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STUDENTS' AWARENESS OF THE VARIETIES OF ENGLISH
BA thesis

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TARTU
2019

ABSTRACT

The present thesis focuses on the study of the students' awareness of the varieties of English. The aim of the present thesis is to find out to what extent the students of English studies at the University of Tartu are aware of three most popular varieties of English (British, American and Australian), which factors influence the usage of a particular variety and which variety the students use the most. Furthermore, two thesis statements were formed: 1. Students know and use American and British English more than Australian English; 2. Students are able to differentiate between the varieties and in their language use stick to one particular variety.

The thesis consists of two parts: theoretical and empirical part. The theoretical part focuses on the description of the grammatical, lexical, orthographical and phonological aspects of the American and Australian variety through comparison of these aspects to British English. In addition to the description of the language aspects some historical background about the emergence of the varieties is provided.

The empirical part consists of the analysis of the questionnaire that was conducted among the undergraduate students of English Studies programme at the University of Tartu. In the discussion of the results it was aimed to prove the thesis statements through the general as well as student-by-student analysis of the received responses. The thesis concludes with the main findings and the conclusions made by the author.

TABLE OF CONTENTS

ABSTRACT.....	2
LIST OF ABBREVIATIONS	4
INTRODUCTION.....	5
1. VARIETIES OF ENGLISH.....	7
1.1 Previous studies.....	7
1.2. Australian English.....	7
1.2.1 Pronunciation	9
1.2.2 Grammar and other language use tendencies of Australian English	10
1.3 American English.....	11
1.3.1 Spelling.....	12
1.3.2 Pronunciation	13
1.3.3 Grammar.....	15
1.3.4 Vocabulary	17
2. STUDY	18
2.1. The Method	18
2.1.1 The Participants.....	18
2.1.2 The Questionnaire	19
2.2. Results and Discussion.....	19
2.2.1 Consistency in the respondents` choices	27
CONCLUSION	30
Appendix 1. Australian words and expressions	34
Appendix 2. The comparison of British and Australian words with explanatory notes.....	35
Appendix 3. Vocabulary differences between American and British English	36
Appendix 4. Different pronunciation of some particular words.....	37
Appendix 5. The Questionnaire.....	38
Appendix 6. Table of Errors.....	44
RESÜMEE	46

LIST OF ABBREVIATIONS

BrE	British English
AmE	American English
AusE	Australian English

INTRODUCTION

English is one of the most wide-spread languages in the world. It is the dominant language of the United Kingdom, the United States, Australia, Canada, Ireland, New Zealand and various island nations in the Caribbean Sea and the Pacific Ocean. It is an official language of the Philippines, India, Singapore and many countries in South Africa. It is estimated that about a third of the world's population speak English as a first, second or a foreign language (Crystal, Potter, para. 1).

As English has a position of *lingua franca*¹ in the world, it is essential to have a good, or even a proficient knowledge of it. A good command of English gives people a lot of opportunities for career and studies across the whole world. Consequently, in most European countries including Estonia, children start to learn English from an early age and by the end of the high school most of them have a very good command of it. However, being proficient in language means not only being able to use correct grammar and have a wide vocabulary. Ability to identify accents, vocabulary, spelling and grammar features of different varieties, as well as sticking to one particular variety makes one a language professional, which any student of English studies has to be.

The purpose of this research paper is to find out to what extent the students of English studies at the University of Tartu are aware of three most popular varieties of English (British, American and Australian), which factors influence the usage of a particular variety and which variety the students use the most. The research thesis hypotheses are the following:

1. Students of English Studies at the University of Tartu know and use American and British English more than Australian English.
2. Students are able to differentiate between the varieties and in their language use stick to one particular variety.

¹ A language used for communication between groups of people who speak different languages

The first part of the thesis gives a brief overview of the grammatical, lexical, orthographical and phonological aspects of the American and Australian variety through comparison of these aspects to British English is presented. The second part concentrates on the analysis of the results of a survey conducted among the students.

1. VARIETIES OF ENGLISH

1.1 Previous studies

One of the studies on the issue of students' awareness of the basic varieties of English is Yaman's study (2015) study "Exploring ELT Students' Awareness of the Differences between the British and American Varieties of English". This study aimed to investigate the extent to which English Language Teaching students are aware of the differences between American and British English. The participants of this study were 42 students who attended the English Language Teaching Programme at Ondokuz Mayıs University, Samsun. The participants of the study had to participate in a short test, developed by the researcher, which aimed to measure their awareness of the differences in both written and oral aspects. According to the results of this study, the participants were not totally aware of the differences between British and American English at spelling, word choice and pronunciation levels. As a result, it was suggested that more time should be devoted to studying the varieties at university, because the future English language teachers should be as competent and skilled in their language use as possible.

1.2. Australian English

Australian English has a relatively short history, having been spoken in Australia since 1788, when the first European settlements were established there. More than 80 percent of the population is of British descent, but in the last quarter of the 20th century took place a significant growth of immigrants from Europe (Crystal, Potter, para. 5).

British involvement in Australia began with James Cook (1728-1779), who in his three major explorations made Australia an object of the colonial interest for Britain. Originally Australia was used for relieving overcrowded British prisons, for instance the First Fleet in 1787 sailed with around 780 prisoners on board. Then, Britain established

several penal colonies and by the first quarter of the 19th century most of the south-eastern coast of the country was settled by the British (Hickey 2014: 39).

According to Hickey (2014: 40), one view on the origin of Australian English is that it was already a fixed variety when taken to Australia. Another perspective is that it was a mixed dialect, but that this mixing happened already in England. Furthermore, some suppose that the mixing took place on ships during the voyages from England to Australia (Hickey 2014: 40).

Some Australian English terms (for example *boomerang*, *dingo*, *kangaroo*, *karri*, *wallaroo* and *wallaby*) came from Aboriginal peoples and Torres Strait Islander peoples. Furthermore, many terms which are now used in Australia only, came from British dialects. For instance, *to barrack*, or ‘jeer noisily’ echoes Irish *barrack*, ‘to boast’ and *dinkum*, meaning ‘true, authentic, genuine’ came from Lincolnshire dialect (*fair dinkum*, or *fair deal*) (Crystal, Potter 2018, para. 5).

The Australian English, which originally descended from the British variety, in the past thirty years has changed towards American English, and has also developed its own characteristics. Australians use the American terms such as *truck*, *elevator*, *freeway*, but continue still using words like *petrol*, *boot* (of a car) and *tap* (Svartvik, Leech 2006: 152). Nevertheless, Australian English takes features from both British and American English and it is sometimes considered to be a combination of two varieties. Moreover, lexical differences between Australian and British are very small when compared to those between British and American varieties and are mostly found at the level of the colloquial speech, especially slang. There are quite a lot of AusE colloquial words as well as fun expressions which are not known in Britain neither in the USA. According to Svartvik and Leech (2006: 105). Australians can use the word *sheila* for ‘girl’, *tucker* for ‘food’, *sanga* for ‘sandwich’ and other slang expressions, more examples of which are presented in

Appendix 1. A typical feature of vernacular Australian English is the use of shortened words (*beaut* for ‘beautiful’), which include many words ending in the suffix *-o* or *-y/-ie*: *defo* – definitely, *footy* – football, *arvo* – afternoon (*S’Arvo* – this afternoon), *avo* – avocado, *choccy biccyy* – chocolate bisquit, *facey* – Facebook, *lappy* – laptop (Jones 2017).

