Qualification Paper

Theme: Importance of Teaching the Difference between British and American English in Secondary School EFL Classes

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Abstract

Presented thesis deals with teaching differences between British and American English. Its aim is to suggest a suitable way of teaching selected vocabulary differences between these two English varieties in EFL classes. The theoretical part of the presented thesis summarizes the knowledge background gained by studying relevant researches and professional publications. On that study the author´s original teaching materials are based. The practical part consists of a brief research; original materials were used in five EFL classes, and consequently their efficiency and utility were examined. The main goal of this thesis is to propose this topic as a kind of useful enrichment of English lessons and to examine the way it could be included in a lesson plan without affecting it or burdening teachers with an extra preparation.

Chapter I – Literature Review

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Introduction

It is our task, to prepare and teach professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the National Program on training personnel was worked out on the formation of new generation of

specialists with the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective" says the President of the Republic of Uzbekistan Islam Abduganievich Karimov speaking about the future of Uzbekistan underlines that "Harmonious generation is the future guarantee of prosperity".

It is highly likely to find many web pages, dictionaries, and other sources offering a wide range of differences between British and American vocabulary. However, their authors typically do not supply with many exercises or ideas for practice in lessons. Also, the Authors of the commonly used course books in the Republic of Uzbekistan often mention the difference only slightly with not much follow-up practice. What is more, the researcher himself witnessed the awkward moment when he barely understood in the USA what its people were saying. Then it dawned on him that American English differs from British variety in terms of vocabulary, pronunciation, grammar and spelling. And what is crucial here is hundreds of EFL learners have to undergo this situation as they are taught only in British or American English. It was the main cause to the researcher opting for this topic. Since the time for research and scope of work is limited, the researcher decided to focus only on teaching the selected differences in vocabulary.

At the beginning of academic year 2014 year, researcher was entrusted to have teaching practicum at school #287. However, he decided to have lessons at Computer technology lyceum as well, because he was in need of learners who had already covered the school program. The researcher presumes that teaching the differences current English to school learners would not be productive and may lead to confusion and discouragement.

Since, they will not probably acquire two varieties simultaneously as they hardly learn one. Apparently, secondary school students are more confident and English they posses are more enhanced. And these features make them just right person that the researcher is looking for, as they can handle the additional information.

"England and America are two countries divided by a common language."

(**George Bernard Shaw**)

Chapter I -Literature review

1. **Why to Teach British and American English varieties?**

Considering that this chapter aims at suggesting reasons why and ideas how the basic differences between British and American English shall be taught. There has been suggested that students may tend to use American expressions while speaking British English. On the contrary, the same students might not be able to deduce the meaning of some common American words even from the context. This seems unfortunate. So let us briefly elaborate on some reasons why to teach at least selected differences between British and American English.

1.1 To make students aware of the existence of American English

It is vital to point out to EFL students that the British English is not the only unique variety and it is not the only correct one either. English is spoken globally and the exploitation of English for international communication is constantly growing. English language, widely used as a lingua franca, has been developing. Therefore, especially the mutual influence of two traditional, highly considered varieties – standard American and standard British English is definitely worth attention. Although in most European countries English students are taught primarily British English, in other countries, like Japan, standard American English is the only model usually being used in EFL classrooms. (Takagaki, T.,2) A remarkable approach was adopted by John Algeo, in his detailed English grammar comprehension: British or American English? A Handbook of Word and Grammar Patterns. Algeo argues for teaching grammar differences between British and American English saying: "The reason for this approach is that American has more native speakers than British and is rapidly becoming the dominant form of English in non-native countries other perhaps than those of Western Europe. Much European established academic

preference favors British as a model, but evolving popular culture is biased toward American... ' (Algeo,1).

There seems to be a general tendency in Uzbek schools to perceive this variety as a subordinate and teach predominantly British English. Regardless the preference, our students shall be at least aware of the existence of both varieties though, while knowing some basic differences between them may be at least interesting.

1.2 To make sure students are aware of the variety they use

It is almost alarming that although probably many English learners have already had a chance to hear or read American English, at least on the Internet and in films, some of them may have never been told there are some differences between the American and British varieties.

Peter Strevens perceives this as not an unproblematic issue. As he points out in his book British and American English: "The person who learns English as a foreign language or second language has until now hardly ever been given systematic teaching about the existence and nature of the other family of English dialects. For that matter he has hardly ever been told of the existence of any varieties of English...' (Strevens, 84). Strevens provides his readers later on with argumentation for teaching differences between American and British English and offers the way it should be done. His conclusion is that: 'It is unfortunate but not surprising that one effect of this particular type of cultural shock is to lead the learner to ask which form of English is 'right' , which is 'better', which is 'proper English'... . This kind of question is unfortunate... . One of the first pieces of help is to prepare the learner for meeting other kinds of English by informing him that they exist and to make plain to him that while they are certainly different, there is absolutely no question of one being better or worse than the other. It

should be made clear to him that the amount of learning effort he will be faced with to understand the other form of English is very small. Learning to produce the other form is a vastly different matter..." (Strevens, 85). The need to emphasize the importance of rising learners' awareness of British and American varieties is articulated as well in the paper The Major Varieties of English under the title: 'British or American English? Investigating what EFL students say and what they do.' (Virtanen, T. and Lindgrin, S-A.) The authors were interested in Finnish and Swedish students' awareness in the use of American and British English varieties. The respondents were all university students of English, so mostly future English teachers. The results presented in the paper suggest that the variety preferred was British English. However, the respondents seemed to be interested in learning both varieties. Most of them said that they would like American English to be given more importance. To sum up, the research shows that the American variety seems to be important to its respondents and therefore deserves to be given some attention. As we may see, the question of studying American English concerns secondary and tertiary education as well. Without being aware of the differences between British and American English, teachers can hardly deal with this topic in their EFL classes. Therefore, it seems essential to provide the future teachers with enough information at first.

1.3 To make students use English varieties appropriately

As has been mentioned above, a vital starting point for an attempt at using American and British English appropriately is to be informed about the existence of differences between them. It may easily happen that EFL learners use American words or pronunciation without being aware of it. A similar content was the subject of a survey in

the Stockholm area in Sweden. The study showed the tendency among Swedish pupils to use American English more than British English in both vocabulary and pronunciation. This is quite a controversial result, since it is the British variety which is presently

being taught at Swedish schools and has been for a long time the only allowed one. However, when used correctly, American English is acceptable there. Regarding our content, a key point is that the study also indicated a tendency among pupils to mix British and American English while being unaware of it. Thurnstrand does not provide in his paper any explanation or possible causes of that fact. Nevertheless, it is possible that there was a significant factor of low awareness of differences between two varieties. According to Thurnstrand, there has been recently a change in the curriculum of upper secondary schools in Sweden. Now pupils are taught the English varieties and differences between them, too. Therefore, we might anticipate some improvement in the comprehension of English varieties among Swedish pupils in near future. In connection with Thurnstrand's research, the results of a brief survey presented in the author's bachelor thesis Selected Differences between British and American English for Learners might be mentioned. Although being very brief and not among a sufficient number of respondents to be presented as verifiable, it has suggested similar tendencies among participating Uzbek pupils. Those learners have never been taught American English systematically. Nonetheless, they showed very limited knowledge of some American words. Unfortunately, those pupils seemed not to be sure about which variety they were using in a particular sentence and mostly had difficulty with finding the British synonym.

Considering that, the question arises whether in the Uzbekistan Republic there is a chance to apply a similar strategy as it has been decided in

Sweden. An idea of systematic teaching of basic differences between British and American English will be highlighted and worked on in the presented thesis. One of its main goals is to suggest a way of teaching EFL students the basic differences between British and American English. The crucial point is, though, to suggest a way applicable in Uzbek secondary EFL classes which will be both efficient and profitable for teachers and their students.

Considering all observations and points mentioned above, there seems to be a calling for students' orientation in different English varieties. If English learners are to be able to communicate in English on an international basis, they should be aware at least of the existence of other English varieties. English learners should primarily study to develop an individual language capability according to their needs and wants. English language studies should ideally result in an ability to distinguish between those two English varieties and to use the appropriate language according to the particular situation and context. Moreover, if learners study British and American differences, they might simultaneously broaden their social and cultural experience regarding life and institutions of English-speaking countries. Advanced students can obtain a kind of framework to organize their existing English knowledge and to ensure its use. The following chapter deals with the issue of how to achieve the best possible outcomes while teaching the differences.

2. How to teach the differences between British and American English?

It is commonly known that every innovation and novelty needs time to be implied and to bring desired outcomes. Nevertheless, it is even more crucial is to prepare solid background which could ensure the accurate

conditions to reach good results. An essential part of this background is motivation. It is vital to prove a new concept important and worth trying. However, besides the initial motivation, there is another part of that background - material aspect, which has to be fulfilled. It seems necessary to consider all the above-mentioned aspects to implement a new component to the existed concept of EFL teaching. In sum, there is a need to provide teachers with necessary information, training, and enough supplementary materials before launching a new project. It would be outside the scope and possibilities of our presented work to discuss all these at once. Therefore, the aim of this thesis is to focus on teaching materials. Results and outcomes of the conducted research might be then helpful to suggest a basis for a larger concept of teaching differences between British and American English in EFL classes. Before considering the question how, we need to know what differences to teach. British and American English differ naturally not only in vocabulary. Spelling and pronunciation are problematic, and hence very interesting, too. All these three areas have been briefly discussed in the author's above-mentioned bachelor thesis. However, there is much more information provided in professional publications, e.g.

