

**UNINTENTIONAL CHAOS IN VOCABULARY AND SPELLING: BRITISH AND
AMERICAN ENGLISH PREFERENCES OF ENGLISH TEACHERS**

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Abstract

In Turkey, in order to become an English teacher one must have a bachelor's degree from a variety of language-related departments. Considering that the variety of departments' syllabuses at instruction in such departments is based heavily on specific fields, language proficiency and attitudes of their graduates towards the language turns into a question. This question gets even more significant in terms of their proficiency and attitudes in the two most common varieties of the language, namely, British English (BE) and American English (AE). In this study, it was aimed to find out English Language Teachers' vocabulary and spelling preferences and their attitudes in adopting BE or AE. The data were collected with a four-staged instrument which consisted of word-translation from Turkish to English, sentence translation, standardization of a paragraph and an attitude survey. The results of the study indicated a complexity in terms of vocabulary preferences while BE was found dominant in spelling. Participants defined themselves as BE users in general; however, their preferences in vocabulary items seemed in balance between the two varieties, which was related to a mismatch between the expressed preferences of some participants and the results of the vocabulary analysis carried out. BE was reported to be more popular in grammar, however, the examples provided by the participants were not considered sufficient. Besides, BE was considered more prestigious and the majority of the participants wanted to be perfect in BE. It should also be noted that the participants were of the opinion that both varieties should be taught.

Keywords: Language Awareness, Preferences of Vocabulary and Spelling, Varieties of English

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SÖZCÜK VE YAZIM TERCİHLERİNDE İSTEMSİZ BİR KARMAŞA: İNGİLİZCE ÖĞRETMENLERİNİN İNGİLİZ VE AMERİKAN İNGİLİZCESİ TERCİHLERİ

Özet

Türkiye’de İngilizce öğretmeni olmak isteyen kişilerin lisans öğrenimlerini, dil ile ilgili bir bölümde tamamlamış olmaları gerekmektedir. Birbirinden oldukça farklı niteliklerdeki bu bölümlerde özel çalışma alanlarına odaklanıldığından, mezunların dil yeterlikleri ve dile yönelik tutumları da farklılık gösterebilmektedir. Bu noktadaki belirsizlik, ilgili bölüm mezunlarının İngilizcenin en yaygın iki değişkesi olan İngiliz İngilizcesi (İİ) ve Amerikan İngilizcesi (Aİ)’ndeki yeterlik durumlarını ve tutumlarını araştırmayı da önemli kılmaktadır. Bu çalışmada, İngilizce öğretmenlerinin sözcük ve yazım tercihleri ile İİ ve Aİ’yi benimsemeye yönelik tutumlarının ortaya konması hedeflenmiştir. Veri toplama aracı dört bölümden oluşmaktadır: Türkçeden İngilizceye sözcük çevirisi, tümce çevirisi, bir paragrafın tektipleştirilmesi ve tutum sormacası. Çalışmanın sonuçları sözcük tercihlerinde karmaşık eğilimlere işaret ediyor olsa da, İİ’nin yazım tercihlerinde daha baskın olduğu anlaşılmıştır. Tutum araştırmasında elde edilen sonuçlar, katılımcıların kendilerini genel anlamda İİ kullanıcısı olarak tanımladıklarını ortaya koymaktadır; ancak sözcük tercihleri iki değişke arasında dengeli bir görünüm olduğunu göstermektedir ki bu da kimi katılımcıların ifade ettikleri tercihleriyle sözcük kullanım görünümleri arasında bulunan bir uyumsuzluğa işaret etmektedir. Dilbilgisi kuralları açısından İİ daha fazla tercih edilmiştir; bununla birlikte, katılımcılar tarafından sunulan örneklerin yeterli sayıda olmadığı da gözlenmiştir. Ayrıca katılımcıların İİ’yi daha saygın bir değişke olarak görmeleri ve İİ’de mükemmel olmak istemeleri öne çıkan sonuçlar arasındadır. Katılımcılar her iki değişkenin de öğretilmesi gerektiği görüşündedir.