Overall, there are more than 10 000 English words with an Australian origin which can be found in Australian English dictionaries such as *The Macquarie Dictionary* or *Australian Oxford Dictionary*. These Australianisms include *barbie* for ‘barbeque’ (BBQ), *footpath* for ‘pavement’ in BrE and ‘sidewalk’ in AmE, *weekender* for ‘a holiday cottage’ etc. (Svartvik, Leech 2006: 105).

Some of the differences can indeed be quite subtle and their usage depends on style of the sentence. The comparison of some words in AusE and BrE, including explanatory notes is provided in the Appendix 2.

1.2.1 Pronunciation

In the following discussion the Australian pronunciation will be compared to Received Pronunciation (RP). According to Roach (2004: 239), the RP is a) the accent which is used by most BBC speakers of English origin (newsreaders and announcers on TV and radio), and b) the accent the majority speakers of which live in or originate from the south-east of England.

The most noticeable phonetic differences between Australian pronunciation and RP are the vowels, which will be discussed first. In Australian pronunciation of words such as *say*, *mate*, *Australia*, etc., the diphthong /eɪ/ has shifted in a way that it is a wider sound, pronounced more closely to /aɪ/ (compared to /eɪ/ in RP). Consequently, it can be noticed that Australians pronounce the word *race* /reis/ similarly to *rice* /rais/ and *day* /dei/ similarly to *die* /dai/. Also, the front vowels are noticeably raised in comparison to RP: the

Australian sound in *hid* resembles more RP *heed* (/hi:d/), *head* is closer to RP *hid* (/hɪd/) and *had* is closer to RP *head* (/hɛd/). The diphthong in Australian pronunciation of words such as *buy* /baɪ/, *my* /maɪ/, *hide* /haɪd/ has also shifted so that it resembles more RP *boy* /bɔɪ/, *moy* /mɔɪ/ *hoyd* /hɔɪd/ (Moore 2008: 17). Moreover, RP vowels /i:/ and /u:/ are often pronounced as diphthongs and /i:/ is preferred to /ɪ/ at the end of the words. The examples of these features can be the words *see* and *do* which in AusE sound like /səɪ/ and /dəʊ/ and the word *very* which sounds like /veri:/. What is more, the sound /ə/ in AusE often replaces /ɪ/ in unstressed syllables. Thus, the word *hospital* is pronounced as /hɒspətɪl/, instead of RP /'hɒspɪtl/. It also has to be mentioned that AusE follows RP in having /ɑ:/ in *laugh*, *path*, *grass*, but often has /æ/ in *dance*, *plant*, *branch* etc. (Trudgill, Hannah 1994: 17).

One interesting element of AusE intonation is a high rising tone. This feature occurs when a high intonation, which is usually associated with asking a question, is used for normal statements. Some people associate it with an expression of uncertainty and hesitancy while others suggest that it indicates a respect towards one's listeners. High rising tone appears in some other dialects of English, but it is most recognizable as an element of Australian speech (Moore 2008: 19).

1.2.2 Grammar and other language use tendencies of Australian English

In written language there are very few grammatical differences between Australian and British English. However, there are some distinctive features of AusE, which are different from both BrE and AmE. For instance, it is usual in AusE to use *thanks* rather than *please* in requests: *Can I have a cup of tea, thanks?* Further, as it has already been mentioned in the section 1.2, special features of Australian variety appear at the level of the colloquial speech. An example of this is a tendency to use *she* to refer to inanimate nouns in impersonal constructions (*she will be alright* instead of *everything will be alright*). Also,

in some constructions Australian English may use an infinitive instead of a participle (*some people delay to pay their tax*) and *shall/should* tend to be replaced by *will/would*. Moreover, the collective nouns, which usually take plural verbs in BrE, in AusE similarly to AmE tend to take singular form (*the team is playing badly* instead of *the team are playing badly*). However, in expression of the possession, BrE version *I have got* is more preferable than AmE *I have* (Trudgill, Hannah 1994: 18).

1.3 American English

The first successful English settlement in America was founded in 1607 in Jamestown, Virginia. English at that time was quite different from present and scholars called it Early Modern English. Due to the lack of communication between people from different areas of the British Isles, there existed a number of dialects such as Southwestern English, Southeastern English, the Midland English of the Quakers, Scots English, Scots-Irish and Gaelic (Wolfram, Schilling-Estes 1998: 119). Therefore, this had a big impact on development of the dialects in the United States, because people from different speech areas established their settlements in different parts of America. Moreover, in some colonies speakers of English lived together with speakers of other European languages such as Dutch, French and German. Consequently, some of the words such as *smearcase* (cottage cheese, from German) are still used in some American states (Leith 1983: 190).

Since British English has undergone a lot of innovations that did not come to America, the speech of the first colonists is more equaling to today`s American than today`s standard British English. There are certain words and their meanings that have been spread in America by the first colonists, but which are no longer used by British speakers. For instance, Americans can use the word *fall* to refer to the season after summer, but British speakers only use the term *autumn*, even though both terms existed for

centuries in Britain. Also, Americans can use the word *mad* with its early meaning ‘angry’ while British speakers can only use it for referring to mentally unbalanced person (Wolfram, Schilling-Estes 1998: 93).

1.3.1 Spelling

While British English tends to keep the spelling of words it absorbed from other languages, American English has adapted the spelling to make the words actually sound like they are spoken. For instance, shortened forms of words such as *catalog* for *catalogue*, and single letters in many spellings of neo-classical formations in English, for example *program* for *programme* are preferred in AmE. Furthermore, in the past form of the verbs like *travel* (ending with an unstressed syllable vowel + consonant), AmE has single consonants, for example *traveled* vs *travelled* (also: *traveler* vs *traveller*). Some words spelled with *-ense* in AmE have *-ence* in BrE (AmE *defense* vs BrE *defence*). Also, words with the suffix *-ise* in BrE are often spelled with *-ize* in AmE, however *-ize* is allowed in BrE too (BrE *apologise* or *apologize* vs AmE *apologize*).

Although hundreds of words follow this pattern, there are some verbs which are always spelled with *-ise* in both BrE and AmE: *exercise*, *advertise*, *arise*, *surprise*, *disguise*, *improvise*, *compromise* etc. Also, in AmE *f* can replace *ph*, for example *sulfur* vs *sulphur*. What is more, the letters *w* and *f* in AmE can replace *gh* as in *draft* vs *draught* and *plow* vs *plough* (Hickey 2014: 29). Additionally, there are some spelling differences which are unique to certain words. For example, AmE *check* vs BrE *cheque*, AmE *whiskey* vs BrE *whisky*, AmE *pajamas* vs BrE *pyjamas*, AmE *tire* vs BrE *tyre* etc. (Svartvik, Leech 2006: 155).

1.3.2 Pronunciation

In the following paragraph GA (General American) and RP will be discussed and compared. According to Wells (1982: 10), General American is “a convenient name for the range of United States accents that have neither an eastern nor a southern colouring”. This standard North-American accent is heard in USA movies, TV series and national news.