Marckwardt & Quirk (1964), Svartvik and Leech (2006) and Trudgill & Hannah (1994). Since it is especially vocabulary which may cause misunderstanding between an American and a British English speaker, we will focus on this language area. It has been already acknowledged that there are about 4000 words different in American English and British English. Some of them are known in both countries, but many words are not (Svartvik and Leech, 2006). Since the time for our research and scope of our work is limited, we will focus only on teaching the selected differences in vocabulary.

Apart from single ideas and tips for activities, some general methodological strategies should be applied to meet the basic requirements of any educational material. In this aspect author found Peter Stevens' book British and American English, already mentioned above (Strevens, 94-95) to be very useful. Some rules for teaching British and American English are mentioned there in connection with a 'mixed teaching situation'. That way Stevens calls a situation, when there are two teachers of a class or a student and each of them is using a different English variety. This may not occur very often in Uzbek schools; however, it is not impossible. On the contrary, there is a chance that a student who has been taught British English will be exposed to the American variety. Alternatively, an American English – speaking teacher may use materials where British English is used or vice versa. May it happen by chance or intentionally (like in the 'mixed teaching situation'), Strevens' suggestions could be a helpful guideline. He presented them in his book as following: 'do's and don'ts':

- Don't expect pupils to learn both, to be proficient in two dialects.
- Don't expect teachers to teach both.
- Do expect pupils to learn to understand both, but to be able to perform in only one.
- Do decide which form, American or British, is to be the dominant model and concentrate on teaching that form.
- Teach fully the one model, give opportunities for hearing and reading the other and to learn to understand it, but don't require speaking or writing both… "What should be emphasized is the equal status of both as they are alternatives. It is teaching English that matters, not teaching British English, or teaching American English." (Strevens, 94-95).

According to the current situation in the Uzbek Republic, it is probably the British variety, which will be taught as a model and performed. However, some plausible reasons have already been mentioned, encouraging teachers to give their students opportunities to experience the American English as well. There are often possibilities to hear the American variety in listening exercises of English textbooks. On the contrary, there seems to be a lack of written American English.

2.1 Teaching differences between British and American English vocabulary

As has been already mentioned, the second part of the presented thesis shall summarize the theoretical knowledge background gained by studying relevant sources. On this study the authorŕs original teaching materials will be based. Teaching vocabulary author main goal is to provide interesting materials, possibly at least to a certain degree new and methodologically contributive. However, while working on this project, it is essential to focus on the vocabulary acquisition process as such first. It is highly important to consider all the key components and factors taking part in the teaching - learning process. To increase the benefit of our materials, it is necessary to maintain a systematic as well as consistent approach. Therefore, the first step will be to focus on professional literature discussing the process of teaching English as a foreign language. As a result of a brief reading survey, the following chapter reviews selected literature concerning the procedure and theory of teaching vocabulary.

A considerable amount of literature dealing with the theory of teaching English has emerged recently. To be brief, we will focus only on some contributions to this field.

2.1.1Keith S. Folse and 'A three - goal model'

At first, Keith S. Folse's approach, who is English, Spanish, and French teacher and university lecturer from the USA, will be discussed. Apart from teaching, Folse is the author of over 40 books on topics such as vocabulary, grammar, reading, and composition. He has conducted research in second language acquisition, and of our highest interest is his article "Six Vocabulary Activities for the English Language Classroom" (from English Teaching Forum Journal).

Folse introduces his article on vocabulary acquisition, saying, "At times, not knowing a specific word can severely limit communication; however, in many cases a lexical lapse can actually stop communication completely…"(Folse, p.12). Considering that, it appears logical to prefer teaching American and British vocabulary differences to those in pronunciation and grammar.

Further in his article Folse highlights the need to achieve three important goals while working with vocabulary. The first goal is to focus on the choice of vocabulary. "Teachers should focus on words that are relevant to their students' actual language needs, which may include actual communication…"(Folse, 16). In other words, this notion points out the importance of choosing words which students likely to use in the future. For instance, we should avoid special terms, too abstract words, etc.

 Regarding the second goal, Folse suggests that students should experience multiple retrievals of vocabulary they once learnt. "…learners must interact with a word multiple times. Rather than completing just one type of learning task multiple times, such as repeating a word, learners should interact with a word in different ways. …Each link strengthens connections and increases learning." (Folse, 16) According to this point, it is desirable to create such teaching materials that present the new words to students several times, however, in different ways.

In terms of the third goal, Folse recommends to develop learners' own successful vocabulary learning strategies and to employ them consistently. So the activities should offer enough opportunities to practice, but at the same time, they should provide the learner with space for their own creativity in language use.

To sum up Folse's view, there are three major goals which are to be followed: the choice of relevant words, their multiple retrieval, and development of learning strategies.

2.1.2 Roger Gower: 'memory trigger, presentation via visual context, recycling vocabulary'

Regarding vocabulary teaching, worth mentioning are suggestions of Roger Gower in his Teaching Practice Handbook. Roger Gower works now as a British Council inspector, has already written several books for teachers and become a worldwide acknowledged conference speaker. The sixth chapter of his above-mentioned book focuses on vocabulary and its teaching. At the beginning of that chapter its reader is (similarly as in Folse's introduction) reminded that, "…vocabulary is more important than grammar for communication purposes…"(Gower, p.142). The author then draws our attention to several important terms and key aspects for students' successful vocabulary acquisition.

One of those aspects is a 'memory trigger' (Gower, 143). This might be understood as a memory cue, in other words, something that helps students to remember the new word. 'Memory trigger' might be a visual reminder, sound, and rhythm, as well as an inclusion of the new item in a sentence (preferably bizarre or personal), translation, or association with other items.

To improve our students' learning ability, we shall, according to Gower, focus on "presentation of vocabulary via visual and oral context" (Gower 143). This process might be then divided into

following steps: Use visual aids (pictures), say the words, check students' understanding, get students to practice saying the word, teach the word in a sentence, and finally, give students time to note the words. Certainly, apart from that, there is still the possibility to present new vocabulary via text or listening. However, in case of teaching differences between British and American English, it might be necessary to present several new words at once. So the prior- mentioned alternative - "presentation of vocabulary via visual and oral context" seems faster and therefore utile.

Apart from other Gower's points, there is an issue of 'recycling vocabulary' (Gower 144). The notion of 'recycling vocabulary' has been explained as a revision of newly learnt words and seems similar to Folse's 'multiple retrieval'. According to Gower, the 'recycling' shall be done via text, which contains newly acquired vocabulary. Alternatively, learners might perform a quick vocabulary revision game. This should be ideally included in the following lesson after the presentation. As far as Gower's approach is concerned, there are again three major aspects to be observed while teaching vocabulary: to create a 'memory trigger', a well-prepared" presentation of vocabulary via visual and oral context" and 'recycling vocabulary' in the following lesson.

2.1.3 Jeremy Harmer and 'A three – point sequence'

In the fourth chapter of his book How to Teach English, Jeremy Harmer divided the process of teaching vocabulary into three steps. This 'three – point sequence' is presented as: "Engage – Study - Activate" (Harmer, 36). In order to reach our students' best possible vocabulary acquisition, we are advised to proceed right in that sequence. Following Harmer, at first, we shall 'engage' the attention. In other words, the teacher should arouse students' interests and involve their emotions by using games, pictures, stories, and amusing anecdotes. Secondly, 'study'

refers to getting students to focus on new language and let them discover meanings of the new words. Later on the learners should read and write, using the new language individually. In brief, the process of a conscious acquisition of the new vocabulary has been described so far. Finally, 'activate' means getting students to use the language communicatively, for example, in a role play, discussion, and group work.

To conclude, considering Harmer's methodology, author start with 'engaging' the learners' attention, then get them to 'study' the content individually, and consequently 'activate' their new knowledge in conversation.

2.1.4 James Scrivener – teaching vocabulary procedure

Similarly to Harmer, James Scrivener, an author of Learning –Teaching, described in his own terms the procedure of teaching new vocabulary (according to Scrivener - lexis). Scrivener analyses the procedure as follows: "pre-teaching lexis, written practice, oral practice, reading, further work, communication activity" (Scrivener, p.226). Since this procedure defines itself quite clearly by its terms, there seems to be no need to explain and further elaborate on the concept.

2.1.5 Scott Thornbury – How words are learned

Scott Thornbury has elaborated on the presented topic in his book How to teach vocabulary. Especially contributive have been found his principles formulated in the second chapter "How words are learned" (Thornbury, p.13). Those principles shall be followed when author want to ensure that our students will be able to remember and use the new words.