Anahtar Sözcükler: Dil Farkındalığı, Sözcük ve Yazım Tercihleri, İngilizce Değişkeleri

1. Introduction

English has a well-established reputation today being the world’s most common medium for communication with millions of speakers around the world. What differs English from other languages however is not the number of its speakers as a first language (L1); rather, English is used a lot more as a second or foreign language (L2) in today’s globalized world. According to ethnologue.com (2015), the top 3 languages with the highest number of speakers as L1 are Chinese (1,197 million), Spanish (399 million) and English (335 million). Also, English most frequently serves as a worldwide lingua franca for its vast numbers of non-native users (Jenkins, 1998) and data on ethnologue.com reveals that the number of L2 English speakers reaches 505 million. Algeo (2006) points out that it is difficult to calculate the exact number of L2 English speakers and adds the world’s total number of English speakers may be more than a billion although competence varies greatly and exact numbers are elusive.

According to Crystal (2003), L1 use itself cannot give a language a ‘global’ status; it must be taken up and given a special status within communities to achieve that. English is today’s global language and it is highly dominant in different contexts. This dominance can be attributed to a number of factors and a main reason is related to the functions English serve today. According to Davies (1989), the multifunctionality of English is indicated by the range of uses it fulfils, political/institutional, political/revolutionary, business and trade, academic and scientific, media and the arts, the written exponents and their spoken analogues. It can safely be stated that all these functions concern the three circles of English use; inner, outer and expanding in Kachru (1985)’s terms.

Despite being the world’s lingua franca, it is not possible to refer to a single form of English; the language has a number of varieties. There is the standardized form of English, often referred to as British Received Pronunciation (RP) and there are regional and ethnic dialects in the United States and other English-speaking countries (Algeo, 2010). Within Kortmann and Schneider (2004)’s comprehensive work, the numerous varieties of English are classified and studied in association with geographic patterns:

- The British Isles (such as Scottish, Irish and Welsh Englishes as well as Received Pronunciation)
- The Americas and the Caribbean (varieties like Bahamian, Jamaican and Canadian English)
- The Pacific and Australasia (such as the English spoken in New Zealand, Fiji, Maori, Australia and the regional varieties in the country)
- Africa, South and South East Asia (Nigerian, Ghanaian, East African, South African (White, Black, Indian), Pakistani, Singaporean, Indian, Malaysian and others)

Among the varieties, the most well-known are British English (BE) and American English (AE). These two are spoken by most native speakers of English and studied by most foreign learners (Algeo, 2006), which makes it important for learners to acquire the differences between them.

While learning English, learners may get exposed to both varieties at the same time or a mixture of them through different channels, such as formal classes taken at schools, printed or online language teaching and learning materials, social media, or face-to-face communication, all of which may naturally cause variations in input. To characterise the differences between BE and AE, Algeo (2006) lists four main types as follows:

- differences in the “tune” of the language, that is the intonation that accompanies sentences,
- other pronunciation differences existing in stress patterns and in consonant and vowel articulation and distribution,
- vocabulary differences and
- grammatical differences.

To be more specific about the differences, an estimated 4000 words in everyday use in Britain have a different meaning or are used differently in the US (Darragh, 2000; Davies, 2005). Furthermore, this complex nature of the two varieties does not only concern L2 learners, but it is also significant for speakers of English as L1. According to Modiano (1996), an increasing number of native speakers are also mixing features of AE and BE.

The dissimilarities between the two varieties are sometimes considered of minor concern. According to Janicki (1977), the distinctions between the two do not influence the mutual intelligibility, and communication problems arising from unknown vocabulary can easily be overcome with further explanations. An opposing view to this comes from Modiano (1996). The researcher claims that using American or British terminology in the wrong context can often cause a great deal of misinterpretation and a good understanding of the differences between the two varieties will help students communicate more effectively.

Discussions on how learners perceive the varieties of English have been subjected to a number of studies in different contexts and the results are divergent. For instance, Danish students’ attitudes regarding American culture and American English were investigated by Ladegaard and Sachdev (2008). The results demonstrated that the participants liked America and some aspects of its culture but they still had a preference in using British RP on important dimensions rather than adopting American accent. In another study by Evans (2005), it was aimed to find out whether attitudes about the high status of BE were changing. The results showed no change in the trend and participants accorded high status to BE, negative status and negative solidarity to AE.