The most noticeable feature of GA is a rhotic accent, which is the manner letter *r* is pronounced after a vowel in words such as *door*, *hard*, *here*, *air*, etc. In GA the letter *r* is pronounced in all positions (*speaker*: GA /'spi:kər/ vs RP /'spi:kə/).

The change of /ɑ:/ to /æ/ is another considerable feature of GA. Typically, in American pronunciation of words such as *dance*, *after*, *laugh*, the front *a* sounds like /æ/, while the RP has /ɑ:/ (RP /lɑ:f/, GA /læf/). Most of the words follow this pattern, however, there are some exceptions. For instance, the words *gas*, *mantle*, *athlete*, *ant*, *maths* and some other are pronounced in the same way both in RP and GA.

A very noticeable feature of GA is the shift of the British diphthong /əʊ/ to /oʊ/, which is considered to be systematic. This shift consists of the change of the mid central unrounded vowel /ə/ to the close-mid back rounded vowel /o/ (Gomez, 5, para 1). This pattern can be noticed in words like *both*, *rose*, *slow*, *blow*, *go* (RP /sləʊ/, GA /sloʊ/).

The next important feature of GA is the letter *o*, the pronunciation of which is noticeably different from RP. To illustrate this, the so-called ‘short o’, which appears in words like *spot*, *hot*, *dog* or *model*, in RP is pronounced with an open back rounded short sound /ɒ/ as in *spot* /spɒt/. However, in AmE it is usually pronounced using an open back unrounded long sound /ɑ:/ as in /spɑ:t/ (Gomez, 5, para 2).

One of the changes which took place at the beginning of the 20th century was “yod-dropping” (the omission of the sound /j/ before /u:/). The yod-dropping can be noticed both in RP and GA, however in GA it appears much more often. Some words like *juice*, *rude*,

blue are pronounced in the same way in RP and GA, whereas the in the words *suit*, *pollute*, *tune* etc., the yod-dropping takes place only in American English (Gomez, 8, para 1).

The pronunciation of letter *t* also needs to be mentioned. In American English it can be pronounced in six different ways: as an aspirated sound /t^h/, as de-aspirated sound /t/, as a glottal stop /ʔ/, as a glottalized stop /tʔ/, as a flapped sound /ɾ/ and sometimes the letter *t* can be completely omitted (Gomez, 10, para. 1). An aspirated sound /t^h/ occurs when it is the first sound of a word or in an inner stressed position. De-aspirated sound /t/ is heard at the ends of syllables as in *pet* /pɛt/ as well as when the syllable does not carry the stress. A flapped sound /ɾ/ occurs when /t/ is located at intervocalic position where the first vowel is stressed. A glottal stop /ʔ/ replaces the de-aspirated sound in the presence of a stressed syllable followed by pattern [t+vowel+n] as in *button* /'bʌʔn/. Finally, there are some circumstances where the sound /t/ is not pronounced at all. This can occur in cases when a stressed vowel is followed by /nt/ as in *center* /'senə/ (Gomez, 10, para. 1).

In RP the flapped /t/ is never used. Instead, it is pronounced as de-aspirated /t/ or as a glottalized /t/ (compare *water*: RP /'wɔ:tə/, GA /'wɑ:tə/). To clarify, the most considerable difference between GA and RP concerning the sound /t/ is that between vowels it is pronounced more lightly than in RP and sounds like a *d* (“a voiced tap”).

The change of stress is also important in differentiating both accents. Typically, many polysyllabic words ending in *-ory* and *-ary* are stressed on the first or second syllable in RP, but on the penultimate syllable in GA (*commentary*: GA /'kəmən, təri/, RP /'kɒməntəri/). Usually, in words such as *contrary*, *honorary*, *imaginary* in GA suffix *-ary* is pronounced as /əri/, while the RP pronunciation is /əri/. Sometimes, the sound schwa (/ə/) in RP is elided as in the word *military* /'mɪlɪtri/. Pronunciation of the French loanwords, which were adapted by Americans in a different way than by Brits is another example of different stress patterns. In GA the French loanwords usually have stress on a final

syllable, whereas in RP the stress is on an earlier syllable. Some of the examples are the words *buffet* (RP/'bʊfeɪ/, GA /bə'feɪ/), *café* (RP /'kæf.eɪ/, GA /kæf'eɪ/), *brochure* (RP /'brəʊ.ʃə/, GA /brəʊ'ʃʊr/) (Gomez, 11, para 1).

Apart from the general differences in pronunciation, there are certain words which are pronounced differently in RP and GA. Some examples are provided in Appendix 3.

1.3.3 Grammar

There are quite a few of the grammatical differences between educated American and British English and most of these differences are noticed in a way how grammatical forms are used. In the following paragraph the most noticeable grammar features of AmE in comparison to BrE are discussed.

To begin with, a tendency to omit prepositions with expressions of time and the verb can be noticed in American English: AmE *I met him Tuesday* vs BrE *I met him on Tuesday*. Moreover, prepositions are sometimes used differently in AmE and BrE. For instance, *out* and *off* are often used as prepositions in spoken AmE: *I looked out the window* vs *I looked out of the window*. Also: AmE *on the weekend* vs BrE *at the weekend*; AmE *Monday through Friday* vs BrE *from Monday to Friday*; AmE *the school was named for him* vs BrE *the school was named after him*.

The second point to note is the collective nouns, which nearly always take singular agreement and pronoun substitution in AmE. In British English, however, singular collective nouns such as *team*, *family*, *government*, *audience* etc. can be treated both as a plural (e.g. *family are*) and as a singular (e.g. *team is*). Therefore, the headline “Arsenal defeat Manchester United” in the British newspaper would seem completely wrong for Americans (Svartvik, Leech 2006: 167).

Another point where American grammar differs from British one is the usage of subjunctives. To illustrate, the American English sentence with subjunctive would look like this: *they insist that she accept the offer* (also with verbs *recommend, suggest*), whereas BrE uses *should*: *They insist that she should accept the offer*. This is an example of AmE being careful of its grammar using the traditional constructions, compared to BrE, where over the centuries the subjunctive became rather obsolete.

The AmE grammar is also distinctive from its use of some modal verbs. For instance, *will/won't* is normally used instead of *shall/shan't*; *shall* is usually used in legal documents or very formal style. *Would* is more usual in AmE for expressing habitual activity: *She would play the guitar when she was ten*.

Americans prefer using *have to have got* for expressing possession and the verb *gotten* is used as a past participle of *get*, which is different from BrE *got*: *Do you have a phone?* (=Have you got a phone?). *Have you gotten your grade in history?* (=Have you got your grade in history yet?) What is more, a number of irregular verbs in AmE have become regular in comparison to BrE (e.g. *burned* vs *burnt*, *smelled* vs *smelt*, *spoiled* vs *spoilt* etc.). In general, in American English the irregular verbs are used less often than in British English.

The present perfect is less common in AmE than in BrE. American speakers often use past simple rather than the perfect for the recently completed events, especially with words such as *already* and *yet*: *You already arrived!* (=You have already arrived!).