- Repetition (the learner shall repeat the item at least 7 times)
- Retrieval practice effect (e.g. the learner uses the item in their own sentence)
- Spacing (not more than 2 or 3 items shall be presented at once)

- Pacing (focus on memory work)

- Use

- Cognitive depth (e.g. the learner makes decision about the word)

- Mnemonics (similarly to Gowerrs "memory triggers")

- Motivation

- Attention arousal (e.g. games)

- Affective depth (involving emotions)

All previously mentioned concepts deal with teaching vocabulary in general. In the following subchapter, we will consider some suggestions for teaching varieties, for our purpose applied to British and American ones.

3. Teaching English varieties

Considering surveys mentioned in the introduction chapter, the practical approach to teaching British and American varieties seems so far quite insufficient. However, as has been also presented above, there is an attempt at some theoretical discussion about this topic. Let us mention a few up-to-date findings proving the currency of the topic in professional literature. Presented notions have been gathered mainly from linguistic journals and methodological articles (e.g. English Teaching Forum, World Englishes, Journal of Applied Englishes, etc.). It has been found that there seem to be two dominant views that language teachers and linguists tend to take when talking about British and American English varieties in EFL classes. According to one of the two approaches, teaching those English varieties is commonly understood as important, since it is recommended to study language in its appropriate context. In other words, this approach highlights teaching

varieties which will probably occur in students' surroundings. For instance, McKay in his Teaching English as an International Language, claims that teachers need to carefully consider the language context in which their students stay (McKay 2002). Also El-Sayed, discussing the EFL in the Arab world, concludes that having chosen their target (the language area to be taught), teachers should consider their learners' current language needs (the circumstances, when and where students will use the language) (El-Sayed,1991). Also Jenkins in her article "Current Perspectives on Teaching World Englishes and English as a Lingua Franca" takes an attitude that all ELF learners need to be prepared for future encounters with speakers of English varieties different from their own. (Jenkins 2006).

The other view on teaching English varieties is broader and more demanding. In short, it suggests that all English varieties (not only British and American) should be taught. This view does not consider students' current language needs. Instead, it is understood as vital, to inform students about the multiplicity of English varieties. For instance, Thomas S.C. Farrell and Sonia Martin in their article "To Teach Standard English or World Englishes? A Balanced Approach to Instruction" say, "We suggest that teachers can inform their practices about the different varieties of English that exist and consider a balanced approach to teaching English." Also Matsuda, while considering EFL in Japan, says that there is a need to prepare learners for future international English encounters. For that reason, we should expose them to other English varieties (Matsuda 2003). Similarly, McKay suggests that, "As teachers, we should educate our students to make them culturally sensitive to the diversity of contexts in which English is used" (McKay 2002, 128).

Slightly apart but not disconnected to the previous two views stays Peter Petzold. He highlights teachers' own motivation and the accessibility of supplementary materials as the main factors of English variety choice. Petzold says, "Specific variety choice is influenced by factors such as the teacher's own education, attitudes to models, the model's prestige or usefulness, and availability of materials and tests" (Petzold, 424). Focusing now fully on the topic of this chapter (creating teaching material), author will take advantage of Thomas S.C. Farrell and Sonia Martin's article mentioned above. These Canadian specialists have provided readers of their paper "To Teach Standard English or World Englishes? A Balanced Approach to Instruction" with a few classroom activities for teaching English varieties. It is necessary to point out that Farrell and Martin examined the topic of teaching more than two English varieties. Being aware of that, we have chosen one of their activities and implied it on our topic, so it could be used for teaching differences between British and American English.

3.1 Exposure to English varieties

Farell and Martin's activity is called "Exposure to Englishes" (Farell, Martin, 6-7), and for the benefit of our content we will aim it at the intermediate or upper- intermediate level. Our objective will be to increase students' awareness of British and American varieties and their mutual differences. Computers with Internet access and software that can play media programs are the necessary material equipment. The procedure is suggested as follows. At the beginning of the lesson, as a warm-up activity, the teacher should elicit discussion about different types of English. The teacher asks students if they have ever noticed or been exposed to American English, and if so, where and when. Could they hear a difference? Could they understand the words? Are there

similarly, like in English, more varieties in their mother tongue? Having elicited the answers, the teacher may proceed to do the main activity. They put students in pairs or small groups. Then they have students watch American and British news reports via the Internet. The students can listen to each report several times, noting vocabulary and pronunciation differences between the reports. Students listen to two reports on the same topic. For instance, they listen to a report on a speech by the U.S. president from the BBC in England and from some American broadcast. The main task is to note in general terms the differences in vocabulary and pronunciation in the two reports. Students will then present the differences they found.

The groups can compare who found more. As a follow-up activity, the teacher can proceed to a discussion. They could ask the students about their experience with listening to the different varieties of English. Which did they find more difficult to understand? Why? What did they hear/read more often, British or American English? There is an important note to teacher's preparation. He or she should find the reports before class in order to save time during the lesson. The reports should include interviews of regular people so that students can hear common language use of the different varieties, not just the reporters'

language use. It might be beneficial to use this activity especially as a kind of conclusion after having taught some basic differences between British and American English. We found this activity very interesting and definitely enriching students' language experience. However, it has been finally decided not to include it in the examined portfolio of activities. Firstly, we could not be sure about the possibility to arrange a computer room for the particular class. Secondly, the language level of participating students could vary, and this activity might be too demanding for some of them.

3.2 Differences between British and American English for EFL students

Studies of the above mentioned theoretical approaches have proved evidence of several language-teaching methods and techniques which might be applied. However, there seems to be insufficient material support for teaching British and American English differences, especially at Uzbek schools. In the following subchapters we will examine some sources of teaching materials regarding our topic. Our study will be aimed at secondary school students which in the republic Of Uzbekistan roughly corresponds to the age group of 16-19 years old.

3.2.1 Differences between British and American English in textbooks

In recent years, there seems to be an increasing selection of English textbooks for learners of various ages. In the presented thesis we will, however, focus on those intended for teenagers and used frequently in Uzbek EFL classes. Altogether 12 course books have been taken in account, the ones which have been found as the frequently used in Uzbek basic grammar and language schools. Above all, we will concentrate on the way the topic "Differences Between British and American English" is included in a textbook concept.

At first, it will be commented on the textbook Project Plus (see: Hutchinson, 22), which is the final part of the Project course, commonly used in many EFL classes. In a unit named "Culture", there are some differences between British and American English appearing in a short article. Those differences are then listed below the text. However, there are only very few mentioned (two spelling and five vocabulary differences), so students cannot learn much of this content.

Some frequent British and American synonyms are also taught in the textbook Magic Time 2, unit 16 (see: Puchta, 119). The authors used the topic of the unit ("Buildings") and having listed the British vocabulary, they introduced the American synonyms, too. The approach of learning American synonyms to British vocabulary in a topic seems very systematic and efficient. Unfortunately, unit 16 was the only one where American English was applied in the textbook.

In a similar way, taught in an isolated unit, some differences are introduced in the textbook English in Mind 2, Unit 5 (see: Puchta, Stranks, 36). There is a chart of British and American English synonyms, which shall be completed by students. Subsequently, there are some exercises for further practice.

Also the authors of Total English Intermediate (see: Clare, 127) applied a similar methodology as exemplified above. There are a few differences between the two Englishes mentioned and very briefly practiced in the ninth unit of the studentŕs book. The main merit of this approach lies in good arrangement of new vocabulary as synonym pairs. Another interesting approach has been adopted in the Click On course (see: Evans, 15-16). The 10th unit of the studentŕs book 1b is called "Exploring the UK and the USA". Life and institutions, including travelling and history, are the main themes of this unit. A part of this unit is a list of differences between British and American

English. Although those are not practiced in the unit, their inventory is almost overwhelming for the intended (pre-intermediate) level. There are two pages of vocabulary, grammar, and spelling differences provided. The authors decided to inform students and offered material for self-study, instead of teaching the content.

Another example of teaching British and American differences in a textbook is to be found in the Criss Cross course (see: Bendnkop, 70). In

Criss Cross Intermediate student̛s book, there is an article called: "English in Today̛s World". Reading it, learners become aware of the fact that there are some other Englishes, not only the British one. Moreover, there are nine British and American differences listed under the text. However, there is again no more practice included.

Similarly, unit 9 in New Headway Advanced (see: Soars, 98) Student̛s Book bears the title "Varieties of English". Nevertheless, the differences between British and American English are not the main topic. Students learn there about other English and where those are spoken, not how they differ. In comparison to the above-mentioned approaches, in Cambridge English for Schools textbook (see: Littlejohn, 62-63), Level 4, there is a whole unit dealing with the American English. Unit 15 in Theme C provides learners first with a text titled "Discover American English". Students are then offered several exercises where they read and listen to the American English. Furthermore, there is a page of listed British and American synonyms, complemented with spelling, grammar, and pronunciation differences, too. Although the content is highly elaborated in this textbook, the factor of an isolation and non-reiteration might be decreasing the desired educational effect. New English File course (see: Oxenden) differs in the aspect of how their authors handle the topic of British and American differences. Both pre-intermediate and intermediate-level textbooks contain a photo story as a part of each unit. The main theme of the story is a developing relationship of two colleagues. Since the man is American and the woman British, the vocabulary differences are employed and a few of them listed in the end of every episode. In contrast to other approaches, here are the differences between Englishes illustrated in a natural way, step by step and repetitively.