It can well be expected that contexts might play significant roles in such tendencies as favouring one variety over another. Evans and Imai (2011) did a study with Japanese university students and the results seemed different from the previously-mentioned studies. Japanese students’ evaluations of the varieties of English revealed that BE was perceived as a more socially attractive variety than a ‘correct’ form and that AE was perceived as the ‘original’, most correct variety. In another study carried out with Chinese students in the United States, Zhang and Hu (2008) looked into L2 learners’ attitudes towards three varieties of English –BE, AE and AuE (Australian English). The

results indicated that students had more positive attitudes towards the variety of English that they were exposed to.

In Turkey, there are two types of high schools; public and private. Syllabuses used in public schools are decided by the government while private schools can design their own. Broadly speaking, there is not a systematic or conscious effort to teach one specific variety of English within Turkish education context although some private high schools or universities seem to favour one depending on their backgrounds or goals. In a context where the efforts of teaching English are not directly channelled to one specific variety, teachers and their preferences will have a strong influence on the general tendencies of the students towards the English varieties. However, teachers' attitudes and preferences toward BE and AE need to be examined closely in order to reach more comprehensive conclusions.

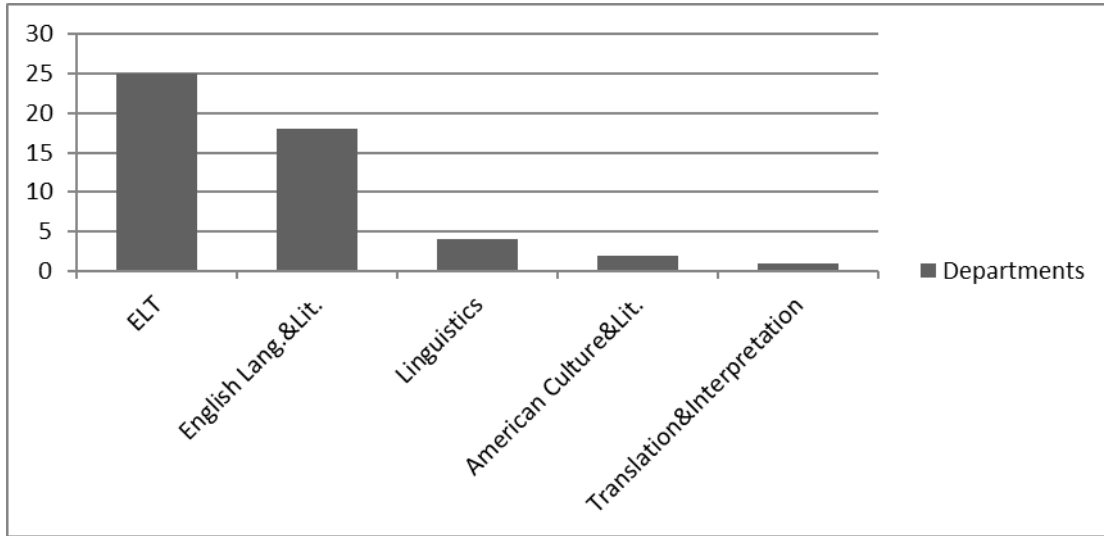
Accordingly, this study aimed to identify BE and AE preferences of Turkish teachers in vocabulary and spelling.

2. Method

2.1. Participants

The study was conducted with 50 English teachers employed in a variety of universities. As mentioned before, in order to work as an English teacher at state schools, universities and many private institutions in Turkey, it is a must to hold a BA degree in a language-related department. Those departments whose graduates can officially be appointed as English teachers to state schools are listed by the Board of Education and Discipline, a branch of Ministry of Education, as follows: English Language Teaching (ELT), English Language and Literature, American Culture and Literature, English Linguistics, Translation and Interpreting Studies and English Language and Culture.

English teachers who participated in this study were found to be the graduates of various universities and their language-related departments. The data showing the departments where the participants received their degrees can be seen in Graph 1:



Graph 1. Departments where participants received their BA degrees

The mean age of the participants was 31, the youngest teacher being 25 and the eldest 45. Participants were all L1 speakers of Turkish and had no previous long term living experience abroad.

