



Sudan University of Science and Technology
College of Graduate Studies



**Investigating the Grammatical Differences
between British and American English and their
Impact on EFL Learners**

**تقصي الاختلافات النحوية بين الإنجليزية البريطانية والإنجليزية
الأمريكية وتأثيرها على دارسي اللغة الإنجليزية لغة أجنبية**

**A Thesis Submitted in Partial Fulfillment of the Requirements for Master
Degree in English Language (Applied Linguistics)**

Submitted by:

Thoyba Khalid Abd Elbagi Abd Allah

Supervised by:

Dr. Abbas Mukhtar Mohamed Badawi

2017

Dedication

To my parents,

To my brothers and sisters,

To my uncles and aunt.

Acknowledgements

Firstly, I would like to thank Allah the Almighty who granted me the strength and ability to peruse this study. I am greatly indebted to my supervisor Dr. Abbas Mukhtar Mohammed Badawi for his insightful advices provided throughout this study. I also wish to record my thanks to Dr. Areeg Osman, Ustaz. Sami Balla, I would like to send my gratitude and respect to Dr. Tag Elsir Baashom, moreover,my special thanks to Salah El dien Nageeb for his great assistance in analyzing this work. Special thanks to Amal, Fatima, Ghydaa and everyone who helped me one way or another to accomplish this study.

Abstract

The purpose of this study is to investigate the awareness of university students about grammatical differences between American and British English and to examine the impact of these differences on students and to explore to what extent.

The researcher used the descriptive analysis method in addition to experimental method.

A test was given to 25 1st year students at college of languages at Sudan University of Science and Technology.

The main results reached were that EFL learners aren't able to distinguish between British and American Grammar, and tend to use the British variety more than the American variety. Based on the results the researcher recommended that American grammar rules should be explained as long as British, and teachers should be trained to use American grammar in teaching process.

المستخلص

هدفت هذه الدراسة إلى التحقيق في وعي طلاب الجامعات حول الفروق النحوية بين اللهجة الإنجليزية البريطانية والأمريكية ودراسة تأثير هذه الاختلافات على الطلاب واستكشاف إلى أي مدى.

إستخدم الباحث المنهج الوصفي التحليلي بالإضافة إلى المنهج التجريبي. تم إجراء اختبار ل 25 طالبا في السنة الأولى بكلية اللغات في جامعة السودان للعلوم والتكنولوجيا.

النتائج التي تم التوصل إليها هي أن دارسي اللغة الإنجليزية كلغة أجنبية غير قادرين على التمييز بين القواعد البريطانية والأمريكية، وتميل إلى استخدام القواعد البريطانية أكثر من القواعد الأمريكية.

وإستنادا على النتائج أوصت الباحثة بضرورة توضيح القواعد الأمريكية بجانب القواعد البريطانية، وينبغي تدريب المعلمين على إستخدام قواعد اللغة الأمريكية في عملية التدريس.

Table of Contents

No.	Items	Page No
	Dedication	I
	Acknowledgements	II
	Abstract	III
	المستخلص	IV
	Table of Contents	V
	List of Tables	IX
CHAPTER ONE		
Introduction		
1.0	Introduction	1
1.1	Statement of the problem	1
1.2	Research Questions	2
1.3	Hypotheses of the Research	2
1.4	Objectives of the Research	2
1.5	Significance of the Research	2
1.6	Research Methodology	3

1.7	Limits of the Research	3
CHAPTER TWO		
Literature Review and Previous Studies		
2.0	Introduction	4
2.1	Review of Literature	5
2.1.1	British English	5
2.1.2	American English	6
2.1.3	British American Differences in Grammatical Level	7
2.1.3.1	Differences in verbs	7
2.1.3.2	Differences Intransitive and Intransitive Verbs	8
2.1.3.3	The Subjunctive	9
2.1.3.4	Subject/Verb Agreement	10
2.1.3.5	Differences in Tenses	10
2.1.3.6	Differences in Adjectives	11
2.1.3.7	Differences in Adverbs	12
2.1.3.8	Differences in Prepositions	12
2.1.3.9	Differences in Articles	14
2.1.3.10	Differences in Pronouns	14
2.1.3.11	The Importance of Knowing the Differences between	14

	British and American English in Teaching English	
2.2	Review of Previous Studies	15
2.2.1	The First Study	15
2.2.2	The Second Study	16
2.2.3	The third Study	17
CHAPTER THREE		
Research Methodology		
3.0	Introduction	19
3.1	Sample and Populations	19
3.2	Data Collecting Tools	19
3.2.1	The Test	19
3.2.2	The Validity and Reliability of the Test	20
3.2.3	Test Procedures	
CHAPTER FOUR		
Data Analysis		
4.0	Introduction	23
4.1	Analysis	23
4.2	Verification of Hypothesis	36

CHAPTER FIVE		
Conclusion, Findings, Recommendations and Suggestions		
5.0	Conclusions	38
5.1	Findings and Results	38
5.2	Recommendations	38
5.3	Suggestions for further research	38
	References	40
	Appendix 1	41
	Appendix 2	42

List of Tables

Items	Page No.
Table (4.1) Statement 1	23
Table (4.2) Statement 2	24
Table (4.3) Statement 3	25
Table (4.4) Statement 4	26
Table (4.5) Statement 5	27
Table (4.6) Statement 6	28
Table (4.7) Statement 7	29
Table (4.8) Statement 8	30
Table (4.9) Statement 9	31
Table (4.10) Statement 10	32
Table (4.11) Statement 11	33
Table (4.12) Statement 12	34
Table (4.13) Total Knowledge	35

CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0 Introduction

The identification of the differences between British and American English language is very important for both the teachers and learners of English as a foreign language (EFL).

In terms of the EFL learners who are unaware of the differences between British and American English they may fall in misunderstanding while visiting a foreign country or while communication with foreigners.

Salma, Nancy (1976) states that "... the teaching English in 20th century demands an accurate awareness of differences between British and American English is centered on grammatical structures of these two standard variants of English. American English has a tendency to shorten and simplify grammar. As a result, grammar of British English is considered more complicated. In addition to that, American English has developed grammatical changes independent from the British grammatical norms.

1.1 Statement of the Problems

The purpose of this research is, therefore, to present some of the contrasts between AmE and BrE grammar that have been identified in contemporary, corpus-based research. Such research has led to a new understanding of grammatical differences between the two national varieties.

The researcher observed that some grammatical errors occur due to an unawareness of the differences between American and British English when the participants of this study do some written tasks. This is certainly considered as a learning problem which needs to be investigated scientifically. Therefore, this study attempts to investigate the

grammatical differences between British and American English and their influence on EFL learning.

1.2 Research Questions

The study tries to find scientific answers to the following questions:

1. To what extent are EFL learners able to distinguish between American and British in terms of grammar?
2. Which variety do EFL learners tend to use more American or British?

1.3 Hypotheses of the Research

The following are directional hypotheses of this research:

- 1- Students are not able to distinguish between American and British in terms of grammar.
- 2- EFL learners tend to use one variety more than another variety.

1.4 Objectives of the Research

This study aims to investigate the following:

1. The impact of American and British differences on learning English as a foreign language.
2. The awareness of Students about American and British grammar varieties.
3. The confusion which faces EFL learners in distinguishing the grammar varieties of American and British English.

1.5 Significance of the Research

Students nowadays are strongly affected by the wide spread of American English throughout media. Thus, they take the material as they read or listen to without distinguishing whether it is American or British. Broadly speaking, both teachers and students can benefit from this study in terms of raising their awareness about the two English varieties (American and British). This study helps teachers to make a good lesson

plan to let the students pay attention to the grammatical differences between American and British English.

1.6 Research Methodology

This study has adopted descriptive analytical method to collect relevant data; namely test and observation. The students' test is basically designed to investigate their abilities and awareness to distinguish between British and American grammar.