Finally, Americans tend to use adjective forms as adverbs (*he is awful tall; that is real funny* etc.), and have a tendency to form new words by changing the grammatical class of a word: *an author/to author, a host/to host*. Both of these tendencies are rather unusual in Britain (Svartvik, Leech 2006: 168).

1.3.4 Vocabulary

On the level of lexis most of the fixed differences lay in particular areas of vocabulary. One example of this are the terms referring to roads and cars, some of which are presented in the Table 1.

AmE	BrE
<i>overpass</i>	<i>flyover</i>
<i>trunk</i>	<i>boot</i>
<i>divided highway</i>	<i>dual carriageway</i>
<i>hood</i>	<i>bonnet</i>
<i>license plate</i>	<i>number plate</i>
<i>windshield</i>	<i>windscreen</i>

Table 1. Road travel terms

An explanation for such differences in this area might be that rail and car travel emerged at a period (the later 19th and the early 20th century) when the USA and Britain were physically and culturally isolated from each other (Svartvik, Leech 2006: 160). Furthermore, Americans and Brits tend to use different vocabulary for education. For instance, the word *school* is interpreted differently, meaning only elementary and secondary education in the UK, but also a higher education in the USA. It can be explained by the fact that the American education system bloomed in the 19th century under the German influence, rather than British (Svartvik, Leech 2006: 161).

Finally, it is important to understand that American terms are often found in British English as well and sometimes the same word has different meanings in both varieties. More examples of the vocabulary differences between British and American variety are presented in the Appendix 3.

2. STUDY

The following chapter consists of two main sections: 1) method; 2) results and discussion. Information about the participants of the study as well as a brief description of the questionnaire is provided in the first section. The detailed analysis of the obtained results as well as main conclusions are provided in the second section.

2.1. The Method

In order to prove the thesis hypotheses, a study among the students was conducted. The data collection method was a questionnaire, the main aim of which was to check a) whether the students can differentiate between three varieties (British, American and Australian); b) whether the students stick to one particular variety in their language use.

2.1.1 The Participants

The target group of the study were the undergraduate students of English Studies at the University of Tartu. 44 students responded to the questionnaire: 38 respondents attend the programme of English Studies and six respondents attend different programmes at the department of Arts and Humanities at the University of Tartu. Despite the fact that not all the participants are the students of English studies, all of the respondents consider themselves proficient in English language.

The average age of the participants is 22 years. All of them have studied English for about 13-15 years. The majority of the respondents (36 people) speak Estonian as their native language. Four people speak Russian and three people speak other languages (German, Turkish and Finnish). As the prevalent number of the participants speaks Estonian as their native language, it has been decided that the age factor is not influential in this study. Furthermore, as 39 of the participants were females and only

four males, it was decided that the gender factor would not be influential in the study as well.

2.1.2 The Questionnaire

The questionnaire was compiled in Google forms and delivered to the students via Facebook and email. The answers were collected during one week. Additionally, the questionnaire is available as a Word document which is presented in Appendix 4. The questionnaire consists of two parts. In the first part some background information was collected. This information is needed for the analysis because it enables to make conclusions about the factors which mostly influence the use of a particular variety. The second part of the questionnaire consists of the tasks on vocabulary, spelling, grammar and pronunciation.

2.2. Results and Discussion

In the background questionnaire the students were asked to tell their preference about the variety they usually use. 62% of the participants replied that they use the British variety, 36% use the American and 2% use the mix of these two varieties. However, only six participants replied that they always stick to one particular variety. 34 people mix the varieties sometimes and nine always mix the varieties. The fact that most of the respondents use British English might be explained by the fact that most of them (83%) were taught it at school. However, according to the answers to the question “what has influenced the choice of the variety you use?”, the most influential factor turned out to be the media (79%), whereas the option “the way I was taught at school” was chosen only by 58%. Yet, the American variety turned to be the one, which students hear most often (77% for American vs 22% for British). This can be associated

with the fact that the USA has undoubtedly more considerable media influence than the UK.

To understand what students themselves think about the importance of being able to distinguish the varieties, they were asked to give their opinion and explain it. Only five respondents held the opinion that knowing the varieties is not important, explaining it with the fact that it is not essential as long they are understood. In the opinion of other 39 participants, being able to differentiate between the varieties is very important for students of English Studies, because it enables them to be consistent in the language use and helps to avoid misunderstandings in communication with native speakers of English.

The first task of the second part of the questionnaire focused on Australian words. The words in this task were selected on the basis of the information from the theoretical review (section 1.2). As it was presumed, the Australian words are not used among the students. For instance, the expressions *to barrack for*, *to front up*, *to fine up* and *picture theatre* are used by none of the respondents. The terms *paddock*, *anorak* and *footpath* are used by two respondents and the word *goodday* is used only by one participant of the study.

The second question aimed to check the students' awareness of Australian English. As the common features of Australian English are its slang expressions and shortened words, it was decided to test if the students are familiar with some of them. Ten common Australian words and expressions were picked up. Selected expressions were checked by two native Australians, who proved that these specific terms are commonly used in Australia nowadays.

To begin with, only one participant was correct in his explanation of the expression *she'll be right (mate)*, which actually means that everything will be alright.

Most of the students did not know this expression, gave a wrong explanation or provided a literal translation.

12 respondents gave the correct explanation to the expression *knock off* (to stop working/doing something). However, a popular explanation was ‘a fake, copy’, which was given by 14 participants. This can be explained by the fact that *knock off* can be also used as a noun, the meaning of which according to *Urban Dictionary* is ‘an item intended to look like something it is not’. This is the case where the author of the thesis was not accurate, because the particle ‘to’ had to be present in this expression in order to avoid possible misunderstandings.

Only three respondents were familiar with the phrase *to shoot through* and gave the correct explanation ‘to leave’. The popular suggestions were ‘to pass something’, ‘to go through something’. The literal translation ‘to shoot somebody’ was given three times.

Five students knew the phrase *tomorrow arvo*. This phrase was included because *arvo* is a typical example of the Australian shortenings (e.g. *defo*, *choccy*, *footy*). The possible explanation for the non-acquaintance with this expression is the choice of an expression containing a shortened word – *arvo*, because it is not the most logical shortening of the word *afternoon*.

The word *crook* was explained by the majority of the students as ‘a criminal, thief, a bad guy’, which is correct according to the meaning of this word in British informal speech. However, in Australian it has a different meaning – ‘ill, sick’, which according to the answers to this question was not known among the students.

The phrase *to be full as goog*, ‘to be drunk’, was correctly explained only by five students. 17 students suggested that it means ‘to have a full stomach’, what is logical

because ‘to be full’ actually means to have a full stomach. Other 21 respondents were not familiar with this expression.

The word *sheila*, which is the Australian slang expression for ‘woman’ was not known among the majority of the students. Only nine respondents explained this word correctly. Some interesting explanations included ‘a woman`s name’, ‘seductress’.

17 students were familiar with the expression *a ripper of a time*. Most of the respondents did not know this phrase and some of them suggested that it means ‘something time-consuming’.

Only one student gave the correct explanation to the expression *to shout sb sth*, which actually means ‘to buy sb sth’. Most of the participants gave the literal translation ‘to shout/yell sb sth’.

The expression *it`ll be ace* turned out to be the most known among the students – 33 people explained it correctly.