2.2. Data collection and data analysis

In the study conducted in 2014-2015 academic year, the data were collected through a four-staged questionnaire (see Appendix) designed by the researchers. The stages of the questionnaire were as follows:

Stage 1. Word Translation (Turkish to English) (10 items)

Stage 2. Sentence Translation (Turkish to English) (6 sentences with 16 items)

Stage 3. Text Standardisation (One paragraph with 14 items)

Stage 4. Attitude Survey

The purpose of the first three stages was to find out about English teachers' vocabulary and spelling preferences in practice. In Stage 1, participants were expected to translate the given items so that it would be possible to gain an insight about their vocabulary preferences. Stage 2 and 3, on the other hand, included items both on vocabulary and spelling. Finally, in the fourth stage teachers were asked about their attitudes and preferences related to the differences between the two varieties.

Within data analysis, a number of codes were used to classify the answers given (see Table 1).

Table 1. Codes Used for Participants' Vocabulary and Spelling Preferences

BE	British English
AE	American English
Misc.	Miscellaneous / For situations when two options (both BE and AE) were offered by a participant at the same time or a different form (neither BE nor AE) was written. Example: 'elevator/lift' OR 'scotch' instead of 'whisky'
Mix.	Mixed / When an answer was found to be a mixture of BE and AE forms orthographically. Example: 'jewelery'
TE	Turkish English / Items which gave the impression that participants spelt a given word just as it is written in the borrowed version of the word in Turkish were included in this group. Example: 'visky'
0	No answer. For Stage 1, '0' refers to words which were not translated. In Stage 2, it represents the words that were found to be skipped while translating the sentences.

The data were analysed and interpreted qualitatively in order to find out more about English teachers' tendencies in this given context.

3. Limitations

The limited number of participants making up a homogenous group in terms of their profession is the first limitation of the study. A larger and more heterogeneous sample could provide different results. It is also important to bear in mind that the data collected in this study is relevant for Turkish education context only.

Within the scope of the present study, the researchers had no intention to assess teachers' preferences in pronunciation and grammar. Most teachers seemed to prefer BE in grammar and AE in pronunciation; however, further studies are needed to shed more light on teachers' preferences in these two aspects of the language.

A third limitation was that, no other varieties of English apart from BE and AE were taken into consideration. Other varieties that are mentioned above (see Introduction) might also be studied within relevant contexts.

4. Findings and discussion

4.1. Word translation

The results of the word translation task revealed that the participants tended to favour BE forms when compared to AE, though not in a great difference. As shown in Table 2, out of 10 given words, 6 of them were found to be translated more dominantly in BE forms while the remaining ones were AE.

Table 2. *Vocabulary Preferences (Word Translation)*

	BE	AE	MISC	0
elevator/lift	22	21	6	1
trainers/sneakers	26	13	6	3
trousers/pants	31	15	4	-
torch/flashlight	34	6	4	6
car park/parking lot	26	15	5	4
chemist/pharmacy-drugstore	3	39	3	5
aubergine/eggplant	17	29	1	3
French fries/(potato) chips/fried potatoes	19	29	2	-
pullover/sweater	20	18	10	2
underground/subway	11	29	10	-

4.2. Sentence translation

The dominance of BE vocabulary preferences became more evident within sentence translation stage. According to the results of the analyses, more participants used BE forms in 6 vocabulary items while AE seemed dominant in the other 3 as shown in Table 3. For the item “driving licence (BE) /driver’s license (AE)”, 6 miscellaneous answers were identified. These participants used the phrase “driver’s licence”, which is indeed AuE. However, AuE is not formally taught in Turkey and no other sign of notable AuE use was observed in any part of this study. Thus, such answers were considered a sort of a confusion in spelling and therefore labelled as “miscellaneous”.