1.7 Limits of the Research

This study aimed to investigate the grammatical differences between British and American English and their impact on EFL learners. Therefore, 25 students of English from batch one in Sudan University of Science and Technology, College of Languages during academic year 2016-2017 took part in this study. 15 girls and 10 boys participated in this investigation.

CHAPTER TWO

Literature Review and Previous Studies

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

In previous empirically based studies the issue of grammar differences between AmE and BrE is rarely explained in great detail, and sometimes it is completely ignored. The description of the differences is typically brief and lacks an in-depth explanation of divergences. Vocabulary and pronunciation receive more attention in AmE and BrE language studies. According to Michael Swan (2005: 39), there are few differences in grammar. The most important difference is in the two varieties preferring different forms, for instance sometimes two different forms are possible in one variety of English, but only one of the forms is possible or normal in the other variety, e.g. I (can) see a car coming (AmE) / I can see a car coming (BrE). Quirk et al (1972: 20) explain that grammatical differences are few and the most conspicuous and widely known to speakers of both national standards. For example, AmE has two past participles for the verb get and BrE has only one, and in BrE the indefinite pronoun one is repeated in co-reference where AmE uses him. Furthermore, Quirk et al (1985: 19) mentions that with a singular collective noun AmE prefers using a singular verb, while in BrE either singular or plural verb can be used. Also, BrE tends to use the construction with should where AmE generally uses the present subjunctive. It is precisely for this reason that Rohdenburg and Schlüter, eds (2009) is such a welcome contribution to the field. Namely, the volume paints a much more accurate picture of the true contrasts between AmE and BrE grammar.

This section constitutes two issues, the first one is a review of literature that related to the grammatical differences between American and British English, and the second subsection is a brief review of some related previous studies that have been conducted so far in the same field.

2.1 Review of Literature

This subsection displays British English, American English and other themes concerning the grammatical differences between the two varieties (American and British) that have been proposed in different studies which are similar to the present one.

2.1.1 British English

By 1750, English had become a “national” language in Britain. It was during this era that the first attempts to standardize the language were made. For instance, the first dictionaries and grammars were published (Johnson’s *Dictionary* 1755, the *Oxford English Dictionary* 1858- 1928). Britain had a considerable imperial power and therefore English was an important language. Furthermore, the industrial revolution, and the patent of the telegraph that made English the principal wire language, further augmented the importance of it. In addition, the colonialism made English the language of education in many countries globally. However, later the decolonization diminished the importance of the British variety internationally (Paraphrased from Graddol 1997:7-8).

British English is the basis for the English’s spoken in England, Ireland, Scotland, Australia, New Zealand, India, Pakistan, Malaysia, Singapore, and South Africa (Finegan 2004:366).

Today, about 56 million people speak English in Britain (Meredith 2000).

British English has a standardized spelling, a standard grammar that is broadly accepted for writing, and a standard vocabulary that most people understand. The standard pronunciation RP, or Received Pronunciation,

is used primarily for comparative purposes in research and, to a certain extent, in teaching. In fact, only a small minority of the British population speaks RP in everyday life. On the other hand, there are a number of accents in Britain; the traditional English dialect areas are Lower North, Western Central, Eastern Central, Eastern, Western and South (ibid). In addition, there are varieties of Scottish and Welsh English's (Svartvik 1999:179-200).

2.1.2 American English

American English, on the other hand, is becoming one more dialect of the world English, and it has exercised greater influence on world English than any other variety (Crystal; 1995). American variety of English will, thus, imply the language spoken in the U.S with its geographically, politically and economically conditioned characteristics (Jankowaki; 1977). But, the American English accents changed and influenced by the immigrations of the British and Germanic in the North America.

American English evolved even more when the first wave of immigrants came to the country from the British Isles. These immigrants are often called economic-immigrant, because they left the British Isles for economic reasons, to search for a new life in America (Wikipedia Contributions B; 2005). Until recently, “*American English was considered less educated , less cultured and less beautiful than British English*” (Totti; 2000:1), but with its status in media, international business, computing and science, American English has gained as a world language (Totti ; 2002:245).

Furthermore, American English is more accessible to a larger and, naturally, this has made American English more international.

2.1.3 British American Differences in Grammatical Level

This part deals with grammar as a description of the structure of the English language ,few of the grammatical differences between British and American are great enough to produce confusion , and most are stable because two varieties are constantly influencing each other ,with borrowing both ways a cross the Atlantic and nowadays via the internet . when a use is said to be British, that statement does not necessarily mean that it is the or even the main British use or that the does not occur in American also, but only that the use is attested in British sources and is more typical of British than of American English taking into account the differences in the usage of verbs, tenses, prepositions, adjectives and adverbs in both British and American English.

2.1.3.1 Differences in verbs

A number of verbs can be either regular or irregular in the past simple, however, in the BrE and AmE the forms most commonly used are not the same John Algeo 2006. Where two forms are given following list, the first is the more commonly employed. It will be seen that in American English; the regular forms is usually preferred, and in British English the irregular.

AmE	BrE
Burned	burnt
Dreamed	dreamt
Learned	learnt
Smelled	Smelt
Spilled	spillet

The verbs (fit and wet) are regular in British English, but irregular in American.

AmE	BrE
Fit-fit-fit	fit-fitted-fitted
Dive – dove-dived	dive – dived -dived
Wet-wet-wet	wet-wetted-wetted

In British English, the past tense of “get” is “got”, while American English usually use its past participle “gotten”. For example:

A. John has got much better during the last week. (BrE)

B. John has gotten much better during the last week. (AmE)

According to the custom that British English usually uses “got” while in American English “gotten” is used, and that enables us to distinguish between the two varieties easily. When Americans use “got”, they mean “own, possess and dominate”, such as the following two examples:

1] They’ve got no pride.

2] I’ve got plenty of material if I can just handle it.

Another example is “have”. British English usually uses “Have you any children?” or “Have you got any children?” whilst Americans commonly express the same meaning with “Do you have any children?”

2.1.3.2 Differences In transitive and Intransitive Verbs

In some cases, verbs with the same meaning in the two varieties are treated differently syntactically. Specifically, American English sometimes uses intransitive verbs transitively (Hargave 2003:43-45). For instance, the Britons protest against something (“Demonstrators spilt their own blood at the gates of the Thai Prime Minister’s office yesterday as part of a mass *protest against* the Government” (Powell, *The Times*, March 17, 2010)) (with the exception of their innocence, which they protest), whereas the Americans protest something (Algeo

2006:244) (“6000 demonstrators *protest* Togo election results” (AP Online, *The Washington Post*, April 10, 2010)).

Agree: Transitive or intransitive in BrE, usually intransitive (except with object clauses) in AmE agree a contract / agree to or a contract, but/ agree that this is a good contract in both). However, in formal AmE and BrE legal writing one often sees construction as may be agreed between the parties (rather than as may be agreed upon between the parties).

2.1.3.3 The Subjunctive

Subjunctive verb forms were common in *Old English*, but disappeared in *Middle English*. However, from 1920 onwards, subjunctive has re-appeared in American English and has started to return in British English as well (Kjellmer 2009:246-247; Svartvik and Sager 1996:§ 90). The reason for the usage in America is thought to be a rise in prestige of subjunctive as many immigrants that use subjunctive in their mother tongue have started to use it in English as well. The rise seen in the UK is considered to be due to the impact that American English has on the British variety (ibid: 256).

The re-appearance of the subjunctive can for example be seen in mandative clauses. In mandative clauses, American English normally uses the subjunctive form (“She suggested that he *visit* his parents on the way back”), while British English prefers the modal construction (“She suggested that he *should visit* his parents on the way back”) (Crawford 2009:257). However, the usage differs within the two varieties. Even though, it is notable that the stronger the verbal trigger is (ask, demand, propose, request, require, suggest), the lesser the variation within British or American English is (ibid: 272-275).