Although several textbooks and their approaches to our topic have been mentioned, there are also some where the American English is not being paid attention to. By way of illustration, there seems to be a lack of interest in the topic in courses: True to Life, Shine, Inside Out, Changes, and Face to Face.

3.3 Differences between British and American English in literature

J.M.Ward's approach in his book *British and American English: Short Stories andOther Writings. A Comparison with Comments and Exercises* published in London, 1969 is definitely worth our readers' attention. This source of comparative readings has a number of attractive features for English learners. The author refers to his material as a reading for fifth-year and sixth-year students of English. To describe its content briefly, there are several short texts, half of them written by British and half by American authors. At the end of each chapter, the reader can find comments on the language used there. J.M. Ward analyses and lists, among other language features, the differences between British and American English. In addition, exercise to practice speaking on the topic is provided in the end of each chapter. Ward's approach supports and broadens the so-far-presented view on teaching differences between English varieties. Ward's idea of using literature comparison in EFL classes is interesting and appears methodologically progressive. Studying the different use of British and American English in literature emphasizes the currency of the topic and might enrich learners' actual language experience. Concerning Ward's approach, the author of the presented thesis will now take an advantage of her previous work. We intend to point out one of the activity, which originated and has been described by the author in chapter 5 of her bachelor thesis"Selected Differences between British and American English for Learners*"*. The aim of the activity was to present the use of different English varieties in

literature. A literature text comparison was provided to EFL students, trying to encourage them to conduct their own 'language analyses in a book which most of them know and like. While working with the text, students might have improved their reading and text comprehension skills. Simultaneously, they could observe and practice British and American differences in vocabulary, spelling, and stylistics. For that purpose a comparison of two English editions of the first volume of J.K. Rowling's *Harry Potter* series was used. The British edition - *Harry Potter and the Philosopher's Stone* and the American edition - *Harry Potter and the Sorcerer's Stone* are both easy to purchase online and in larger bookstores. An efficient educational material for EFL students might be created combining the author's and Ward's concepts of literature comparison activities. Having achieved that, it would be interesting to include this reading activity into our short portfolio and examine its use and efficiency in EFL classes. Nevertheless, while choosing the material for the survey, we have finally decided not to integrate this activity. The literature comparison task requires systematic and long-term students' employment, since the text needs to be separated into small sections and then analyzed. It seemed essential for our purpose to choose activities which could be easily applied and checked by teachers even in limited time.

4. Differences between British and American English – online sources

In recent years, there has been an increasing use of online media. Not a few teachers search for new ideas, sources, and information on the Internet. Many of them, on the other hand, support their students and colleagues via Internet with material they had collected or created. A

brief search for the online educational material on English varieties was conducted and its results will be presented in this chapter.

It is necessary to consider that one of the frequent problems regarding downloaded material is the missing authorship. If the author is anonymous, there is often a lack of responsibility for the content and it might lead to its inaccuracy. On the other hand, it would be very unlucky to establish the idea that the Internet is not a valuable source. Of course, some handouts and exercises presented online might be a welcomed enrichment of a lesson. There are many authorized sources, written by a native speaker or an experienced professional, so their correctness can be trusted. Considering that, we have decided to mention some interesting online sources touching our topic in the presented thesis. They will be briefly commented on and their contribution pointed out.

4.1 Authorized online sources

A valuable source of materials both for an English teacher and learner is to be found on the British Council webpage. In the section "Teach English", among many other printable free materials, there are some related to content, too. One of the activities practicing the differences between British and American English was submitted in May 2008, and its author is Derek Spafford. It is a gaps-filling activity, where students are supposed to complete two texts (one by a Briton, second by an American), while using British and American synonyms (see: Spafford). If learners are less confident about this content, the author suggests teachers put the words around the room and let students match the expressions with the appropriate text. This activity might be both educational and enjoyable for students. Other materials demonstrating the two different English varieties are based on a picture - vocabulary matching and picture naming (see: British Council,

ETP). Moreover, the webpage reader may profit from an interesting video project (see: British Council Learn English Team). This amusing short programme, a dialogue between a Briton and an American, could be used in a class to increase students' attention, motivation, or as a revision activity, too. There are printable worksheets to supplement this video, which are definitely helpful. After having watched the video and done the practice, students may enjoy role-playing activity based on the video or variably, making their own "a Briton and an American" dialogue. Other valuable sources are to be found on About.com – English as 2nd Language webpage. There are a few short presentations and quizzes on the differences between British and American English (see: Beare). The main limitation of this material is its non-printability, so students can do it as homework or in a computer room. Perhaps another disadvantage is that all the exercises are basically the same kind. Namely, the learner is supposed to choose whether the noted spelling, vocabulary, and grammar are in British English or American English. This source might be useful as a kind of drill exercise. However, it could start to be too monotonous after some time. Nevertheless, the videos, or rather short presentations provided there, might be used in a class to liven up the lesson. It is usually advantageous to employ a different medium with a native speaker's voice instead of teacher's talk. One Stop English web provides its reader with further tips and activities on our topic. Handouts published there are authorized, too. For instance, Kerry G. Maxwell and Lindsay Clandfield are the authors of a reading activity on differences between British and American English. The instructions for students begin by laying out the problematic situation: "Scotland Yard police are looking for a famous American bank robber called Dirty Dan. Dirty Dan robbed a bank in London last Friday night. They are interviewing three different people. All three have

British accents, but the police know that Dirty Dan can imitate a British accent. Read parts of each of the transcript. Can you identify Dirty Dan from the language he uses?" (Maxwell, Lindsay). As understood, this is an activity based on comparison of three texts of which there is

one marked by the use of American variety. Since it is a problem-based task ('find the robber'), it might be a very profitable animation in class, for instance, applied as a group work. Although there are several grammar differences included too, it should not be a problem for the teacher to adjust the text to their students' needs and abilities. Apart from teaching supplementary materials, there are some blogs, too, regarding the topic of differences between British and American English. For example, Charlie McDonnell's contribution My American Accent (see Mc Donnel) is interesting and might be enjoyable for learners. It is a short video comparing American and British accents. Even though it has not been created for teaching purposes, it might be used to raise students' motivation and catch their attention. After watching the video, students can try to imitate different accents themselves.

4.2 Unauthorized online sources

A considerable amount of handouts is to be found unauthorized, too. However, as mentioned before, using them, the teacher has to be aware of the danger of inaccuracy. It should be always checked, whether the material is reliable and corresponds the students' level and needs. Just for an illustration, there are several worksheets and handouts available on: Busy Teacher.Org., English ISL Collective, Wiziq.com, ESL Printables.com and English-hilfen.de.

Chapter II – Procedure and Process

2.1Research plan

2.1.1 Statement of purpose

A. Purpose for conducting the study

The author has created a concept of the original materials, based on the theoretical background, having considered the possibilities and applicability of the project. The original materials are to be used in selected secondary EFL classes during the autumn 2014. The aim of the author is to map the situation in participating classes during and after the use of the materials and subsequently analyze their possible applicability and efficiency. The objectives included the followings:

- To identify whether it is good for students and teachers to have lesson on this topic or not;
- To attract students' attention to American and British English differences and to get them understand selected American English words.
- To make students aware of the existence of American English

Hypothesis of the presented thesis is that the topic teaching differences between British and American English should be included in EFL classes on a regular curriculum so as to enhance the animation of the lesson and student's further communication.

B. The research questions
1. What is role of teaching differences between British and American English in the secondary school EFL classes?
2. What are the teachers' views on teaching two varieties?
3. How to appeal to EFL learners to the new topic?
4. Were the proposed materials practical?

2.1.2 Methods

The main purpose of this thesis is to suggest a suitable and efficient way of teaching differences between British and American English in EFL classes. Therefore it is necessary to know whether the proposed materials are suitable both for teachers and for students to work with. Important is the efficiency of the activities. Since our main aim is to teach something new, there should be some noticeable outcome in the form of students' knowledge. Nevertheless, the activities should be enjoyable and interesting for as well. Moreover, they have to be convenient for teachers. Unfortunately, it has not been possible to test the applicability of the materials in a wider context of teaching EFL yet. There was just a small sample of EFL classes participating on the present research. Nevertheless, the gained data can at least outline the future possibilities in the area of teaching the differences between British and American English.

It has been decided to use both qualitative and quantitative methods in this research. The reason for this decision is mainly the heterogeneity of participants; actually there two groups of respondents – teachers and students. The first group is much less numerous than the second one, so the qualitative research may be applied in this case. The qualitative research is based on the interview between the author of the presented thesis (the researcher) and participating teachers (respondents). Data from an interview with open questions will provide with more detailed information than a simple questionnaire would.