To summarize the results of this section, only 19% of the respondents were familiar with Australian expressions, whereas most of the students were not very knowledgeable in this topic. The possible explanations to this result are that Australian English is not very wide-spread in media and, according to the background information the students have not been taught it at school.

The next section of the questionnaire focused on the spelling. According to the results, the British variety is used more often than the American in spelling (in seven out of 12 questions the British variety was preferred). However, in words *whisky*, *programme*, and *apologise* the American spelling was preferred and the equal number of respondents used both American and British spelling for the word *defence*. It has to be mentioned that in words *pyjamas*, *jewellery*, *whisky* and *programme* a lot of spelling errors occurred, which was a factor of distraction while making the analysis. For

instance, the word *jewellery* was often spelled as ‘jewellry’ (two times), ‘jewelery’, which do not correspond to the British nor to American variety. Furthermore, almost half of the participants (13) did not know how to write the word *pyjamas* correctly. Different spellings were presented: ‘pajama’, ‘pyjama’, ‘pijama’, ‘pizzama’. Two people used the words ‘nightwear’ and ‘night clothes’ and five people used an abbreviation ‘PJs’.

The next task focused on grammar. According to the results, American grammar constructions are more preferable among the students. The possible explanation might be that the British grammar constructions are more complicated while the American ones are simplified. That is, the students tend to use more simple or short constructions. For example, the construction ‘I am glad you finally arrived’ was preferred by 24 students while ‘I am glad you have finally arrived’ only by six students. Furthermore, the construction ‘He promised to write her every week’ was preferred by 19 students while ‘He promised to write to her every week’ only by seven students. However, in four cases a majority of the respondents replied that they used both or all three possible variants. These cases are: 1) ‘She suggested that I should see a doctor’ vs ‘She suggested that I see a doctor’; 2) ‘I am glad you have finally arrived’ vs ‘I am glad you finally arrived’; 3) ‘They don’t need to go to work today’ vs ‘They needn’t go to work today’; 4) ‘He promised to write her every week’ vs ‘He promised to write to her every week’. The possible explanation to this use might be that the use of grammar depends on different factors such as a particular sentence or a context. Furthermore, certain grammatical constructions, which are usually typical for a particular variety, can in some cases appear in all three varieties. For the students it might be difficult to decide if they usually use one or another construction, because there is no big distinction between the varieties in grammar.

In the vocabulary section the respondents were asked to identify which variety is used in the sentences. In 13 sentences out of 20 the respondents recognized the correct variety. Overall five British, six American and nine Australian words/expressions were presented. The British terms *lift*, *autumn*, *queue* and *bisquit* were recognized accurately, whereas the term *homely* caused some confusion, which is not very unexpected. Namely, the term *homely* exists both in American and British varieties, but has different meanings in each of them. In this particular sentence ('We are trying to make a homely atmosphere in this hotel') the word *homely* means 'pleasant', which is a British meaning. This is the only sentence which aimed to check the respondents' knowledge of such phenomena as the different meanings of the same word in different varieties. The American terms *schedule*, *gas*, *vacation*, *subway* were recognized correctly, whereas the terms *restroom* and *cell phone* were mistaken for British and Australian variety. 21 people suggested that *cell phone* is an American word, the same number opted for British and only two people thought that this was an Australian word. This confusion might be explained by the fact that the word *cell phone* is not wide-spread and people are overall more used to *mobile phone*.

Seven Australian terms were recognized correctly (*barbie*, *footy*, *to barrack for*, *evo*, *frock*, *picture theatre*, *to front up*), whereas words *lolly* and *footpath* were not recognized (12 correct answers for *lolly* and 16 for *footpath*). It has to be mentioned that both these words are used in British English as well, only with a slightly different meaning. As reported by Svartvik and Leech (2006: 105), the differences between Australian and British English can be subtle and their usage depends on style of the sentence. The word *footpath* in British English usually means a path in a countryside, while in Australian it is a synonym for *pavement*. However, in the sentence presented in a questionnaire it is not clear whether it is meant a pavement or a path in a countryside.

This inaccuracy might be an explanation for a confusion in this particular case. A similar situation occurred with the word *lolly*. Namely, in British English it can be used as an abbreviation of the words *ice lolly* or *lollipop* while in Australian, according to *Cambridge Dictionary* (2019), it means ‘a wrapped sweet for sucking or chewing’.

The next part of the questionnaire aimed to check which variety of the idioms is usually used by the students. As the survey was held among English philology students, it was assumed that they are familiar with meanings of the following idioms. Nevertheless, it was decided to provide the explanations in order to avoid possible misunderstandings.

Overall seven idioms were presented in the questionnaire (American and British variety for each idiom). The American variety of the idioms was preferable in three cases. The first idiom is *to toot your own horn*, which was chosen by 29% (in comparison to 18% who opted for British *to blow your own trumpet*). It also has to be mentioned that in case of this particular idiom the majority of the respondents (57%) replied that they usually did not use this expression at all. Next, the American variant of the idiom *skeletons in the closet* is preferable (84%) to British *skeletons on the cupboard* (4%). Similar situation is with the idiom *to rant and rave about sth*, the American variety of which is more used among the students (61% compared to British *to bang on about sth* - 32%). Yet, the popularity of this idiom is not big, because a considerable number of the respondents (20%) replied that they did not use this expression at all.

The British variety of the idioms was preferable in four questions. The British variety of the idiom *to take something with a grain of salt* was more preferable among the students (61% compared to American *to take something with a pinch of salt* – 20%). The British *a drop in the Ocean* is again more preferable than American *a drop in the*

bucket (90% in comparison to 11%). Furthermore, the British *to cram* is used more than the American *to hit the books*, although the difference in preference is not as considerable as in previous cases (64% in comparison to 45%). In case of the idiom *to get itchy feet* the British variety was preferable to American, but it has to be mentioned that most of the respondents (75%) did not use this expression at all.

The results showed that students use both American and British variants of the idioms. The possible explanation for the popularity of certain idioms may be that the students were taught them at university or school. For instance, the idiom *a drop in the Ocean* is often found in textbooks, for example *Upstream*, which is used in English lessons at the University of Tartu and many schools. The popularity of American variants of the idioms can be explained by the fact that these often appear in American movies, music and TV.

The last section of the questionnaire concentrated on pronunciation. The first part of this section aimed to check the students' ability to identify the variety by the pronunciation and the second part enabled to find out which accent students pronounce the words themselves with. The transcription for every word in the second part of the task was provided. Selected words have been chosen in a way that half of them follow certain pronunciation rules, the detailed description of which is provided in section 1.3.2 of the present thesis, and the other half are pronounced differently not in accordance with the general pronunciation differences (see Appendix 4).

According to the results, British pronunciation is more preferable among the students. To illustrate, British pronunciation was preferred five times (*laugh* /lɑ:f/, *writer* /'raɪtəʃ/, *new* /nju:/, *laboratory* /lə'bɒrətəri/, *leisure* /'leɪʒəʃ/) whereas American was preferred four times (*clerk* /klɜ:k/, *dynasty* /'dʌnəsti/, *buffet* /bə'feɪ/). However, it

can be noticed that the difference in preference in favour of British English is not very significant.