Moreover, the revival of subjunctive can also be seen in conditional phrases, where Americans tend to use the subjunctive (“He left 67 million euro to the endowment, on the condition that the school *change*

its name to honour his father”) whereas Britons are inclined to use the indicative (“He left 67 million euro to the endowment, on the condition that the school *changes* its name to honour his father”) (Schlüter 2009:277-280).

2.1.3.4 Subject/Verb Agreement

In British English, a collective noun normally governs a verb that is plural, whereas a singular verb usually is used in American English (Algeo 2006:279-286; Chalker et al. 1998; Burchfield 2000:157-158; Svartvik and Sager 1996:§ 26, The British Council: 2010). British English uses plural because a collective noun denotes a collection of individuals. Examples of collective nouns are sport organizations (“Thanks to their warrior-marksman, *Chelsea are* stalking their third triumph in four seasons in football’s oldest club competition” (Northcroft, *The Sunday Times*, April 11, 2010)), business organizations (“*EasyJet say* Mr Warrick did not break flying rules” (Cochlin et al, *Daily Mail*, October 27, 2007)), government and political organizations (“*Labour are* now the reactionaries, we the radicals” (Cameron, *The Guardian*, April 8, 2010)), military organisations (“*The military say* that all the dead were members of Gam” (Johnston, *The Times*, May 23 2003)), and public service organisations (Algeo 2006:279-286) (“*Scotland Yard says* an eighth person is arrested in connection with the car bomb attacks” (*Sky News*, July 4, 2007)).

2.1.3.5 Differences in Tenses

The differences in tenses clearly can be shown when past simple and present perfect tenses are used in American English and British English. In American English these two tenses are often interchangeable in conditions where only the present perfect can be used in British English. For instance, when an action in the past has a result now, the present perfect is normally used. While with the past actions having results at

present only past simple used to express them in American English. Other typical cases are with words like just, already and yet, and with ever and never when referring to a period of time that continues until now.

The t endings may be encountered frequently in older American texts, especially poetry. Usage may vary when the past participles are used as adjectives, as in burnt toast. (Is used as an “educated” or refer to academic institutions in both BrE and AmE).

_ Lit as the past tense of light is more common than lighted in the UK;

American English uses lit to mean “set a fire” / “kindled” / “made to emit light” but lighted to mean “cast light upon”

The past participle of saw is normally seen in BrE and saw in AmE (as in saw – off / saw- off shotgun).

2.1.3.6 Differences in Adjectives

British and American use of adjectives shows such of systematic variation between the two varieties. Most of the differences are as follow:

1. British and American differ in their use of the suffix -ed to form adjectival modifiers from nominal. British uses certain forms that American does not, such as **booted**, **Bricked**, footed.
2. With the suffix - making Adjectives are formed with – making suffixed chiefly to other adjectives and nouns.
Making: what a blush- making time that poor fellow must have had during rehearsals 2005 January 14 daily telegraph 24/4. Also anxiety making, shy- making, mad making, safe – making programme – making, sick – making.
3. Attributives of nouns is British. American English would have the place names themselves as noun adjuncts such as:

4. A-the Californian student Jeanie.
5. B-an Indian ink
6. Adjectives are freely and spontaneously formed by adding -ish to adjectives, nouns and a few other forms. Such as; it was a biggish bit of wooded country ,surrounded by a wire fence
7. Also earlyish, fastish, cheapish, newish, lowish, oddish elevenish.

2.1.3.7 Differences in Adverbs

With regard to sub modifiers, which are adverbs that are used to qualify adjectives, there is a considerable variance in usage between the two varieties. For example, the British usage and meaning of *rather*, *quiet* and *very* are different to the American usage and meaning (Hargrave 2003:47-48). For instance, in American English, *quite* means “fairly”, whereas it can mean both “fairly” and “completely” in British English. An example of the latter British usage can be found in *The Times*: “It is *quite* true that we have found it necessary” (Editor, April 14, 2010). In addition, *rather* (Burchfield 1998:652) and *quite* (ibid: 645) can be used emphatically in British English. *Rather* can be used as a response to a question and it then means “indeed” or assuredly”: “Did you enjoy your holiday? –*Rather!*” In this usage, *quite* expresses agreement: “The minister should have resigned! –*Quite!*” (ibid: 652, 645). Furthermore, the usage of adverbs varies greatly according to social, cultural and regional contexts, rather than for linguistic reasons (Aijmer 2009:340).

2.1.3.8 Differences in Prepositions

The main difference between the two varieties, as regards prepositions, is the choice of a particular preposition over another in a certain context (Algeo 2006:159; Hargraves 2003:50-51)

British English	American English
At the weekend	On the weekend
In a team	On a team
In the street	On the street
At school	In school
Different from/ to	Different than
A quarter past one	A quarter after one
meet some body	Meet with some body
do up a room	Do over a room

For instance, the British paper *The Daily Mail* writes “Tories to make failing pupils spend an extra year *at* primary school” (Oliver, 02 September 2007), whereas the American paper *The Gainesville Times* writes “Gainesville students may spend five fewer days *in* school” (Crist, 12 May 2010). Furthermore, the preposition can sometimes be omitted in one of the varieties. For instance, the British sometimes give clock time as “*Half five*” instead of “*Half past five*” (Hargrave 2003:261-262). Similarly, the Americans say “The bus arrives *a* quarter past three”, whereas the British say “The bus arrives *at* quarter past three”.

In AmE, the use of the function word out as a preposition in out the door and out the window is said to mean “out through “. For example, in AmE, one jumps “out of a boat “by jumping “out the porthole “, and it would be incorrect in standard.

Church:

He is in church. – Services are in progress right now, and he is there.

Interchangeable with in church.”

He is in the church. - He’s inside the building;

2.1.3.9 Differences in Articles

There is a difference in usage of the definite article between British and American English. For example, some nouns have a determiner in American English whereas they do not in British English. When the Americans say “I’m going to study *at the university* in the spring” and “I have to go to the hospital”, the British say “I’m going to study *at university* in the spring and “I have to go to hospital” (Algeo, 2006:54-55; Svartvik and Sager 1996:§176H). The British sentences above are considered ungrammatical in American English. Furthermore, Americans sometimes omit the articles where Britons use it. For instance, Americans say “*in the future*”, whereas Britons say “*in future*” (ibid).

Furthermore, British English and American English are different from each other in the use of “a” or “an” with “half”. In British English, “a” follows “half”, for example, “half a dozen”, “half an hour”, “half a mile”, and “half a pound”. In American English, “a” is put in front of “half”, for example, “a half dozen”, “a half hour”, “a half mile” and “a half pound”.

2.1.3.10 Differences in Pronouns

British English and American English use different pronouns to repeat the indefinite pronoun “one”. British English uses “one”, for example, “One cannot succeed unless one tries hard”, while American English uses “he”, for example, “One cannot succeed unless he tries hard”.

2.1.3.11 The Importance of Knowing the Differences between British and American English in Teaching English

Teachers need to know the differences between British and American English to avoid the confusion of students when they face such a problem like this; Students are confused which is the right word they have to write on their paper (Theatre / Theater), students are confused to pronounce

the word 'Dance' (dɑ:ns/dæns). It is teachers' responsibility to solve this students' confusion. The perceptible but minimal differences that distinguished American from English of United Kingdom (British) seem likely to cause any real problem of intelligibility (Mackward, Albert H, 1958).

A good understanding of the differences between AmE and BrE will help students to communicate more effectively. This is true for the spoken as well as the written language (Modiano, 1996). Teachers can help students to know the differences between AmE and BrE in order to make them speak English well.

Salama, Nancy (1976) says "... the teaching English in twentieth century demands an accurate awareness of differences between British and American English, because the influence of both varieties throughout the world." The awareness of the differences between AmE and BrE must be known and understood by teachers in teaching English, so that the teaching English will be clearer whether using American or British English.

2.2 Review of Previous Studies

This sub-section presents three previous studies that have been conducted in the same area as the present study.