Table 3. *Vocabulary Preferences (Sentence Translation)*

	BE	AE	MISC
lorry/truck	18	23	-
company/firm	44	3	-
queue/line	35	11	-

pen friend/pen pal	36	10	-
postbox/mailbox	22	23	-
oil/petrol/gas/gasoline	16	26	-
Second World War/World War II	26	24	-
pavement/sidewalk	31	5	-
driving licence/driver's license	33	5	6

Participants' spelling preferences showed a significant tendency toward BE. In all 7 items, without an exception, most of the participants favoured BE forms instead of their AE equivalents. "Envelope" and "cancelled" were the two words that were dominantly British. It is also worth pointing out that 4 participants offered the AE word "downtown" for the distinction "city centre/city center", which was originally placed as a spelling item within the sentence translation stage. Those answers were considered "miscellaneous" with regard to the purposes and organization of the study.

The related results can be found below in Table 4:

Table 4. *Spelling Preferences (Sentence Translation)*

	BE	AE	MISC	0	MIX	TE
Whiskey/whisky	20	16	5	1	-	8
Jewellery/jewelry	31	13	-	1	5	-
Envelope/envelop	35	4	-	1	-	-
Litre/liter	28	12	-	10	-	-
Theatre/theater	36	13	-	1	-	-
Cancelled/canceled	37	6	-	7	-	-
City centre/city center/downtown	26	11	5	8	-	-

4.3. Text standardisation

As a text standardisation task, participants were given a 130-word paragraph designed by the researchers. The text included 14 words that could be written either in BE or AE and in the original text, 7 of them were typed in BE and the other 7 in AE. Participants were asked to standardise the text by making necessary spelling changes and indicate their preference below the paragraph. Three options were placed for participants to state their preference when they completed the standardisation:

- *The text above has been written in British English.*
- *The text above has been written in American English.*

- *I am not sure. / I cannot make this distinction.*

As shown in Table 5, many participants selected the third option pointing out that they could not make such a distinction or they were not sure. On the other hand, when the responses of the rest of the participants were analysed, it was clear that the standardised language use was lacking variety. Participants' standardisation mainly focussed on similar distinctions such as 's-z' difference as in "categorise-categorize" or 'o-ou' difference occurring in words like "humour-humor" while most of them could not catch other distinctions such as "anaesthetist-anesthetist" or "speciality-specialty".

It was also understood that participants seemed to have a preference between the two varieties while doing word translation and in answering the attitude survey but had difficulty when they had to identify the items given in a text. Another significant finding was that some participants' answers revealed a mismatch between their stated preferences and standardised texts. Although they made their selection as BE or AE, their answers did not match the selected variety.

Table 5. *Text Standardisation*

BE	AE	NOT SURE
15	14	18

4.4. Attitude survey

Attitude Survey was the fourth and last stage of data collection. The survey included questions on participants' perceived preferences and attitudes concerning the two varieties. Answers given to each question were analysed separately and compared with previous stages. The first question enquired about whether the participants had a long term living experience abroad. The ones with such an experience were not included in the sample.

All the remaining items except for question 2 were presented as multiple choice (American or British; Yes or No) and with space allocated for further comments. Participants were expected to select an item and add their comments below that.

In this section, participants' answers for each question will be dealt with separately. Additional comments will also be included to demonstrate their opinions.

Question: What are the differences between British English and American English?

Participants generally provided correct answers and examples for this question. All the participants except for 2 provided explanations and/or examples. The most common differences indicated were the way /r/ sound is pronounced in each variety, differences in pronunciation (castle, advertisement, direction etc.), differences in spelling (colour/color; realise/realize;

civilisation/civilization; centre/center etc.) and synonymous words (lift/elevator; car park/parking lot etc.).

Question: Which variety do you prefer?

There was a balance between BE and AE in terms of participants' general preferences. As given below in Table 6, 16 teachers favoured BE and 16 others preferred AE. It is also clear from the remarks of the participants that their educational background played a role in their preferences of BE or AE.

Table 6. General Preferences of Participants

BE	AE	BOTH
16	16	3

"[I prefer] British English as I learned that variety when I was at high school."

"American English was preferred in my BA programme; however, it was the English Language and Literature department so I didn't stick to a single use."

"That doesn't matter. I use both together since both of them are taught at the same time in the institution where I work."