In the second part of this section the respondents were asked to identify the variety of the pronunciation of certain words. In six out of eight questions students were able to identify the variety correctly. However, the British pronunciation of the word *garage* was mistaken for American. The reason for this mistake might be the phonetic symbol /æ/ in the transcription of this word (/ˈgærɑ:ʒ/). To give an illustration, it is known that in American pronunciation patterns the sound /æ/ is common in certain cases, in which British English has /ɑ:/ (e.g. /dæns/ vs /dɑ:ns/, /læf/ vs /lɑ:f/, etc.). It can be suggested that this is the reason why the respondents assumed that /ˈgærɑ:ʒ/ is an American pronunciation. Furthermore, American pronunciation of the word *bottle* was mistaken for Australian. The possible explanation for this confusion may be that the respondents were not able to understand the transcription of this word clearly.

2.2.1 Consistency in the respondents` choices

In order to see the consistency in the respondents` choices it was decided to take each individual respondent and calculate the number of his errors in pronunciation, spelling and grammar tasks. Errors in this context mean the discrepancy between the variety which the student consider himself to use and the variety which he/she uses in reality. Two questions were taken into account in this analysis: 1) Which variety of English do you usually use? 2) Do you only use one particular variety or (sometimes) mix them? Three sections of the questionnaire were taken into account: spelling, grammar and pronunciation. Answers to all questions in each of these sections were taken into account. In grammar section, where the respondents had the possibility to choose more than one variety, the answer was considered for an error only if the option corresponding to the

variety used by the student was not chosen at all. The table containing each of the 44 students' the answers to these two questions as well as the number of their errors is presented in Appendix 6.

27 respondents consider themselves to use British English. Three of them (respondents number 9, 23 and 34) think that they always use one variety and two (respondents number 25 and 26) always mix the varieties. The other 22 respondents mix the varieties sometimes but try to stick to one particular variety. According to the analysis, people who reported that they always used one particular variety made almost the same number of errors as those who always mix the varieties. For example, both respondents number 9 and 23 made 11 errors which is the same number of errors that occurred in respondent number 26, who always mixes the varieties. According to the analysis of all the respondents who consider themselves to use British English (without taking into the account whether they think that they mix the varieties or not) an average of 12 errors per person occurred.

17 respondents consider themselves to use American English. Three of them think that they always use only one variety (respondents number 12, 19 and 37) and the same number (respondents number 5, 30 and 41) always mixes the varieties. According to the analysis of the students who use American English, those who reported that they always stick to one particular variety actually made fewer errors than those who always mix the varieties. For instance, respondents number 5, 30 and 4, who always mix the varieties made overall 32 errors whereas respondents number 8, 7 and 9 who always stick to one variety made overall 24 errors. According to the analysis of all the respondents who consider themselves to use American English (without taking into the account whether they think that they mix the varieties or not) an average of seven errors per person occurs.

Comparing the results of two aforementioned groups of respondents it can be concluded that those who consider themselves to use the American version stick to it more consistently than those who consider themselves to use the British variety.

It has to be mentioned that some individual participants demonstrated a very good knowledge of the varieties and did stick to one in particular, having made overall from one to five errors whereas some respondents demonstrated inability to stick to one variety (15 to 18 errors in 30 questions). There can be many reasons for such variations in answers: some students pay more attention to the issue of the varieties than the others, teachers in some schools may have taught this topic in the lessons, etc.

Having calculated the errors of all the participants of the questionnaire the following results were obtained: an average of 37% of errors per person occurred in pronunciation; an average of 70% of errors per person occurred in grammar and an average of 25% of errors per person occurred in spelling. In other words, it can be concluded that students tend to stick to the one variety in pronunciation and spelling but are not so consistent in grammar.

CONCLUSION

The present BA thesis investigated the issue of students' awareness of the varieties of English. As it was mentioned in the introduction, it is essential to have a very good command of English language for the students of English Studies. A language proficiency implies being familiar with different aspects of language, one of which is its varieties. Theoretical overview of the present thesis was compiled in order to look at the language aspects in which the differences between the varieties occur. This overview serves as the basis for the empirical part and consists of the description of the main lexical, orthographical, phonological and grammatical features of American and Australian English through the comparison of these aspects to British English.

The aim of this study was to test two hypotheses: 1. Students of English Studies at the University of Tartu know and use American and British English more than Australian English; 2. Students are able to differentiate between the varieties and in their language use they stick to one particular variety. In order to prove these hypotheses a study among the students of English Studies at the University of Tartu was conducted.

Summing up the results obtained during the analysis of the questionnaire it can be concluded that the students of English Studies do use American and British English more than Australian English, as stated in the first hypothesis. Furthermore, Australian English is the least known among the students. These conclusions were suggested by the results of several tasks of the questionnaire which checked the students' familiarity with certain vocabulary items and (slang) expressions. In most cases students were able to identify the Australian variety by its typical feature – shortened words, but their familiarity with the Australian expressions is low.

The second hypothesis was proved as well. The results of the tasks, which aimed to check the students' ability to differentiate between the varieties at the levels of vocabulary

and pronunciation indicate that the majority of the students are able to do that. Despite the fact that some respondents made more errors than the others, most of the students are aware of the most common differences between the American, British and Australian English.

From the results it can be concluded that mostly the students do stick to one particular variety, but not hundred percent. Students tend to stick to one particular variety in pronunciation and spelling, but are rather non-consistent in grammar. However, while making the analysis it has become clear that a lot of factors should be taken into account when preparing a questionnaire as well as when making conclusions about the students` preferences. Namely, some of the differences in vocabulary, spelling and grammar are quite subtle and many different aspects such as the context, possible synonyms, the omission or presence of participles, etc., should be considered when selecting the words and sentences for the questionnaire.

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Appendix 1. Australian words and expressions

crook – ill, angry

a drongo – a fool

a sheila – a girl

to front up – to arrive

to shoot through – to leave

tucker – food

a spell – a rest, break

to shout – to buy something for someone

a chook – a chicken

to fine up – to improve

uni – university

an offsider – a partner, companion

full as s goog – dead drunk

ocker – the archetypal uncultivated Australian man

prang – a minor accident

sanger or sanga – sandwich

Appendix 2. The comparison of British and Australian words with explanatory notes

BrE	AusE
<i>cooker</i>	<i>stove</i> (<i>cooker</i> is not usual in AusE, while both <i>cooker</i> and <i>stove</i> are used in BrE)
<i>to support</i>	<i>to barrack for</i> (term used for support at sports teams)
<i>dress</i>	<i>frock</i> (<i>frock</i> – old-fashioned in BrE)
<i>field</i>	<i>paddock</i> (AusE – any piece of fenced in-land. BrE – field that is used for grazing horses)
<i>cinema</i>	<i>picture theatre</i> (<i>cinema</i> is used in a higher style in AusE)
<i>a loafer, sponger</i>	<i>bludger</i> (only used in colloquial speech)
<i>(electric) fire</i>	<i>radiator</i> (<i>radiator</i> is used in BrE, but only with reference to hot water or oil raditors)
<i>hello</i>	<i>goodday</i> (colloquial form of greeting in AusE)
<i>wellington boots</i>	<i>gumboots</i> (<i>gumboots</i> is understood in BrE, but rather old-fashioned)