2.2.1 The First Study

Elsaddig Mastour Ibrahim Breima (2011) conducted ELT Master entitled "The Impact of the Differences between American English and British English on the Sudanese English Learners". This study was submitted to the Faculty of Education, Sudan University of Science and Technology. The study aims at investigating the differences between the two main varieties of English language (British and American), and the expected difficulties which might face the Sudanese English Language learners at secondary schools, as a result of these differences. The study incorporated

various data gathering tools: interview and questionnaire for native speakers, EFL teachers and experts besides a test for EFL learners. The sample chosen for the study consisted of two groups; the first group was some native speakers (British and American) who live in Sudan. The second group of the sample consisted of Sudanese secondary school students, particularly third year students in (North Kordofan State - Elnuhud secondary schools). The findings generally indicated that there are varieties between American English and British English in some language levels and these varieties may cause problems to those who use English as a second or a foreign language. Finally, the study recommended that teachers should be careful about the American vocabulary, spelling, grammar and pronunciation and they should be trained to use American variety while teaching their students .Also the study recommended that American grammar rules should be explained alongside the British ones in the Sudanese English Syllabus.

2.2.2 The Second Study

Safaa Abderrahim (2015) in her MA study which submitted to University of Tlemcen - Faculty of Letters and Languages under the title “British vs. American English for University Students Teaching Purposes”. The aim of this study is addressed to Algerian EFL students’ awareness and attitudes toward the differences between the linguistic aspects of British and American varieties. For collecting relevant data, 27 EFL students at the University of Tlemcen were approached through interview and 7 teachers were asked to answer questionnaires. The study came up with the results that EFL students used British English in language learning while their teachers used a mix of the two varieties in teaching. Moreover, the majority of students accepted the idea that the American English is likely to be beneficial in their learning process and all teachers agreed to use it in ELT. The

researcher suggested that other areas of research within the same topic still need further research and investigation. Therefore, at which other sociolinguistic aspects English Language difference may contribute to its teaching? This question may open the door for extra research as the researcher thought

2.2.3 The third Study

Naghmeh Mirzaie Hosseinzadeh and others (May 2015) conducted a published research paper entitled "British and American Phonetic Varieties" on Journal of Language Teaching and Research. The aim of this research paper is to analyze the two varieties of British and American English in respect of their phonetic differences. The method used in this research paper is comparative whose data have been collected through library and internet sources. Comparative method is a linguistic method used to compare and contrast two or more languages. The obtained results, based on the comparison between British and American pronunciation, will get English language learners to the recognition, conscious knowledge and correct usage of British and American. This paper will also pave the way for further research concerning other aspects of the varieties between British and American English as well for those interested in these fields. Besides phonetic varieties, there are other differences including vocabulary, spellings, grammars, idioms between these two languages provide a wide range of considerable knowledge for researchers.

Summary of the Chapter

The issue of American and British grammar in contrast still lacks of empirically based studies and the analyses presented in this chapter only confirm the need for much more extensive and detailed research based on authentic language data.

CHAPTER THREE
Research Methodology

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter aimed at providing an account to the methods used to carry out this study. It deals with populations, Sample, Data collecting tools and Test procedures.

This study adopted analytical and descriptive method.

3.1 Sample and Populations

Data are usually collected from a sample is limited number of statements presumed to represent the population or totally of all the statements that could be constructed and administered.

This research aimed to investigating the grammatical differences between the two varieties British and American English and expected difficulties which might face the EFL learners as a result of this differences the sample chosen for the study the sample was a test for (25) students at the first year.

Items which obtained some specific information's of investigations at students on first year at college of languages which the study sample was chosen.

3.2 Data Collecting Tools

3.2.1 The Test

Since this study is an attempt to discover the problems which may face the first year students when they deal with the two varieties; a test was limited to assess the areas of grammar.

The test consisted of twelve questions each one contain two parts one is an American and the other is British which designed to specify the differences between the two varieties in terms of grammar.

3.2.2 The Validity and Reliability of the Test

The number of items in the test was 12 questions each question includes two options (British and American English). The test is well organized by the researcher, then it improved by teachers and the supervisor. The test reliability was calculated by (SPSS) statistical package for social sciences. The test is reliable because it concentrates its questions on the exact area to ensure efficiency and reliability using the following equation:

$$\text{Validity} = \sqrt{\text{reliability}}$$

The researcher calculated the reliability coefficient for the measurement, then Pearson correlation coefficient between the two parts is calculated. Finally, the reliability coefficient was calculated according to Spearman Brown equation as follows:

$$\text{Reliability Coefficient} = \frac{2r}{1+r}$$

N of Items	Cronbach's Alpha
24	.904

$$= \frac{0.904*2}{0.904+1}$$

$$= \frac{1.808}{1.904}$$

$$= 0.95$$

$$= \sqrt{0.95}$$

$$\text{Validity} = 0.97$$

This is an accepted reliability coefficient ($r_c \leq 1$)

3.2.3 Test Procedures

The researcher designed a test to be answered by (25) students at first year of English language students at Sudan University of Science and Technology.

The students were given the twenty four different statements written in both American and British English. They were asked to write BrE next to the British statement and AmE next to the American statement.

Summary of the chapter:

In this chapter the researcher provided description of the tools and sampling which used in this study include the test. It also deals with validity and reliability of the test and test procedures.

CHAPTER FOUR

Data Analysis

CHAPTER FOUR

Data Analysis

4.0 Introduction

This chapter presented the analyzed data and discussed the results.

4.1 Analysis

The following is the analyzed data according to the answers of the students towards the (the test questions):

Table (4.1) Question 1:

A: I haven't bought one yet.

B: I didn't buy one yet.

		FREQUENCY	PERCENT
A:	Correct	9	36%
	Incorrect	16	64%
	Total	25	100%
B:	Correct	8	32%
	Incorrect	17	68%
	Total	25	100%

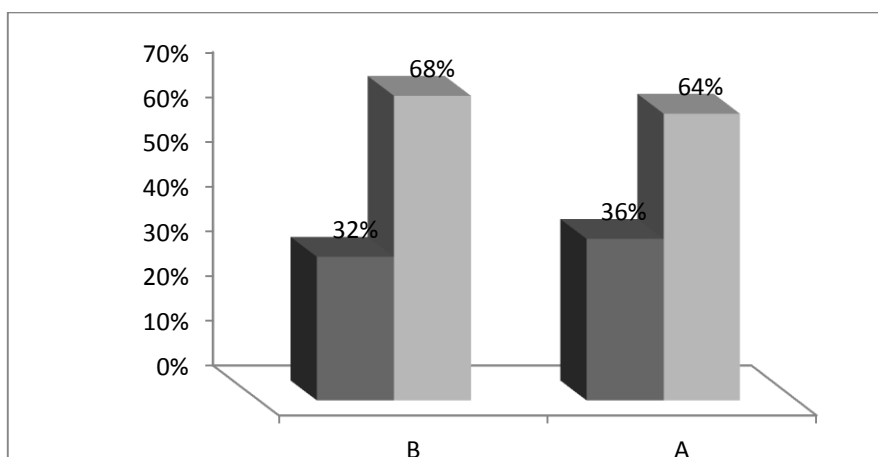


Figure (4.1)

Table (4.1) The result of the investigation shows that less than half 36% of the study subject achieved the correct answer (American E) when they

were asked to guess the type of the (**I haven't bought one yet**) , while 32% have the correct answers towards (**I didn't buy one yet**) (British E)

Table (4.2) Question 2:

A: One should learn to take care of himself.

B: One should learn to take care of oneself.