A. The subjects

In the conducted research there are two categories of participants. 1) An English teacher: There were five teachers participating in our

research. All of them teach EFL classes and are interested in the topic of teaching the differences between British and American English. They were willing to include the newly created materials in their lessons and to spend some time with providing data for this survey. Those teachers meet their students in English class regularly at least twice a week. All of them are qualified and they have had at least five years' experience in teaching English. 2) An EFL student: All participating students are secondary school students and grammar school students at the pre-intermediate or intermediate level (A2 – B1 according to CEFR). They study English in the class at least twice a week. The total number of student respondents was 68.

Name	Age	Nationality	Year
Nigina	16	Uzbek	2rd year
Abdulaziz	15	Uzbek	2rd year
Saidamin	16	Uzbek	2rd year
Muzaffar	16	Uzbek	2rd year
Shahzod	17	Uzbek	2rd year
Zikrillo	16	Uzbek	2rd year
Abdurahman	16	Uzbek	2rd year
Ma'ruf	16	Uzbek	2rd year
Zilola	16	Uzbek	2rd year
Ramziddin	16	Uzbek	2rd year
Rahmon	16	Uzbek	2rd year
Ismoil	15	Uzbek	2rd year
Zohid	17	Uzbek	2rd year
Javohir	17	Uzbek	2rd year
Jahongir	16	Uzbek	2rd year
Javlon	16	Uzbek	2rd year

Bahtiyor	16	Uzbek	2rd year
Aslbek	17	Uzbek	2rd year
Ibrohim	16	Uzbek	2rd year
Nafisa	17	Uzbek	2rd year
Javohir	16	Uzbek	2rd year
Olimjon	17	Uzbek	2rd year
Go'zal	17	Uzbek	2rd year
Barno	16	Uzbek	2rd year
Sardor	16	Uzbek	2rd year
Dilshod	17	Uzbek	2rd year
Asqad	17	Uzbek	2rd year
Dilmurod	16	Uzbek	2rd year
Rahmatilla	17	Uzbek	3rd year
Shohsanam	17	Uzbek	3rd year
Doniyor	16	Uzbek	3rd year
Abduqodir	16	Uzbek	3rd year
Farhod	16	Uzbek	3rd year
Muhammad	16	Uzbek	3rd year
Furqat	16	Uzbek	3rd year
Alibek	17	Uzbek	3rd year
Mamur	17	Uzbek	3rd year
Nozim	16	Uzbek	3rd year
Madina	17	Uzbek	3rd year
Ramziddin	16	Uzbek	3rd year
Ikrom	17	Uzbek	3rd year
Madina	16	Uzbek	3rd year
Sardor	16	Uzbek	3rd year
G'ofur	16	Uzbek	3rd year

Nargiza	16	Uzbek	3rd year
Durdona	16	Uzbek	3rd year
Shohruh	16	Uzbek	3rd year
Nematilla	16	Uzbek	3rd year
Sabina	17	Uzbek	3rd year
Farruh	16	Uzbek	3rd year
Feruza	16	Uzbek	3rd year
Ismoil	16	Uzbek	3rd year
Shohista	16	Uzbek	3rd year
Nigora	16	Uzbek	3rd year
Nodirxon	17	Uzbek	3rd year
Ravshan	16	Uzbek	3rd year
Dovud	17	Uzbek	3rd year
Abdurahmon	17	Uzbek	3rd year
Abdulaziz	16	Uzbek	3rd year
Shohruhxon	16	Uzbek	3rd year
Azizbek	16	Uzbek	3rd year
Azam	16	Uzbek	3rd year
Muhammad	17	Uzbek	3rd year
Mirsodiq	17	Uzbek	3rd year
Abdulbosit	17	Uzbek	3rd year
Shokir	17	Uzbek	3rd year
Kamron	16	Uzbek	3rd year
G'ayrat	16	Uzbek	3rd year

A. Materials and Equipment

The author has used as main sources the theoretical approaches to teaching vocabulary and has taken some inspiration from online sources.

Furthermore, the author took the advantage of her own experience of teaching EFL classes. Initially the vocabulary items, which wanted be taught, were chosen. According to K.S. Folse teachers shall focus on words relevant to their students´ needs, words for everyday communication. Therefore, the materials focus on vocabulary which is appropriate and useful for the aimed group of students. The next step was to decide about the types of the activities and their procedure. According to R. Gower the memory trigger is featuring in all activities in a form of visual reminders As he recommends, the vocabulary is always presented via visual and oral context and is being regularly recycled. As both Harmer and Scrivener describe, the procedure of vocabulary presentation is gradual, starting with pre-teaching, continuing with written and oral practice (engage – study – activate). As Folse reminds us students shall interact with the new items in different ways. Therefore, the 31 activities include reading, listening, speaking and writing skills, too. Both Folse and Thornbury mention the need to involve the students in the practice emotionally, using their own creativity. This is the reason why some activities are based on less controlled practice, pair work or include group discussion. The other Thornbury´s principles like repetition, retrieval practice effect, spacing, pacing and attention arousal were observed, too. As a source of inspiration were used some online sources For instance the Dialogue between a Briton and an American (see British Council ETP) and two identical texts in two different English varieties (see Spafford). Finally a vital step was to include clear instructions for teachers and handouts ready to be worked with. The following chapter deals with the procedure of the research where those activities were tested in teaching practice.

C. Procedure and process

1. Variables

- The dependent variable is to provide efficient way of teaching differences between British and American English in EFL classes
- The independent variable is bringing reading materials, giving questionnaires, and tests.
- There is no moderator variable because students have almost no background knowledge of American English
- There is no control variable either
- Intervening variable is the importance of teaching two presented English varieties in secondary EFL classes

Before starting this research, the author of the thesis was aware of some problems that may occur and affect the results. For instance, teenage students need to be highly motivated to study a new topic. Nevertheless, it was not possible for the author of the research to ensure that the teachers would sufficiently motivate their students while introducing the topic. Moreover, it was not certain that the students would be willing to provide their feedback, yielding brief responses to the open-ended questions if even answered. Other difficulties could appear due to poor organization or timing. For example, there might not be enough time to cover all the materials in the lessons. It is possible that the teachers might not be able to provide the author with feedback due to their lack of time. To avoid these difficulties, the author tried to be clear and informative while discussing the aim of this research with the teachers, mentioning the time demands as well. Finally, there might have be certain deficiencies regarding the final knowledge test for the participating students. To get a more accurate view on what the students have really learnt during the examined period, it would have been

necessary to provide one more test before launching the project, to see whether or not they had already known any differences between British and American English. However, the whole project has already been rather demanding on teachers' and students' time. Moreover, the participating learners could get bored and discouraged by being tested on a topic to which they might never have been exposed. Considering that, question number 2 (Was the topic *The Differences between British and American English* new for your students? Why do you think so?) has been included in the interview with the participating teachers. This provides with at least some subjective estimation of the students' prior knowledge of that subject matter.

2. The specific steps in the experimental process

The entire research project has been divided into the following steps:

Step 1: Arranging for respondents and providing participating teachers with necessary information and materials.

The Researcher needed to consider the necessity to find at least five teachers and their EFL classes as participants. The materials provided were to be used in approximately seven lessons.

Step 2: The period of testing the materials in selected EFL classes

The researcher assumed that these materials would be covered in classes within the period of 7 weeks. The first feedback should have followed as soon as possible, the second about one month later.

Step 3: Interviews and questionnaires: Interviewing the teachers and questioning the students about the topic and materials

Step 4: Tests: short tests to examine the students' knowledge of the topic

The aim of this test was to find out whether the students remembered the meaning of some American English words approximately 4 weeks after they have studied them using the original materials. Only passive knowledge of the words was questioned (to comprehend American expressions and to be able to provide the British synonym), since the aim of this project is to make learners aware of the topic and to get them understand American English words.

Step 5: The researcher overviewed the results received via the questionnaires, interview, test results and then analyzed both results and test itself.

Step 6: The interviews and questionnaires were held in November and December, 2014. Since the number of participating teachers was significantly lower than the number of students, it was possible to carry out an individual interview with each teacher. This procedure might have helped the teachers to express themselves fully without being forced to be too concise. Their answers were noted down by the author and subsequently analyzed.

Data collection

Data collection is regarded as one of the crucial part of a research since it serves as a key factor to find answers for the questions and hypothesis of the study. Information could be obtained through different ways depending on the content or purpose of conducting a research. However, the important point is that those ways which any researcher applies to collect data should be effective and applicable to obtain reliable data.

The researcher of the current paper also selected ways to collect data before and after doing the research. These were:

- Questionnaire teachers
- Questionnaire students
- Test and test results

Questionnaire with teachers

The researcher needed to consider the necessity to find at least five teachers and their EFL classes as participants. The materials provided were to be used in approximately seven lessons. The researcher assumed that provided materials would be covered in classes within the period of 7 weeks. The first feedback should have followed as soon as possible, the second about one month later. Initially given question in brief:

Questions 1-3 are aimed at finding out what was actually happening in the classroom, what was the initial motivation shared by teachers and their students.