As part of this question, participants were also asked to indicate their specific preferences of BE or AE in terms of vocabulary, pronunciation, spelling and grammar. AE was favoured by a greater number of teachers in vocabulary and pronunciation while BE was found to be more popular in spelling and grammar although spelling preferences were quite close as shown in Table 7:

Table 7. Specific Preferences of Participants

VOCABULARY			
BE	AE	BOTH	NO ANSWER
20	26	3	1
PRONUNCIATION			
BE	AE	BOTH	NO ANSWER
15	30	3	1
SPELLING			
BE	AE	BOTH	NO ANSWER
23	21	4	2
GRAMMAR			

BE	AE	BOTH	NO ANSWER
28	13	5	3

Question: In which of the two varieties would you like to be perfect?

More participants preferred BE as the variety they wanted to be perfect in. The results are given in Table 8 and comments can also be found below:

Table 8. Participants' Preferred Varieties in Terms of Perfection

BE	AE	BOTH	NEITHER
27	16	7	0

“Personally, I would prefer to improve my British English usage, but it doesn't seem possible to do so without mastering American English too [especially for people like us who learn English as a foreign language].”

“I don't think that one must have either American or British accent. As it is an international language, every nation might have its own unique accent in the language.”

Question: Which variety do you think is more difficult?

A considerable number of participants regarded BE as a more challenging variety. 36 participants marked BE while only 10 others selected AE in this regard. It was noteworthy that they generally referred to the features of spoken language and pronunciation in BE to support their choice. The results for this question can be found in Table 9 with additional comments below:

Table 9. Participants' Preferences for the More Difficult Variety

BE	AE	BOTH	NEITHER
36	10	3	0

“Regarding speaking, pronunciation in British English is more difficult but I cannot see a difference in terms of vocabulary.”

“American English sounds easier to our students in terms of pronunciation.”

“Both of them are equally hard for the ones who are trying to learn the language.”

Question: Which variety do you think is closer to Turkish?

As participants in this study were all Turkish native speakers, it was considered meaningful to investigate their perceptions as to which variety was closer to Turkish. The majority of participants preferred AE as the closer variety to Turkish, the details of which are given in Table 10. In their comments, participants underlined the similarities in sound systems and pronunciation as a factor that facilitates using AE for Turkish speakers.

Table 10. *Participants’ Opinions Concerning the Closer Variety to Turkish*

BE	AE	BOTH	NEITHER
6	32	7	5

“American English must be easier for Turks considering the pronunciation; I don’t find Turks who speak British English very natural.”

“American English [is close to Turkish] as “r” sound in word endings is closer to its use in Turkish.”

“Neither of them is significantly closer to Turkish as we learn both as a second language.”

Question: Which variety do you think is more prestigious?

Prestige was another factor that could possibly influence participants’ preference. As can be seen in Table 11, 36 participants selected BE as the most prestigious variety. The comments supporting this point of view mainly focussed on the idea that BE was the original and formal version of English and that made the difference.

Table 11. *Participants’ Opinions about the More Prestigious Variety*

BE	AE	BOTH	NEITHER
36	2	11	0

“British English seems like a more original version of the language.”

“British English is royal. It is more formal, and the pronunciation requires more attention.”

“American English [is more prestigious] as a result of the popular culture (TV series etc.).”

Question: Which variety do you think should be taught?

As participants were all English teachers, their opinion about which variety should be taught in formal classrooms was also important. 25 teachers did not favour one variety over the other and indicated that both BE and AE should be taught. As shown in Table 12, preferences of BE and AE were almost in balance for this item. Those who supported teaching AE generally pointed to the media influence in English in their comments.

It was also observed that some of the participants who were in favour of teaching both varieties believed that neither BE nor AE should be imposed on students; instead, the decision to use one must be left to each student.

Table 12. *Participants' Opinions about the Variety to be Taught*

BE	AE	BOTH	NEITHER
11	12	25	2

“American English [should be taught] because students are exposed to American English more commonly in different types of media.”

“[Teachers should teach] American English as it is easier to use and sounds more friendly.”

“British English [should be taught] as it is older in use and has been in contact with other languages too.”

“Both must be taught so that it will become easier for students to understand the text when they come across a written or spoken text while studying or in social life.”

Question: Do you think the differences between BE and AE should be taught?

According to most of the participants, it is a necessity to teach the differences between the two varieties, as can be seen in Table 13. Despite the majority of teachers who believed that the differences could play a significant role for successful communication, there were some others as well who did not regard such differences that vital for students.