		FREQUENCY	PERCENT
A:	Correct	7	28%
	Incorrect	18	72%
	Total	25	100%
B:	Correct	7	28%
	Incorrect	18	72%
	Total	25	100%

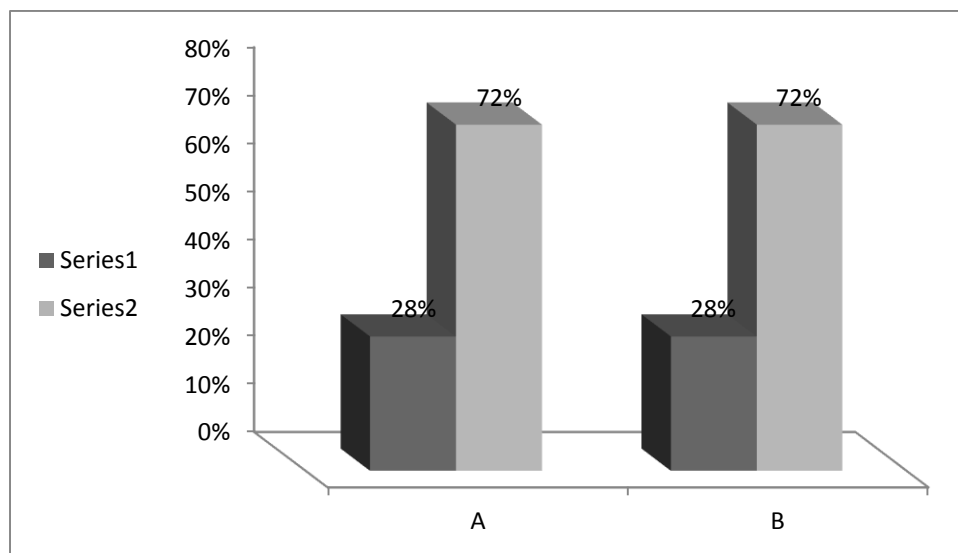


Figure (4.2)

Table (4.2) The result of the investigation shows that less than half 28% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the (**One should learn to take care of**

himself) , while 28% have the correct answers towards (**One should learn to take care of oneself**) (British E).

Table (4.3) Question 3:

A: How many brothers do you have?

B: How many brothers have you got?

		FREQUENCY	PERCENT
A:	Correct	14	56%
	Incorrect	11	44%
	Total	25	100%
B:	Correct	14	56%
	Incorrect	11	44%
	Total	25	100%

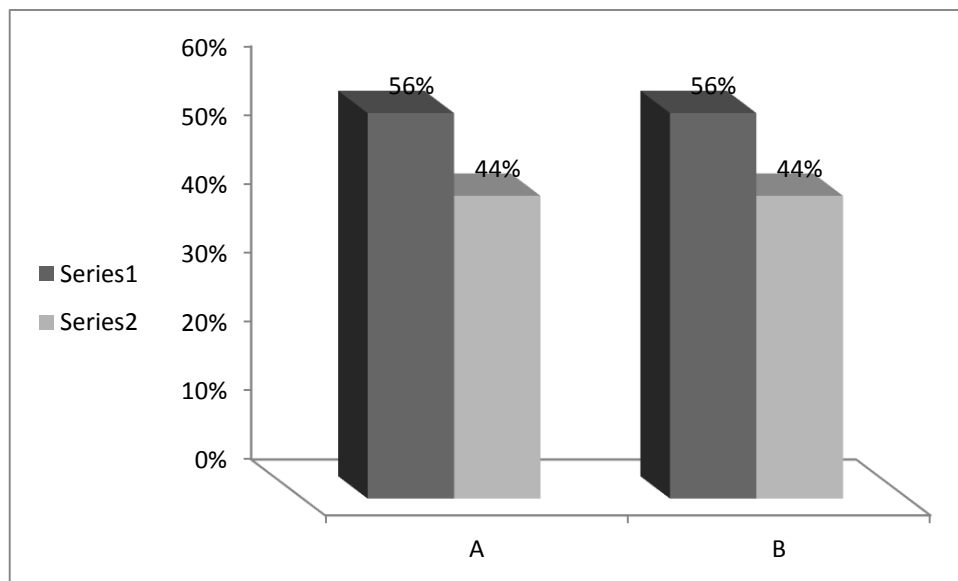


Figure (4.3)

Table (4.3) The result of the investigation shows that more than half 56% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the (**How many brothers do you have**) , whereas 56% have the correct answers towards (**How many brothers have you got**) (British E).

Table (4.4) Question 4:

A: In future I'd like you to pay more attention to detail.

B: In the future I'd like you to pay more attention to detail.

		FREQUENCY	PERCENT
A:	Correct	12	48%
	Incorrect	13	52%
	Total	25	100%
B:	Correct	12	48%
	Incorrect	13	52%
	Total	25	100%

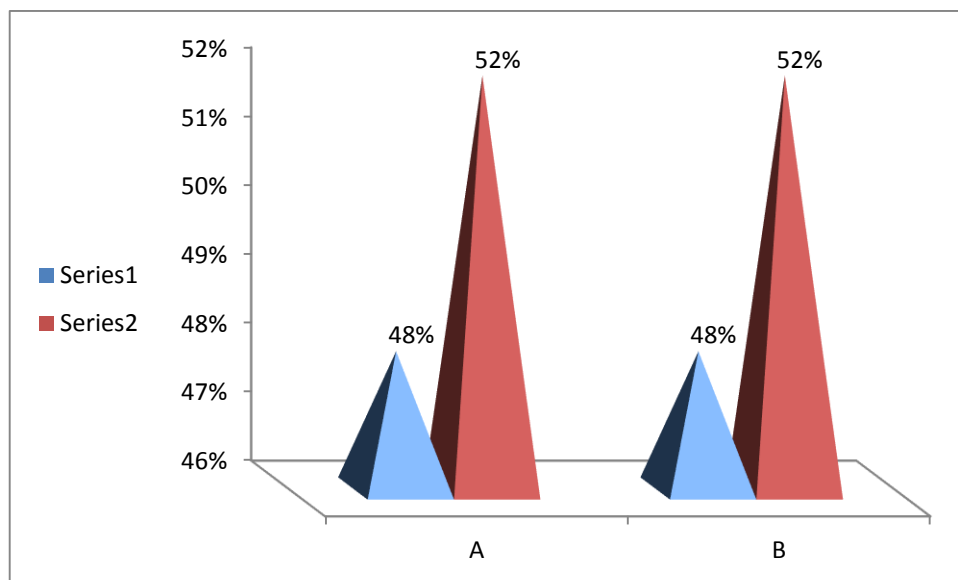


Figure (4.4)

Table (4.4) The result of the investigation shows that less than half 48% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the (**In future I'd like you to pay more attention to detail**), while 48% have the correct answers towards (**In the future I'd like you to pay more attention to detail**) (British E)

Table (4.5) Question 5:

A: Your daughter's name stands first in the list.

B: Your daughter's name stands first on the list.

		FREQUENCY	PERCENT
A:	Correct	10	40%
	Incorrect	15	60%
	Total	25	100%
B:	Correct	10	40%
	Incorrect	15	60%
	Total	25	100%

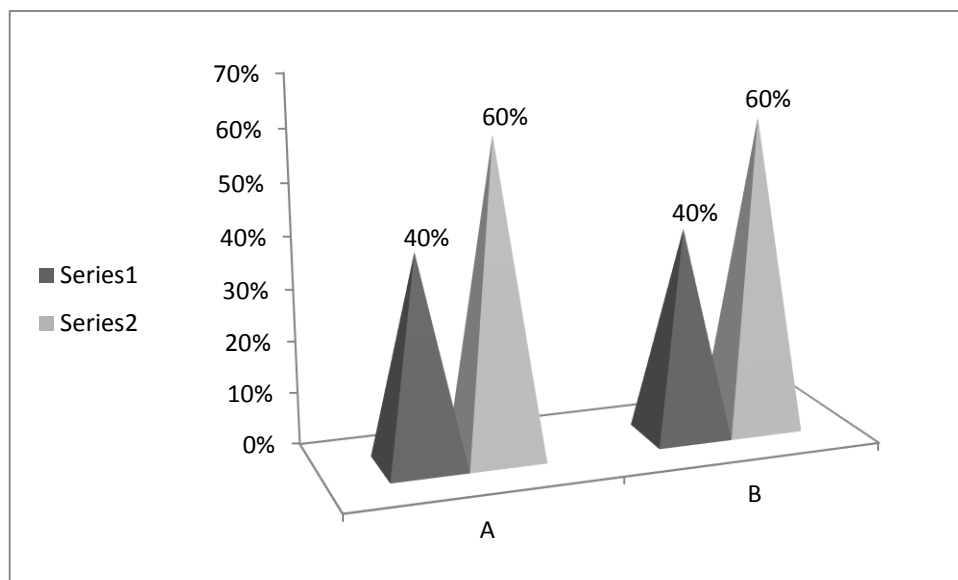


Figure (4.5)

Table (4.5) The result of the investigation shows that less than half 40% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the (**Your daughter's name stand first in the list**) , while 40% have the correct answers towards (**Your daughter's name stand first on the list**) (British E)

Table (4.6) Question 6:

A: John has gotten much better during the last week.