Questions 4-6 focus on the instructions and whether there was any difficulty with their understanding.

Questions 7-9 are interested in the actual classroom reality while the activities were in progress.

Questions 10-13 should help us to find out each teacher's opinion on the materials

Most of these answers suggest that the majority of responding teachers appreciated the materials. However, the answers included some negative features, which will be taken into consideration.

Questionnaire with students

Having completed the questionnaire with teachers, the researcher designed questionnaire containing eight questions on the learners' attitude towards new topic they had covered.

The questionnaire for learners was anonymous and consisted of eight multiple-choice questions with points for comments. For the purpose of data analysis and interpretation, the questions were translated to English. However, the participating students received and completed the questionnaire in Uzbek since the author wanted to avoid misunderstanding or possible language difficulties.

Question 1 is asked to find out the motivation of students to learn about the differences between British and American English.
 Question 2 is aimed at finding out whether the instructions were clear to students.
Questions 3-7 focus on the nature of the activities from the students' point of view –whether and which of them were amusing, enjoyable and interesting for the students.
Question 8 is interested in the students' personal estimation of the knowledge they have gained.

Test and test results

The aim of this test was to find out whether the students remembered the meaning of some American English words approximately 4 weeks after they have studied them using the original materials. Only passive knowledge of the words was questioned (to comprehend American expressions and to be able to provide the British synonym), since the aim

of this project is to make learners aware of the topic and to get them understand American English words.

Chapter III – Results and Discussion

Data discussion – summary of the gained teachers answers:

The first question, *Did you find the topic – differences between British and American English - interesting and useful for your students? Why? / Why not?* Received mainly positive responses from the participants. All the teachers said that they found the topic interesting; all but one said

that they also found it useful. One respondent was not sure about the usefulness of the content. The respondent also added that he thought the differences between Englishes are not so important and there is no need to teach them. On the contrary, two other participants stated that it is very important to see the differences between British and American English, or at least to be aware of them, and they wondered why the issue had not been taught before.

The second question asked was: *Was the topic* The Differences between British and American English *new for your students? Why do you think so?* The answers correspond with expectations that there is not much attention given to our content in commonly used textbooks. Four out of five participants responded that the topic was new for their students. However, three teachers said that their students already knew a few American English words. Two teachers added that their students had learnt some differences last year in their textbooks, but only very few (up to 5 American Englishwords).

The third question, *Do you think students can use the acquired knowledge in practice?* served as a part of students' needs analysis and examining the motivation for teaching our content. Three out of five respondents agreed with the assumption that their students will use American English words in practice. Those respondents said that this knowledge could be used to understand text of American origin, while either working for an American company or staying in the USA, for example. Two other participants did not see great value to the practical application of the knowledge of the differences between British and American English. Those respondents said that knowledge was not necessary for communication and EFL learners needed especially British English for further studies and work.

The fourth question was *Did you find these materials good from the graphic point of view? (Photos/pictures, arrangement…)?* All five participants answered that they found the materials graphically well arranged. Three teachers added that their students appreciated especially the large number of pictures. Two teachers complained about the difficulty with copying – after being copied in black and white, some small pictures were difficult to recognize.

The fifth question, *Was the task (for you as a teacher) clearly explained?,* yielded only positive answers. All teachers agreed that the instructions were clear enough. However, one respondent said that he had had difficulty understanding the 'Bingo' activity instructions. Two teachers added that the instructions had been too detailed and they often had not read them all.

The sixth question, *Was it easy for your students to understand what to do (no difficulty while reading the instructions)?,* was asked since we wanted to find out whether or not the activities were clear enough to be understood. According to the responding teachers, their students easily understood all tasks. One participant added that the 'Quartet' activity had been a little confusing for his class at the beginning.

The seventh question, *Did the majority of your students join the activity immediately and with interest? Why do you think they did/did not?* Since these results reflect the students´ interests and needs, they bring important information on potential changes. All participants agreed that their students enthusiastically joined the activities. Two participants mentioned that the learners had been 'captivated by the pictures, topic' and enjoyed that fact that this content would not be tested for marks. Two teachers also said that their students had enjoyed especially the

competitive/group activities. On the contrary, another teacher's students had not liked the games, but preferred the individual activities.

The eighth question was: *Would you like to do these activities with some other students again? Why/ Why not?* Our aim was to find out whether or not the responding teachers enjoyed the experience of working with the materials. All five respondents expressed their wish to use the materials again with another class. Two teachers reported that they would be interested in more activities regarding this topic. Some reasons for using the materials again were: 'can do it in spare time, with any class 'fast and enjoyable', 'when my students are tired' and that they are 'good tips for more activities'.

The ninth question, *Did you find these activities as a useful animation of your lessons*? was aimed at finding out whether the teachers found the activities enriching and enjoyable materials for class work. All participants agreed that the activities worked well in their English lessons. Two participants appreciated that they did not have to prepare any 'extras' for the lesson, as they usually do. One participant added that the materials were very good for substitute teachers, since you could perform them in any class, any time. One participant also added that she would not include this topic in every lesson, because it would affect the lesson plan. Instead she would use them only once a week.

The tenth question, *Were these materials in any way inspirational for you? Did you come across any idea how to extend this topic or how to apply the activities for some other topics, too?,* yielded only positive answers. All the activities were considered applicable for teaching other vocabulary topics as well. Therefore, we may assume that the teachers will take an advantage of using the materials in some other creative

ways. Two respondents mentioned the wide range of possibilities of using the pictures.

The eleventh question was: *Which activity did you like the most? Why?*. The respondents appreciated most two activities – 'Proud Briton and American' (two respondents) and 'Who said what?'(two respondents). One participant chose the 'Quartet', since she found it quite original. The comments on the 'Proud Briton and American' activity were: 'students actually used the language they learnt', 'liked the pictures', 'simple, but it works', and 'not the usual – read and write - activity'. The comments on the 'Who said what?' activity were: 'great idea', 'encouraged students to talk about the personalities', 'you can extend the activity easily', 'no preparation needed', 'funny'.

The twelfth question, *Which activity did you like the least? Why?, was* aimed at finding out which activities need to be improved and how. Three teachers said they found 'Bingo' activity as the least attractive. According to them, students do not talk much during the game, it is time-consuming, it is difficult to explain to the class and some students do not enjoy competitive games. Two teachers did not like the 'Quartet' activity. They said it had been too easy for their students and time consuming.

The thirteenth question, *Please, could you express briefly your opinion of the material?(positive/ negative features),* yielded various answers and comments. We have also received ideas and suggestions that can help to improve the materials. The following chart lists the participants' comments on positive and negative features of the materials they used in their classes.

+	-

New topic, current issue	
New vocabulary	
Systematic work	
New enjoyable types of exercise	
Graphic design, pictures	Takes time to prepare cards
Fast, easy to prepare	Copying necessary
Useful- any time, any class	Takes often more time than expected
Fun for students	Not all students like games
Help for teachers	
Inspirational	

Questionnaire for students:

Question1: *Did you find the topic – Differences between British and American English interesting? Do you think this is a useful topic? Explain why:*

The first question focused on finding out the students' motivation to study our content. 76% of respondents chose the option 'yes' or 'rather yes'. A much smaller percentage (24%) of students perceived the topic as not worth too much attention. Only 6 out of 68 students are not interested in the topic at all. The results are shown in Figure 1:

Figure 1

Not all respondents explained their attitude. The most frequently mentioned advantages of studying our content according to the learners were as followed: American films (28 respondents), travelling (20 respondents), communication/speaking with Americans (15 respondents), reading American lyrics of songs (15 respondents), PC games (8respondents), Internet (6 respondents), work/job (8 respondents). Other comments were for example: 'just for fun' and 'British English is enough' or 'British English is more important'

Question 2: *Were the instructions always clear?*

The second question focused on finding out how well the students understood the task. 68% of the students understood the instructions well and quite well. A smaller percentage (32%) of the students would appreciate clearer instructions. The answers are presented in Figure 2.

Figure 2

Question 3: *Did you find the activities enjoyable? Why yes/no?:......*
The third question tried to examine if the learners enjoyed working with
the materials. Results show that most survey participants (62%) liked the
activities. Fewer, 38% of the students, chose the option 'not really' and
'not'. 5 out of 68 students did not enjoy working with the materials at all.
The answers are presented in Figure 3.

Figure 3

Some students' comments follow, however, not many of them used the
opportunity to express their opinion: 'I don't like games…'(10
respondents), 'the same as usual…'(5 respondents), 'too many words to
learn…'(3 respondents).

Question 4: *Would you like to brush up on what you have learnt in a similar way in the future?*

The fourth question focused on the students' motivation to study more of our content or to revise it later on. 63% of respondents would like to revise or learn more of our content. A smaller percentage, (37%) of students perceived this experience as enough. The answers are presented in Figure 4.