Appendix 3. Vocabulary differences between American and British English

BrE	AmE
<i>bisquit</i>	<i>cookie</i>
<i>starter</i>	<i>appetizer</i>
<i>underground</i>	<i>subway</i>
<i>timetable</i>	<i>schedule</i>
<i>pitch</i>	<i>field</i>
<i>autumn</i>	<i>fall</i>
<i>french fries</i>	<i>chips</i>
<i>ground floor</i>	<i>first floor</i>
<i>holiday</i>	<i>vacation</i>
<i>junior school</i>	<i>elementary school</i>
<i>mobile phone</i>	<i>cell phone</i>
<i>postcode</i>	<i>zip code</i>
<i>queue</i>	<i>line</i>
<i>stag night</i>	<i>bachelor party</i>
<i>solicitor</i>	<i>layer</i>
<i>petrol</i>	<i>gas</i>
<i>post</i>	<i>mail</i>
<i>block of flats</i>	<i>apartment buildings</i>
<i>boot (of a car)</i>	<i>trunk</i>
<i>car park</i>	<i>parking lot</i>
<i>chemist</i>	<i>drug store, pharmacy</i>
<i>driving licence</i>	<i>driver`s license</i>
<i>dressng gown</i>	<i>robe</i>
<i>crisps</i>	<i>chips</i>
<i>pavement</i>	<i>sidewalk</i>
<i>mad</i>	<i>crazy</i>
<i>taxi</i>	<i>cab/taxy</i>
<i>trainers</i>	<i>sneakers</i>
<i>crossroads</i>	<i>intersection</i>
<i>tin</i>	<i>can</i>
<i>engaged (of a phone)</i>	<i>busy</i>
<i>wardrobe</i>	<i>closet</i>
<i>courgette</i>	<i>zucchini</i>
<i>pedestrian crossing</i>	<i>crosswalk</i>
<i>trousers</i>	<i>pants</i>
<i>stupid</i>	<i>dumb, stupid</i>
<i>CV</i>	<i>resume</i>
<i>angry</i>	<i>mad</i>
<i>dustbin</i>	<i>garbage can</i>
<i>rise (in salary)</i>	<i>raise</i>
<i>van, lorry</i>	<i>truck</i>

Appendix 4. Different pronunciation of some particular words

	RP	GA
<i>clerk</i>	/klɑ:k/	/klɜrk/
<i>route</i>	/ru:t/	/raʊt/
<i>vase</i>	/vɑ:z/	/veɪs/
<i>progress</i>	/'prəʊgrəs/	/'prɑgrəs/
<i>moustache</i>	/məs'tɑ:ʃ/	/'mʌstæʃ/
<i>dynasty</i>	/'dɪnəsti/	/'daɪnəsti/
<i>garage</i>	/'gærɑ:ʒ/	/gə'rɑʒ/
<i>laboratory</i>	/lə'bɒrətəri/	/'ləbrətəri/
<i>leisure</i>	/'leɪʒə/	/'liʒər/
<i>lieutenant</i>	/leɪ'tenənt/	/lu'tenənt/
<i>advertisement</i>	/əd'vɜ:tɪsmənt/	/əd'vɜrtəzmənt/

Appendix 5. The Questionnaire

Hello! My name is Darja Melnik and I am a third year student of English Studies at the University of Tartu. Thank you for participating in the questionnaire for my Bachelor`s thesis “Students` awareness of the varieties of English”. The aim of my study is to find out to what extent the students are aware of three most popular varieties of English (British, American and Australian) and how good they are at identifying them.

While answering the questions, kindly refrain from using the dictionaries or any other additional help. The questionnaire should take about 15 minutes to complete and it is anonymous.

- **Background information**

1. Age
2. Faculty and year
3. Gender
 - male
 - female
4. How long have you been studying English (including studies at school)?
5. Which variety of English do you usually use?
 - American
 - British
 - Australian
 - Other (please specify)
6. Do you only use one particular variety, or (sometimes) mix them?
 - I always use only one variety.
 - Sometimes I mix the varieties, but I am trying to stick to one particular variety.
 - I always mix the varieties.
7. Is it important to know and be able to distinguish the varieties of English? Explain your opinion.
8. Which variety have you been taught at school?
 - American
 - British
 - Other (please specify)
9. Which is the variety that you hear/read/come across most often?
10. What has influenced the choice of the variety you use?
 - the way I was taught at school
 - media (TV, Internet, social media, music etc)
 - travelling or living in another country (for example the USA or the UK)
 - Other (please specify)

- **Main questions**

1. Please tick the vocabulary item which you usually use.

1. pavement
sidewalk
footpath
2. cinema
picture theatre
movie theatre
3. hello
goodday
4. parka
anorak
5. field
paddock
6. to support (for example sports teams)
to barrack for
7. to arrive
to front up
8. to fine up
to improve

2. Do you know what the following expressions/words mean? If yes, please explain in a few words. You can give your explanation in English, Estonian or Russian.

- It`ll be ace!
- to shout sb sth
- A ripper of a time!
- sheila
- to be full as a goog
- crook
- tomorrow arvo
- to shoot through
- knock off
- She`ll be right (mate)!

3. In the following sentences translate the words written in Estonian into English.

- What is your favourite *värv*?
- Our new *ärikeskus* is really huge.
- You have to *vabandama* for coming so late.
- His *kaitse* was the attack.
- Last year I *reisisin* to Spain.
- You need to *analüüsima* this text in order to answer the questions.
- She found a lot of interesting things in that *kataloog*.

- Their summer *programm* is very interesting.
- She has a good *huumorimeel*.
- He ordered himself some *viski*.
- Some women like to wear a lot of *ehted*.
- I like to wear my *pidžaama*.

4. Which of the following formulations would you prefer? You can select more than one answer.

- Our football team have scored a goal.
 - Our football team has scored a goal.
 - I use both variants.
- She suggested that I see a doctor.
 - She suggested that I should see a doctor.
 - She suggested I see a doctor.
 - I use all three variants.
- I will do it on Sunday.
 - I will do it Sunday.
 - I use both variants.
- Have you got your grade in history yet?
 - Have you gotten your grade in history yet?
 - Did you get your grade in history yet?
 - I use all three variants.
- He talks as if he were rich.
 - He talks as if he was rich.
 - He talks as he is rich.
 - I use all three variants.
- What are you doing on the weekend?
 - What are you doing at the weekend?
 - I use both variants.
- I am glad you finally arrived.
 - I am glad you have finally arrived.
 - I use both variants.
- They live in Oxford street.
 - They live on Oxford street.

- I use both variants.
- 9.
- They needn't go to work today.
 - They don't need to go to work today.
 - I use both variants.
- 10.
- He promised to write her every week.
 - He promised to write to her every week.
 - I use both variants.

5. Which variety of English is used in the following sentences (AmE, BrE, AusE)?

- Could you bring me some **bisquits**, please?
- I have run out of **gas**.
- You are welcome to our **barbie** today!
- Who do you **barrack for** in this football game?
- He was standing in the **queue** for half an hour.
- What is your **schedule** this semester?
- Have you ever used this **footpath**?
- She does not like **subways** at all.
- Could you give me your **cell phone**? I have left mine at home.
- He **fronted up** to a party quite late.
- I will buy you a **lolly** if you help with this task.
- We are trying to make a **homely** atmosphere in this hotel.
- Where are you going for your **vacation**?
- What are you doing this **evo**?
- Would you like to go to the **picture theatre** on Wednesday?
- **Autumn** is my favourite season.
- Her **frock** is very beautiful.
- The **restrooms** are located at the corner.
- I like playing **footy**.
- I prefer using stairs instead of **lifts**.