B: John has got much better during the last week.

		FREQUENCY	PERCENT
A:	Correct	7	28%
	Incorrect	18	72%
	Total	25	100%
B:	Correct	6	24%
	Incorrect	19	76%
	Total	25	100%

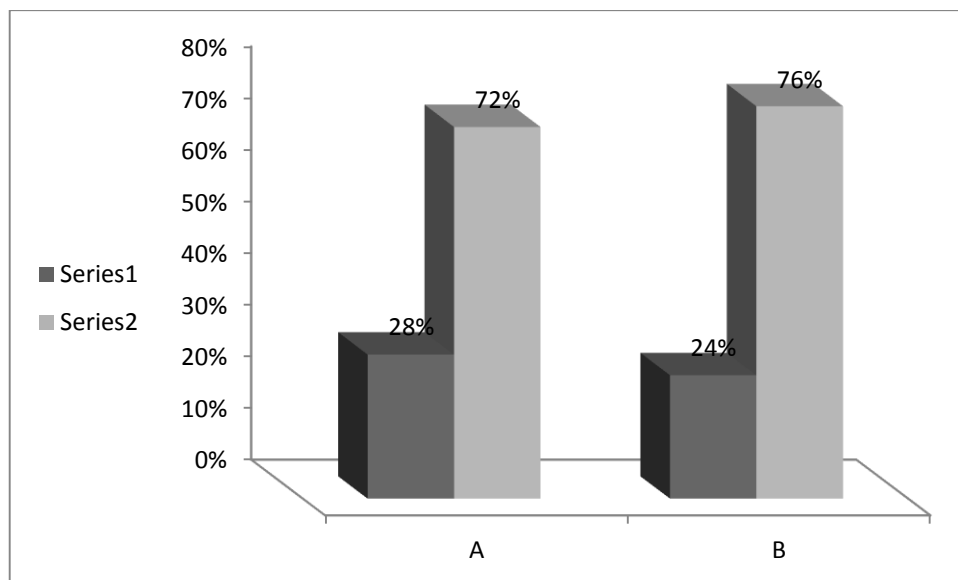


Figure (4.6)

Table (4.6) The result of the investigation shows that less than half 28% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the (**John has gotten much better during the last week**) , while 24% have the correct answers towards (**John has got much better during the last week**) (British E)

Table (4.7) Question 7:

A: The new term begins September 1.

B: The new term begins on September 1.

		FREQUENCY	PERCENT
A:	Correct	15	60%
	Incorrect	10	40%
	Total	25	100%
B:	Correct	17	68%
	Incorrect	8	32%
	Total	25	100%

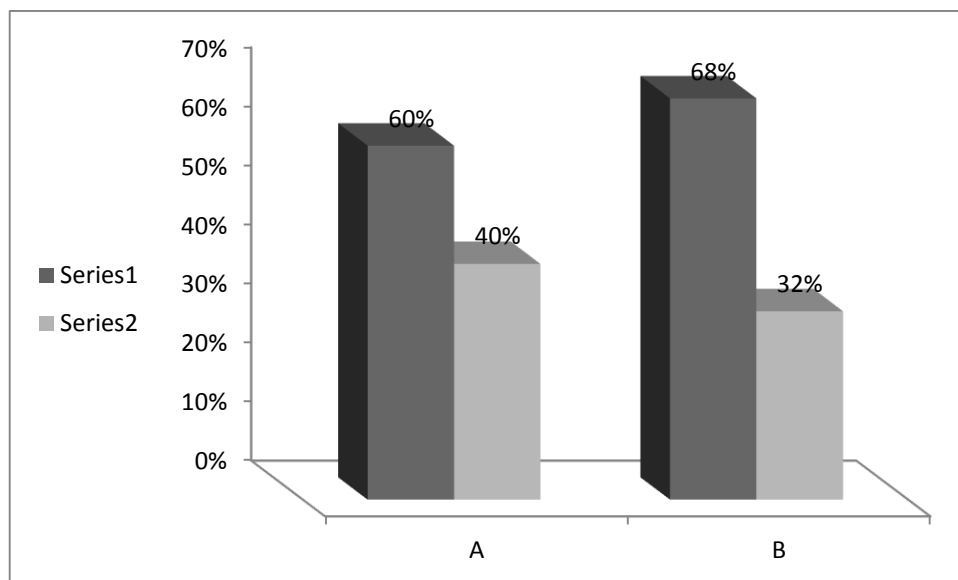


Figure (4.7)

Table (4.7) The result of the investigation shows that more than half 28% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the (**The new term begins September 1**), and also 68% have the correct answers towards (**The new term begins on September 1**) (British E)

Table (4.8) Question 8:

A: It costs you half a pound.

B: It costs you a half pound.

		FREQUENCY	PERCENT
A:	Correct	9	36%
	Incorrect	16	64%
	Total	25	100%
B:	Correct	8	32%
	Incorrect	17	68%
	Total	25	100%

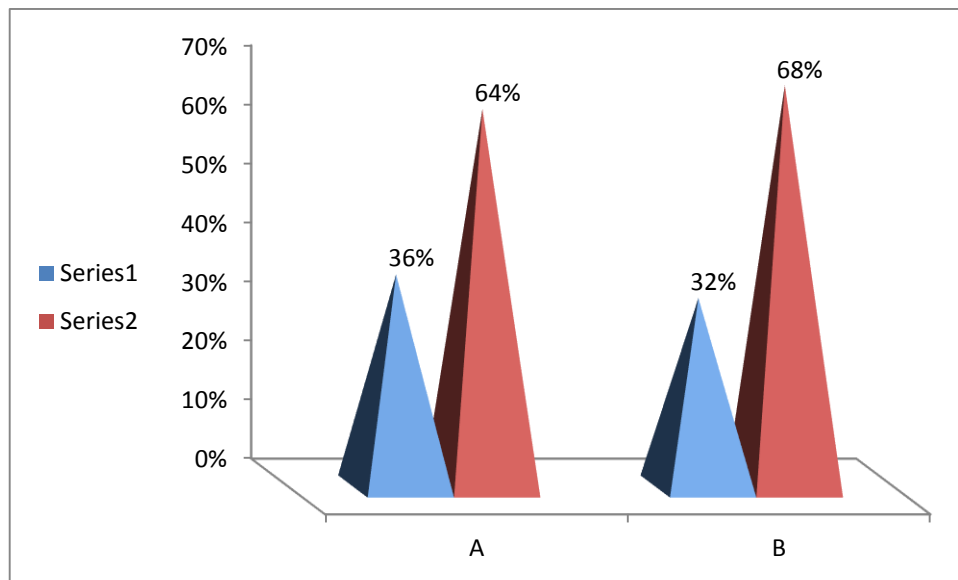


Figure (4.8)

Table (4.8) The result of the investigation shows that less than half 36% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the **(It costs you half a pound)** , while 32% have the correct answers towards **(It costs you a half pound)** (British E)

Table (4.9) Question 9:

A: I have already done my homework.