Figure 4

Question 5: *What positive and negative features of the activities can you name?* The fifth question focused on the participants' own perception and opinion on the materials. This was an open question, so the results will be presented in two groups - positive and negative features. As positives were mentioned: 'personalities'1 (43 respondents), 'games' (32 respondents), 'funny' (30 respondents), 'pictures' (25 respondents), 'not boring' (15 respondents), 'not from the textbook' (13 respondents), 'interesting topic' (10 respondents), 'short' (8 respondents), and 'we've learnt a lot' (3 respondents). As negatives were mentioned: 'boring' (3 respondents), 'too many words to learn' (7 respondents), and 'silly' (2 respondents). Other participants' comments: 'no comment' (4 respondents), 'it was OK/fine' (8 respondents).

Question 6: *Which activity did you enjoy the most? Why?*
The sixth question focused on finding out which activities were the most popular among participating students. The results show that most survey participants (47%) saw 'Who says what?' as the most attractive activity. Fewer (25%) students chose 'Bingo'. Only 2 students chose the 'Proud Briton and American' activity. The answers are presented in Figure 5.

Figure 5
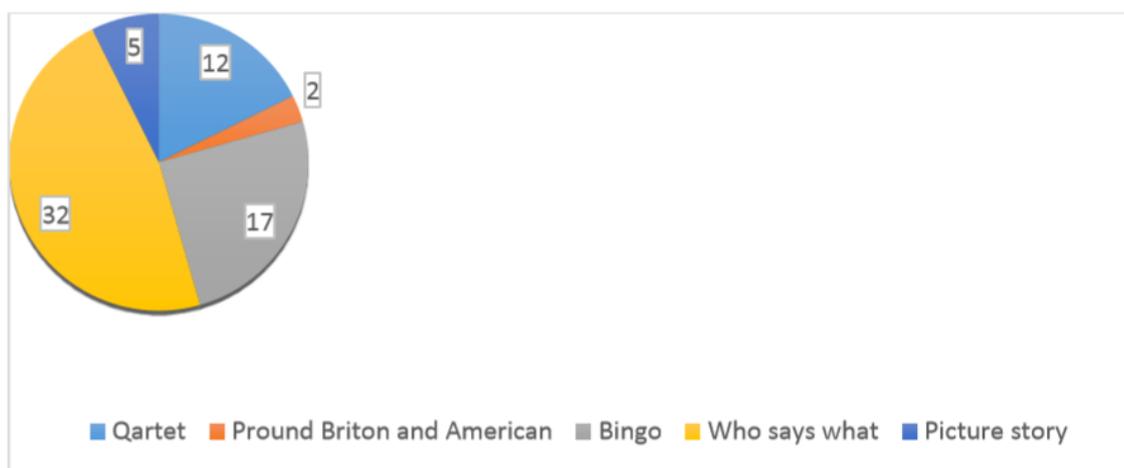
Some students' comments include catchwords like: 'personalities', 'pictures', 'funny', 'in pairs', 'not at the table only', 'we speak a lot', 'easy', 'you can copy from the others', 'no writing'.

Question 7: *Which activity did you enjoy the least? Why?*
The seventh question focused on finding out which activities were the least popular among the students and why. The results show that most survey participants (41%) did not like the activity 'Proud Briton and American'. Fewer (29%) students disliked 'Quartet'. Only 2 students chose the 'Who says what?' activity as their least favorite.

The answers are presented in Figure 6.

Figure 6
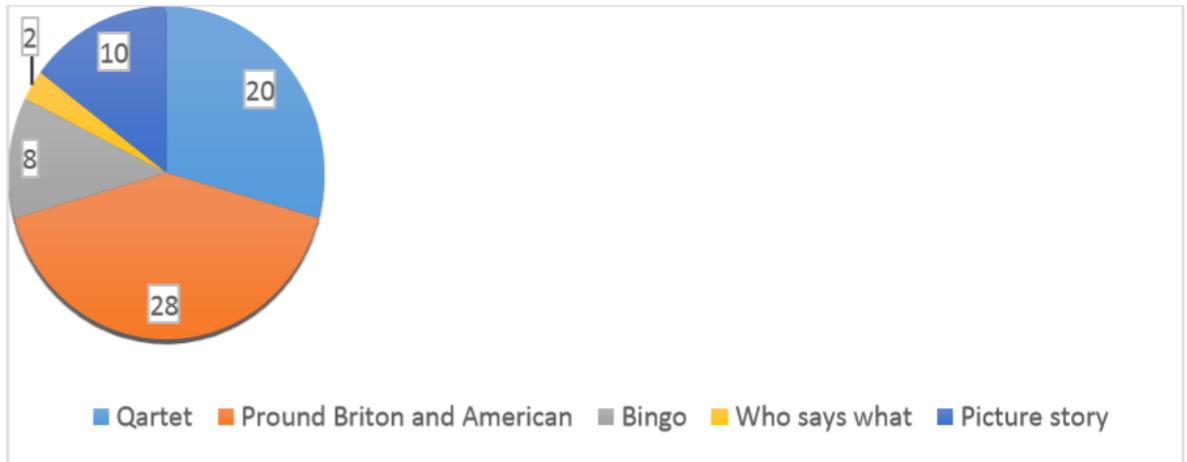
Some of the students' comments are: 'boring', 'stupid', 'too difficult', 'not enough time', 'don't know…'

Question 8: *Do you think you remember a lot of British and American differences? If yes, write a few examples of American English words.* The eighth question aimed at finding out about students' own knowledge perception and assessment. Fifty-two students (76%) said that they thought they remember at least a few words, 16 participants said they did not. The answers are presented in Figure 7.

Figure 7

The most commonly listed American English words are (in descending order of frequency): movie, pants, elevator, subway, French fries, restroom, apartment, candy, eraser, flashlight, cell, streetcar, sneakers.

1 and 2 comparison

It seemed both interesting and profitable to compare the answers to questions that were the same for all participants - students and teachers. There were three of them: the popularity of the topic, the most popular activity, and the least popular activity. The popularity of the topic Differences between British and American English according to both teachers and students is presented in Figure 8.

Figure 8
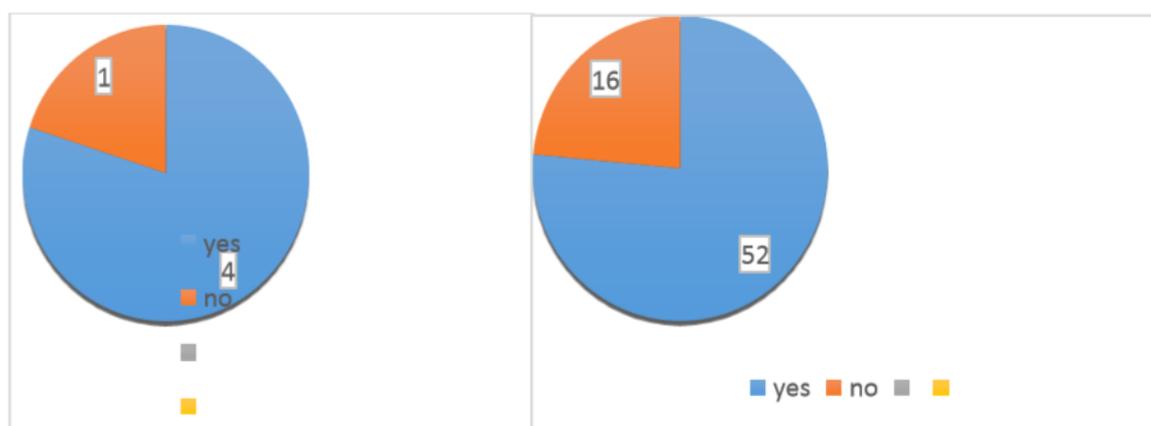
The most popular activity according to both teachers and students seems to be 'Who says what?', followed by the 'Quartet' activity. Interestingly, the teachers seemed to appreciate the activity 'Proud Briton and American' much more than the students. On the other hand, students may like the 'Bingo' activity. The responses are presented in Figure 9.