Table 13. *Participants' Opinions about whether to Teach the Differences*

YES	NO	NOT IMPORTANT	0
37	8	3	1

“It is a necessity to teach the differences rather than being a preference.”

“Yes; in order not to get confused or lost.”

“I don't think so. As long as the message is conveyed successfully, it doesn't matter which one is preferred. Even I, as a teacher, sometimes have difficulty making this distinction.”

“No. Differences should simply be pointed and the decision should be left to the students. They mustn't consider one of these as incorrect, ‘color-colour’.”

5. Conclusion

This study has been an attempt to investigate English teachers' preferences and attitudes in terms of BE and AE. To serve this purpose, participants were invited to take part in a survey and express their opinions on given questions. Teachers' responses provided useful and practical data to understand their tendencies in these two most common varieties of English.

The results indicated that there was an unintentional chaos. To be more precise, teachers' declared vocabulary preferences did not match with their answers in Word and Sentence Translation

parts of the survey. The results of the first two parts revealed a tendency among the teachers to use BE in vocabulary in general; according to the results of the Attitude Survey, however, a greater number of teachers indicated that they favoured AE in vocabulary.

In spite of the complexity in vocabulary preferences, British English was highly dominant in spelling. Similar to vocabulary, this dominance appeared to lose its significance within the Attitude Survey as only 23 teachers stated they would use British English in spelling while 21 others preferred American English.

The findings that follow are also worth mentioning. In the first two stages, it was observed that some words were written in different forms which looked close to their Turkish equivalents. To illustrate, some participants did not use ‘underground’ or ‘subway’ but the word ‘metro’. Similarly, words like ‘visky’, ‘wisky’, ‘viski’ were created instead of using ‘whiskey’ or ‘whisky’. Another point was that teachers seemed to have difficulty in standardising the given text in Stage 3. A number of teachers failed to standardise the text but still made a choice. And finally, most participants failed to provide a sufficient number of examples for the items in the Attitude Survey. Examples given were repeated usually lacking diversity.

The first two stages revealed a stronger tendency to use BE. This could be linked with participants’ educational backgrounds. More teachers were the graduates of ELT and English Language & Literature departments compared to the graduates of the Department of American Culture & Literature in which a stronger focus on American English can be anticipated.

To put labels on the varieties according to the results of the Attitude Survey, BE was considered as the preferred variety in terms of spelling and grammar, more prestigious, hard to learn, and the variety in which English teachers would like to be perfect. On the other hand, AE was found easier to learn, the closer variety to Turkish and the preferred variety in terms of vocabulary and pronunciation.

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Appendix

A number of items and questions to represent each stage of the surveys used in data collection are provided below.

Stage 1. Write the English equivalents of the following words.

No.	TÜRKÇE	ENGLISH
1	Yastık	
2	Asansör	
3	spor ayakkabı	
4	Çorba	
5	Pantolon	

Stage 2. Translate the following sentences into English.

1. Viski kutularını kamyonla şirkete çalışan kişiler taşıdı.

2. Müşteriler mücevher almak için saatlerce kuyrukta beklemek zorunda kaldı.

3.Emily, mektup arkadaşı için aldığı kartpostalı zarfa koydu ve ardından posta kutusuna attı.

Stage 3. Standardise the following text and indicate your preference.

People might have very strange habits. It sometimes gets even harder to believe what and why people behave in a particular way. I'll introduce you now to someone I love; that is my mother. My mum who is an anesthetist likes to categorise things. I usually criticize her for this behaviour but she insists on saying that this is her speciality as a kind of defence; but she is not even skillful at this.

- The text above has been written in British English.
- The text above has been written in American English.
- I am not sure. / I cannot make this distinction.

Stage 4. Attitude Survey

1. Do you have a long-term living experience abroad? Yes No

2. What are the differences between British English and American English? Please explain with examples.

3. Which variety do you prefer in general? American British

3.1. Vocabulary American British

3.2. Pronunciation American British

3.3. Spelling

American

British

3.4. Grammar

American

British

4. In which of the two varieties would you like to be perfect?

American

British