B: I have already did my homework.

		FREQUENCY	PERCENT
A:	Correct	6	24%
	Incorrect	19	76%
	Total	25	100%
B:	Correct	6	24%
	Incorrect	19	76%
	Total	25	100%

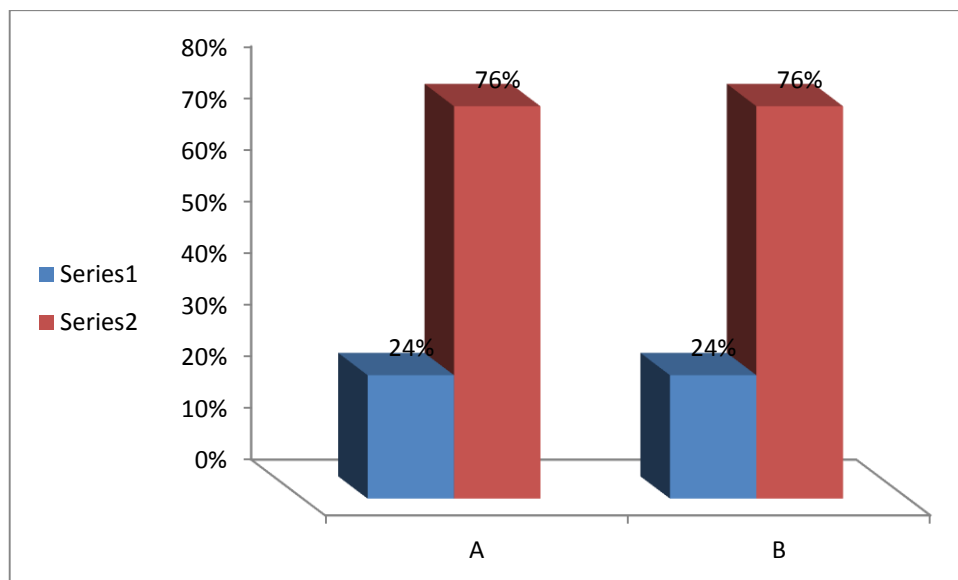


Figure (4.9)

Table (4.9) The result of the investigation shows that less than half 24% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the (**I have already done my homework**) , while 24% have the correct answers towards (**I have already did my homework**) (British E)

Table (4.10) Question 10:

A: She is absent, is she?

B: She is absent, isn't she?

		FREQUENCY	PERCENT
A:	Correct	16	64%
	Incorrect	9	36%
	Total	25	100%
B:	Correct	18	72%
	Incorrect	7	28%
	Total	25	100%

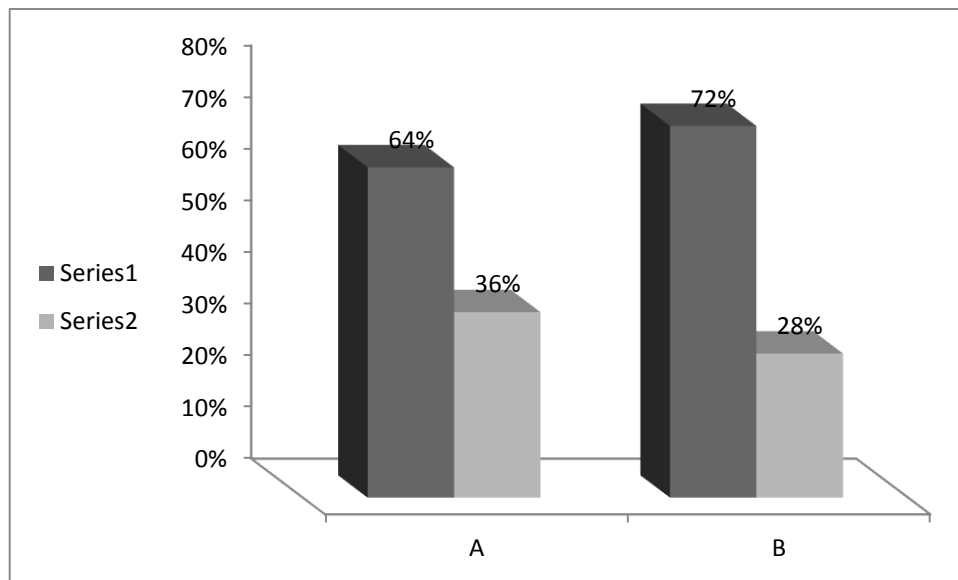


Figure (4.10)

Table (4.10) The result of the investigation shows that more than half 64% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the (**She is absent , is she**) , whereas 72% have the correct answers towards (**She is absent , isn't she**) (British E)

Table (4.11) Question 11:

A: She wet her hair before washing it.

B: She wetted her hair before washing it

		FREQUENCY	PERCENT
A:	Correct	14	56%
	Incorrect	11	44%
	Total	25	100%
B:	Correct	13	52%
	Incorrect	12	48%
	Total	25	100%

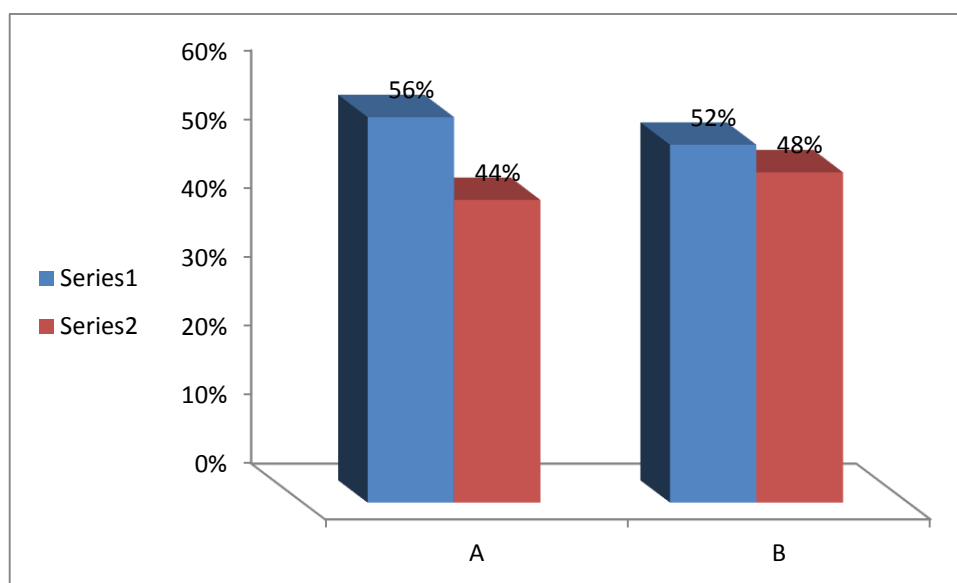


Figure (4.11)

Table (4.11) The result of the investigation shows that more than half 56% of the study subject achieved the correct answer (British E) when they were asked to guess the type of the (**She wet her hair before washing it**) , while 52% have the correct answers towards (**She wetted her hair before washing it**) (American E)

Table (4.12) Question 12:

A: I suggest that meeting should be postponed.

B: I suggest that meeting be postponed.