6. Which of the following expressions do you usually use? You can select more than one answer.

- to toot your own horn (to boast)
- to blow your own trumpet
- I don't use this expression

- to take something with a grain of salt (to not completely believe something)
- to take something with a pinch of salt
- I don't use this expression

- skeletons in the cupboard (secrets)
- skeletons in the closet
- I don't use this expression

- a drop in the bucket (a very small amount compared to what is needed)
- a drop in the Ocean

- I don` t use this expression
- to bang on about something (to complain or talk about sth in a boring way)
- to rant and rave about something
- I don` t use this expression
- to hit the books (to study intensively)
- to cram
- I don` t use this expression
- to get itchy feet (to start doing something new/different)
- to seek new pastures
- I don` t use this expression

7. How do you pronounce these words? Please tick the phonetic transcription which corresponds to your pronunciation.

1. *laugh*
 - /lɑ:f/
 - /læf/
2. *writer*
 - /'raɪtər/
 - /'raɪtə/
3. *new*
 - /nju:/
 - /nu:/
4. *clerk*
 - /kɫɑ:k/
 - /kɫɜ:k/
5. *dynasty*
 - /'dɪnəsti/
 - /'dænəsti/
6. *leisure*
 - /'leɪzə/
 - /'li:zər/
7. *laboratory*
 - /lə'brɒrətəri/
 - /'læbrətɔ:ri/
8. *buffet*
 - /bə'feɪ/
 - /'bʊfeɪ/

Is the pronunciation given for the following items American, British or Australian? Please tick the correct item (sometimes two correct answers are possible).

8. *say* - /saɪ/
 - BrE
 - AmE
 - AusE

9. *slow* - /sləʊ/
 - BrE
 - AmE
 - AusE
10. *commentary* - /'kɑ:mənteri/
 - BrE
 - AusE
 - AmE
11. *aunt* - /ɑ:nt/
 - BrE
 - AmE
 - AusE
12. *moustache* - /'mʌstæʃ/
 - BrE
 - AmE
 - AusE
13. *mobile* - /'məʊbaɪl/
 - BrE
 - AmE
 - AusE
14. *garage* - /'gærɑ:ʒ/
 - BrE
 - AmE
 - AusE
15. *bottle* - /'bɑ:tʃl/
 - BrE
 - AmE
 - AusE

Would you like to add any other commentaries on the varieties of English?

Thank you!

Appendix 6. Table of Errors

Which variety do you usually use?	Do you only use one particular variety or (sometimes) mix them?	Errors in pronunciation (total 8 questions)	Errors in grammar (total 10 sentences)	Errors in spelling (total 12 sentences)	Total number of errors
1. British	sometimes mix	2	4	6	12
2. British	sometimes mix	2	4	5	11
3. American	sometimes mix	1	1	0	2
4. British	sometimes mix	3	4	8	15
5. American	always mix	6	3	4	13
6. British	sometimes mix	4	1	4	9
7. British	sometimes mix	0	5	3	8
8. British	sometimes mix	2	6	4	12
9. British	always use one variety	2	5	4	11
10. British	sometimes mix	2	3	4	9
11. British	sometimes mix	4	5	4	13
12. American	always use one variety	2	3	3	8
13. American	sometimes mix	3	1	1	5
14. British	sometimes mix	1	3	2	6
15. American	sometimes mix	1	0	0	1
16. American	sometimes mix	1	2	1	4
17. British	sometimes mix	4	4	1	9
18. American	sometimes mix	5	1	5	11
19. American	always use one variety	1	3	3	7
20. American	sometimes mix	4	1	9	11
21. American	sometimes mix	2	4	2	8
22. British	sometimes mix	2	3	4	9
23. British	always use one variety	3	3	2	8
24. Mix (British spelling)	sometimes mix	-	-	2	
25. British	always mix	2	4	6	12
26. British	always mix	2	4	5	11
27. British	sometimes mix	4	7	5	16
28. British	sometimes mix	1	5	3	9
29. British	sometimes mix	5	5	8	18

30. American	always mix	3	4	4	11
31. British	sometimes mix	3	4	4	11
32. American	sometimes mix	2	1	6	9
33. British	sometimes mix	7	7	3	17
34. British	always use one variety	2	7	1	10
35. American	sometimes mix	3	3	6	12
36. British	sometimes mix	4	5	4	13
37. American	always use one variety	1	4	4	9
38. British	sometimes mix	5	4	3	12
39. British	sometimes mix	8	5	4	17
40. British	sometimes mix	1	5	0	6
41. American	always mix	4	2	2	8
42. British	sometimes mix	3	4	2	9
43. American	sometimes mix	5	2	8	15
44. British	sometimes mix	3	6	0	9

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Darja Melnik

Students' awareness of the varieties of English (Tudengite teadlikkus inglise keele variantidest)

Bakalaureusetöö

2019

Lehekülgede arv: 48

Käesolev bakalaureuse töö keskendub tudengite teadlikkuse uurimisele inglise keele variantidest. Antud töö peamine eesmärk on välja selgitada, kuivõrd teadlikud on Tartu Ülikooli inglise keele ja kirjanduse eriala tudengid kolmest kõige populaarsematest inglise keele variantidest (Briti, Ameerika ja Austraalia), millistest faktoritest sõltub ühe või teise variandi kasutamine ning millist varianti tudengid kasutavad kõige rohkem. Oli esitatud kaks hüpoteesi: 1. Tudengid teavad ja kasutavad rohkem Ameerika ja Briti inglise keelt kui Austraalia inglise keelt; 2. Tudengid oskavad variante eristada ja oma keelekasutuses järgivad ühte varianti.

Käesolev bakalaureuse töö koosneb kahest osast: teoreetilisest ja empiirilisest. Teoreetiline osa keskendub Austraalia ja Ameerika inglise keele grammatika, leksikoloogia, ortograafia ja häälduse aspektide kirjeldamisele, samal ajal võrreldes neid aspekte Briti inglise keelega. Empiiriline osa analüüsib küsimustikku, mis oli läbi viidud inglise keele ja kirjanduse eriala bakalaureuse tudengite seas. Vastused antud küsimustikule võimaldasid teha järeldusi nii tudengite enda keelekasutuse kohta kui ka nende võimest eristada variante.

Kokkuvõtteks võib öelda, et mõlemad hüpoteesid olid tõestatud. Nimelt, tudengid kasutavad rohkem Ameerika ja Briti inglise keelt kui Austraalia inglise keelt ning enamasti järgivad ühte varianti oma keelekasutuses. Lisaks sellele, tudengite vastustest selgus, et rohkemkasutatavam on Briti inglise keel ning kõige suurem mõjufaktor kindla variandi kasutamise kasuks on meedia, kuigi olulise rolli mängib ka see, millist varianti on tudengitele õpetatud koolis.

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