org/UserFiles/file/article_115.pdf[RetrievedinJuly2003]
27. Venezky, R. L. The American Way of Spelling: The Structure and Origins of American English Orthography - NewYork: The Guilford Press, 1999. - pp. 217-226
28. Wolfram W. Schilling N. American English dialects and Variation (3rded) - West Sussex: Black well Publishing Ltd, 2016. - pp. 110-116
29. Пигарёв С.Д.: Lexical peculiarities of American English. [online]. Available at: https://otherreferats.allbest.ru/languages/00495164_0.html [Retrieved 09 December 2014]

РЕЗЮМЕ

Темою цієї роботи є характерні особливості американського варіанту англійської мови. Головною метою було поставлено ретельне аналізування історії та докладний розгляд тих особливостей, які відносяться виключно до Американської мови.

Для того щоб з'ясувати актуальність теми, спочатку потрібно розглянути декілька важливих речей. Нарахована кількість користувачів англійської мови складає приблизно півтора мільярда людей. Англійська вважається народною мовою багатьох країн, таких як Великобританія, США, Канада, Австралія та ін. Якщо ретельніше обстежити англійську мову у цих країнах, то можна з впевненістю затвердити що кожна з них чимось відрізняється від іншої, тобто кожна має значущі особливості, які роблять мову характерною.

Дана робота спеціалізується на ретельному дослідженні історії саме американської англійської мови. Робота складається з трьох головних частин.

У першій частині роботи було проведено історичне обстеження походження та виникнення американської мови. Також ця частина містить опис головних діалектних регіонів Америки, та історію їхньої появи.

Друга частина була присвячена для ознайомлення американських мовних особливостей, які у той же час були порівняні з британським варіантом. Порівняння служить для того щоб краще зрозуміти на скільки ці мови є різними. Характерні риси можна знайти у правописі, лексиці, пунктуації та у використанні граматичних правил. Враховуючи те що носії обох англійських варіантів чітко розуміють один одного, бувають моменти коли дане слово вжите у одній країні, означає зовсім інше у другій. Тому для уникнення незрозумілостей, важливо звернути увагу на особливості та бути обережними при їхньому використанні.

У третій частині роботи знаходиться дослідження, яке було проведено учнями підліткового віку. Загалом у заповненні анкети приймали участь 35 учнів із Закарпаття та східної Угорщини. Заповнення анкети проходило онлайн та цілком анонімно. У анкеті містились питання які цікавили про ставлення учеників до вивчення англійської мови, та про думку учеників пов'язану з вивченням американської та британської англійської мови.

За результатами дослідження було виявлено, що більшість студентів полюбляють використовувати американські альтернативи в англійській мові.

Результатами цього дослідження є наступне: в середньому 54,7% респондентів вважають за краще використовувати американську лексику, в той час як решта 45,3% використовують британську альтернативу; з 35 респондентів 32 стикаються з американською англійською під час прослуховування музики, а 30 з них часто чують американську англійську під час перегляду фільмів; 29 респондентів стверджували, що вони більше цікавляться американськими знаменитостями і стежать за ними, ніж за британськими. Усі ці висновки затверджують ідею, що найефективніший спосіб впливу американської англійської на світ — це засоби масової інформації. Музика та фільми є складовими елементами повсякденного життя молодого покоління. Враховуючи, що найбільші та найвпливовіші музичні та кіноіндустрії є американськими, не дивно, що словниковий запас студентів буде складатись з американських слів.

Американська англійська також має вплив на систему правопису. Результати доказали, що 57,15% учасників письмово застосовують американські орфографічні правила, тоді як британський варіант правопису використовують лише 42,85% респондентів. Ці цифри виправдовують гіпотезу, яка стверджує, що студенти воліють використовувати американські правила правопису, оскільки вони менш складні та заплутані, ніж британські.

З педагогічної точки зору це дослідження є корисним, так як воно надає інформацію про здатність учнів розрізнити між британськими та американськими словами. Ця робота має бути стимулом для вчителів говорити про відмінності між американською та британською англійською мовами в класі. Дослідження показує, що чітке пояснення відмінностей може допомогти студентам уникнути будь-яких подальших непорозумінь.

APPENDIX

1. How old are you?
2. Where do you live?
3. Gender
4. Considering your overall opinion, how important is it to know English? Mark the proper number on a 5-point grading scale. (1-not important at all; 5-very important)
5. Did you know that British English and American English are different in several ways?
6. What variant of the English do you prefer? Please, write it down why!
7. Which are those activities during which you encounter American English?
 - *listening to music;*
 - *watching films;*
 - *reading books or articles;*
 - *chatting with American friends or acquaintances;*
 - *learning;*
 - *Other:*
8. Which are those activities during which you encounter British English?
 - *listening music;*
 - *watching films;*
 - *reading books or articles;*
 - *chatting with British friends or acquaintances;*
 - *studying;*
 - *Other:*
9. What word would you use to name the thing in the picture?



- *flat*

- *apartment*

10. What word would you use to name the season in the picture?



- *autumn*

- *fall*

11. What word would you use to name the thing in the picture?



- *lift*

- *elevator*

12. What word would you use to name the thing in the picture?



- *sweets*

- *candy*

13. What sentence would you use in a real speech?

- *They are waiting in line.*

- *They are waiting in queue.*

14. What sentence would you use in a real speech?

- *She is wearing a red jumper.*

- *She is wearing a red sweater.*

15. Considering your opinion, what variant of the English language is easier?

- *American English*

- *British English*

16. What variant do you use in writing?

- *center*

- *centre*

17. What variant do you use in writing?

- *theatre*

- *theater*

18. What variant do you use in writing?

- *catalog*

- *catalogue*

19. What variant do you use in writing?

- *honor*

- *honour*

20. Considering your overall opinion, how difficult is it to understand native American speakers? Mark the proper number on a 5-point grading scale. (1 -very easy; 5-very difficult)

21. Considering your overall opinion, how difficult is it to understand native British speakers? Mark the proper number on a 5-point grading scale. (1 -very easy; 5-very difficult)

22. Based on your experience, how often does your English teacher talk about differences between the American and British English in classes?

- *never*

- *sometimes*

- *often*

- *always*

23. Which language variety do the following words belong to?

- *chemist*

- *pharmacist*

24. Which language variety do the following words belong to?

- *fringe*

- *bangs*

25. Which language variety do the following words belong to?

- *holiday*

- *vacation*

26. Which language variety do the following words belong to?

- *aeroplane*

- *airplane*

27. Which language variety do the following words belong to?

- *program*

- *programme*

28. Which language variety do the following words belong to?

- *catalog*

- *catalogue*

29. Which country's culture do you like the most, British or American? Explain why!

30. Which aspects of American culture do you like the best?

- *sports;*
- *celebrities;*
- *politics;*
- *news;*
- *history;*
- *traditions;*
- *geographical features;*
- *literature;*
- *language peculiarities;*

31. Which aspects of British culture do you like the best?

- *sports;*
- *celebrities;*
- *politics;*
- *news;*
- *history;*
- *traditions;*
- *geographical features;*
- *literature;*
- *language peculiarities;*

NYILATKOZAT

Alulírott, Figyász Erika angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.

Figyász Erika

-