		FREQUENCY	PERCENT
A:	Correct	2	8%
	Incorrect	23	92%
	Total	25	100%
B:	Correct	2	8%
	Incorrect	23	92%
	Total	25	100%

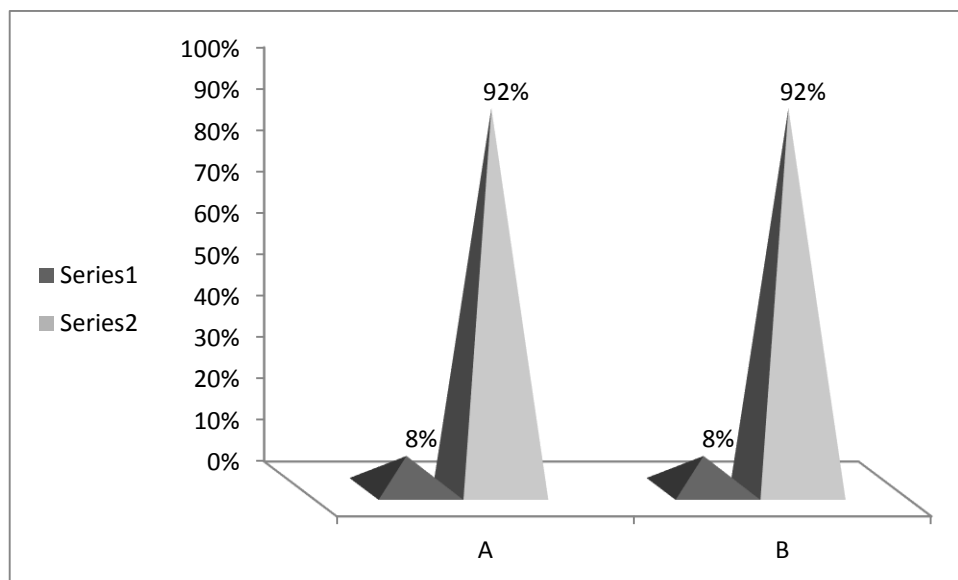


Figure (4.12)

Table (4.12) The result of the investigation shows that less than half 8% of the study subject achieved the correct answer (American E) when they were asked to guess the type of the **(I suggest that meeting should be postponed)** , while 8% have the correct answers towards **(I suggest that meeting be postponed)** (British E)

Table (4.13)

Overall knowledge of the respondents knowledge in differentiate between American English and British English

	FREQUENCY	PERCENT
Correct	242	40.3%
Incorrect	358	59.7%
Total	600	100%

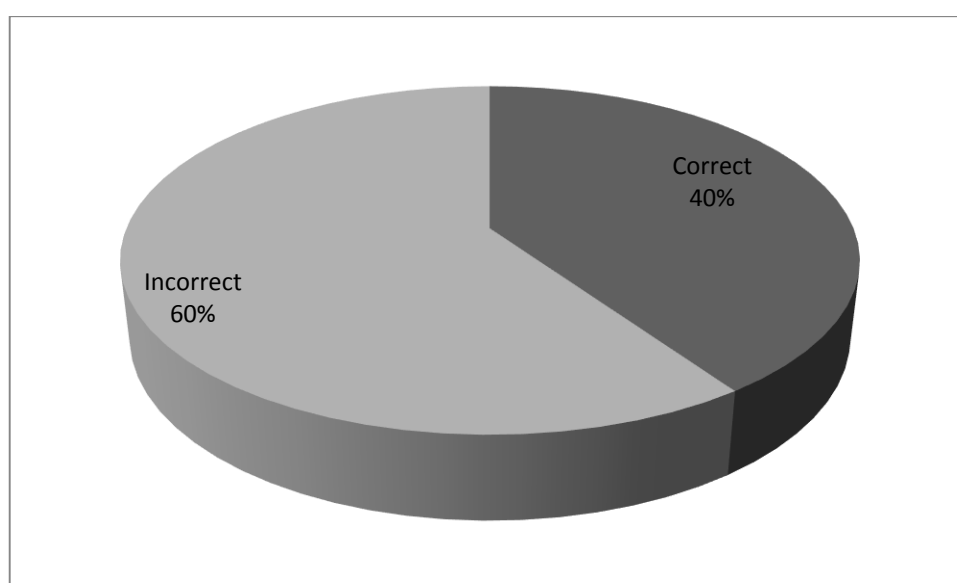


Figure (4.13)

Table (4.13) the result of the investigation shows the total knowledge of the respondents 40.3% which is considered poor knowledge, this result agreed with the second hypothesis of the study which says: "Students are not able to distinguish between American and British grammar differences".

4.2 Verification of Hypothesis

Question One and Hypothesis One:

Q.1 To what extent are EFL learners able to distinguish between American and British grammar?

H.1 Students are not able to distinguish between American and British grammar.

According to obtained results in table (4.13) the result of the investigation shows the total knowledge of the respondents 40.3% which is considered poor knowledge, this result agreed with the first hypothesis of the study which says: "Students are not able to distinguish between American and British grammar differences". Hence the first hypothesis is verified positively.

Q.2 Which accents do EFL learners tend to use more American or British?

H.2 EFL learners tend to use American English more than British accent.

According to the test items answers the researcher observed that the EFL learners' tend to use American Accent as a result of this observation the hypothesis two is positively confirmed.

Summary of the Chapter

In this chapter the researcher gave an account of results to which she came up with and discussed the verifications of hypothesis.

CHAPTER FIVE

Conclusion, Findings, Recommendations and Suggestions

CHAPTER FIVE

Conclusion, Findings, Recommendations and Suggestions

5.0 Conclusions

This study is intended to investigate the grammatical differences between the American and British English.

The most important purpose of the study was to answer these questions

1. To what extent the American grammar different from the British?
2. What are influences of differences between these two varieties?

5.1 Findings and Results

EFL learners aren't able to distinguish between British and American Grammar, and tend to use the British variety more than the American variety.

5.2 Recommendations

By the end of this study according to the findings which were shown at the end of the investigations, the researcher recommends the following:

1. American grammar rules should be explained as a long as British.
2. Teachers should be trained to use American grammar in teaching process.
3. The teachers must bear in mind those students must master the language.
4. General orientation in both American and British needed.

5.3 Suggestions for further research

The present study investigates the differences between American and British grammar however such a topic is too broad to be discussed in a small thesis so the researcher suggests:

1. Wider and deeper studies should be done to cover all the grammatical differences between the two varieties; and contribute in solving the problematic of confusion.
2. Exploring the influences of differences between American and British English on Sudanese English language learners.

References

References

- d.a. wilkins . linguistics in language teaching.
- George Yule . the study of language teaching.
- [http : // en. M. Wikipedia. org wiki Standard American English](http://en.M.Wikipedia.org/wiki/Standard_American_English).
- Janet Holmes . an introduction to , linguistics second edition.
- Johnson's *Dictionary* 1755, the *Oxford English Dictionary* 1858-1928.
- Luke , Roger : introduction to British English . Tamere University , 2002.
- Nasr , Raja : Teaching English to Arab students . Longman ltd 1970.
- Radrick A Jacobs, University of Hawaii, English syntax A grammar of English language.
- Varieties of English – wow.com.

Appendices

Appendix 1

Students' Test

Dear student,

This test attempts to collect data about your learning of English as a foreign language at Sudan University of Science and Technology, College of Languages. It aims to investigate the differences in grammar level between British and American English. You are, therefore, kindly requested to answer the following questions by writing BrE in front of the British English statements or AmE in front of American English:

- 1) A: I haven't bought one yet ()
B: I didn't buy one yet. ()
- 2) A: One should learn to take care of himself ()
B: One should learn to take care of oneself ()
- 3) A: How many brothers do you have? ()
B: How many brothers have you got? ()
- 4) A: In future, I'd like you to pay more attention to detail ()
B: In the future, I'd like you to pay more attention to detail ()
- 5) A: Your daughter's name stands first in the list ()
B: Your daughter's name stands first on the list ()
- 6) A: John has gotten much better during the last week ()
B: John has got much better during the last week ()
- 7) A: The new term begins September 1 ()
B: The new term begins on September 1 ()
- 8) A: It costs you half a pound ()
B: It costs you a half pound ()
- 9) A: I have already done my homework ()
B: I already did my homework ()
- 10) A: She is absent, is she? ()
B: She is absent, isn't she? ()
- 11) A: She wet her hair before washing it ()
B: She wetted her hair before washing it ()
- 12) A: I suggest that meeting should be postponed ()
B: I suggest that meeting be postponed ()

Appendix 2

Abbreviations	
EFL	English as a foreign Language
AmE	American English
BrE	British English