Figure 9

Teachers:

Students:
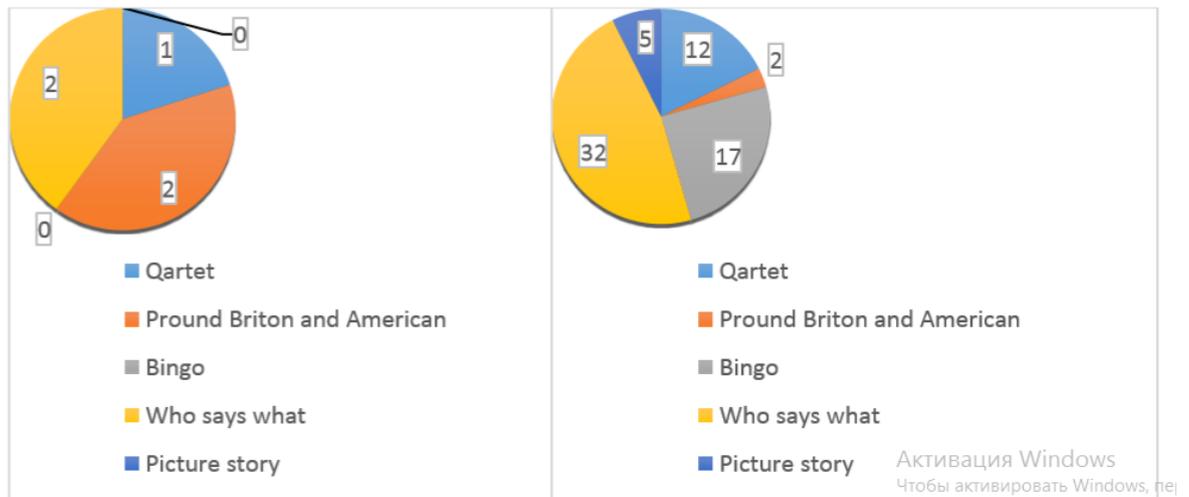
The two least popular activities according to both teachers and students are 'Bingo' and 'Quartet'. The activities 'Proud Briton and American' seem to be not particularly popular for students. The activity 'Who said what?' seems to be quite popular by both students and teachers. The answers are presented in Figure 10.

Figure 10

Teachers:

Students:
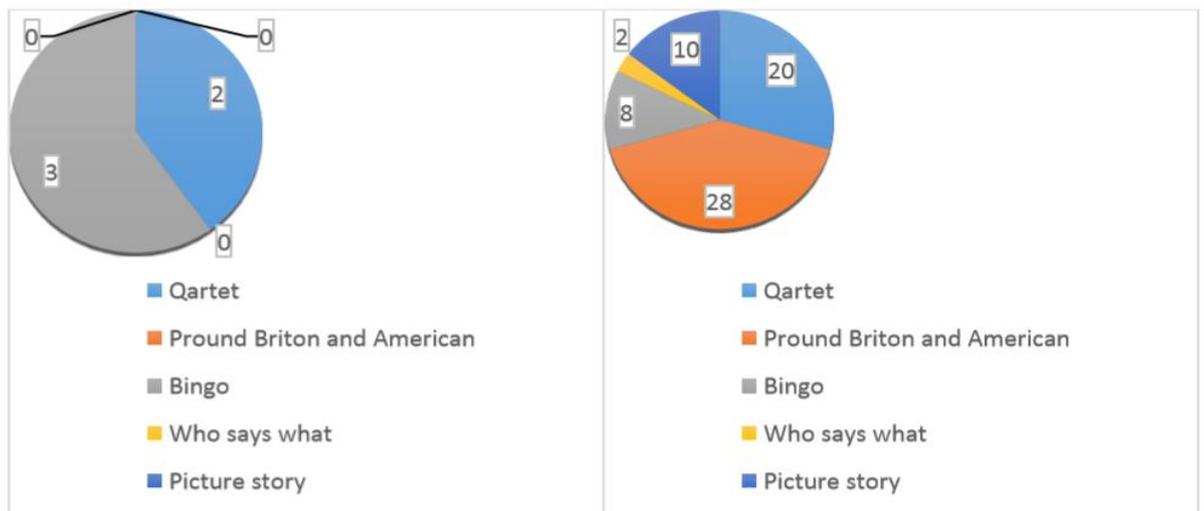
The results of a short knowledge test for students:

British and American synonyms – a short test results. The participating students were exposed to two short exercises.

The first exercise

The first one included ten American expressions, each of them used in the context of a sentence. The participants were supposed to write the correct British synonym. Ten American and British pair words were:

1. Pants	Trousers
2. Elevator	Lift
3. Fall	Autumn
4. Candy	Sweets
5. Vocation	Holiday
6. Restroom	Toilet
7. Subway	Underground
8. Movie	Film
9. Apartment	Flat
10. Garbage man	Dustman

The results of the first exercise are presented in Figure 11.

Figure 11
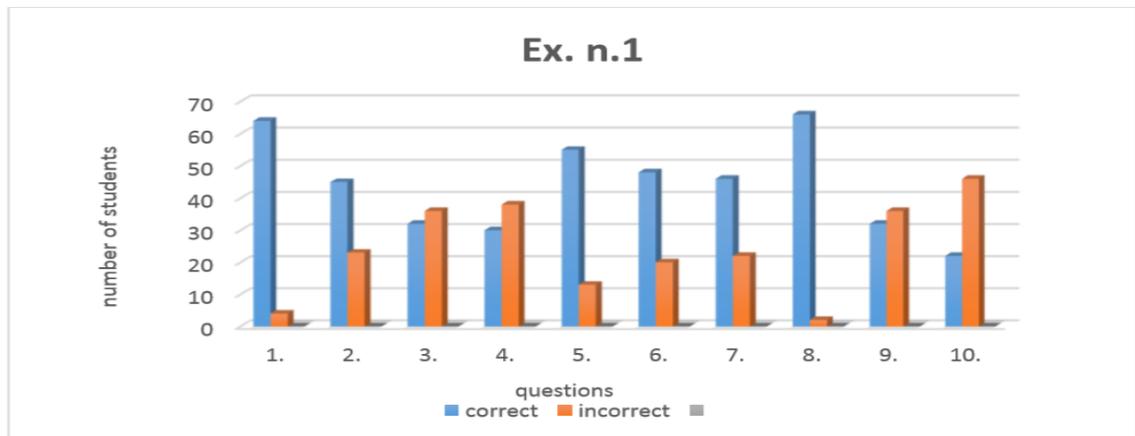
As we can see, some words seem to be easier for the students to remember than other. For instance, the word pairs: *pants-trousers* and *movie–film* did not cause any difficulties to most students. On the contrary, *garbage man-dustman* and *candy sweets* may be less known to the participating students.

For every correct answer students could gain one point. Since there were 10 questions in the first exercise, every student could gain maximum of 10 points. The students' scores in descending order (maximum of 10 points) are presented in Figure 12.

Figure 12
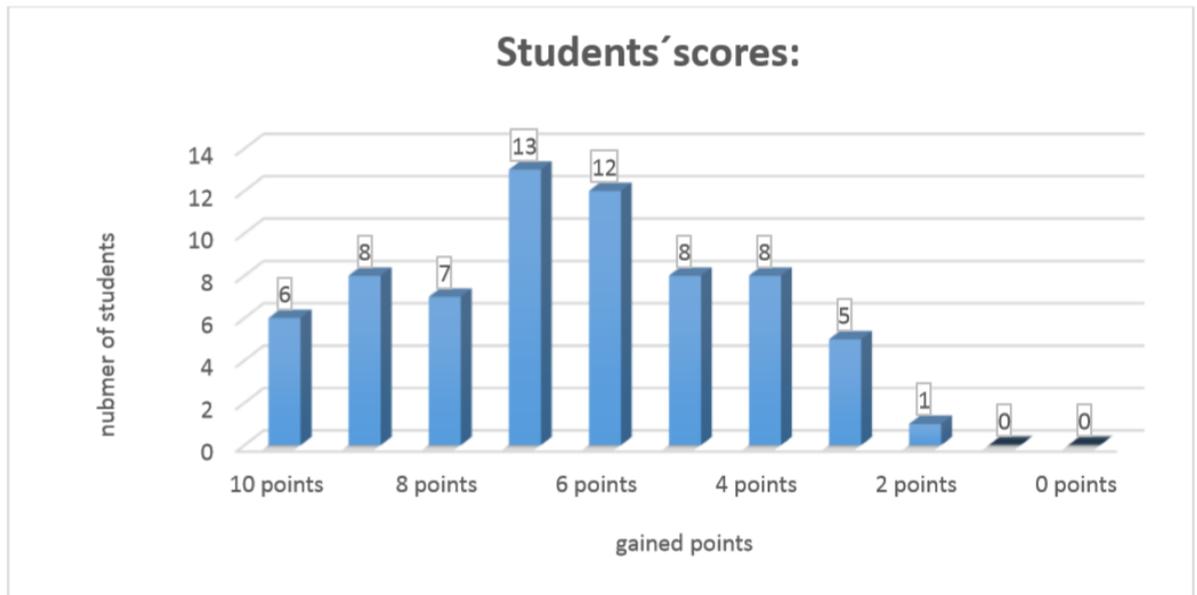
The most frequent score is 7

The mean of the diagnostic test is:

(10*6+9*8+8*7+7*13+6*12+5*8+4*8+3*5+2)/68=6.5

Mode is 7

Median is 6.5

The Range is: x= (highest score-lowest score+1) 10-2+1=9

$$SD= \sqrt{\frac{12,25*6+6,25*8+2,25*7+0,25*13+0,25*12+2,25*8+6,25*8+12,25*5+20,25*1}{68}} =$$

$$\sqrt{\frac{295}{68}}= \sqrt{4,38} = 2,08$$

SD= 2,08

The second exercise:

In the second exercise, students were asked to answer five short comprehensive questions to demonstrate that they understood basic American English words. After that they were to write British synonyms in brackets. The expressions used in this exercise were:

1. Gas	Petrol
2. French fries	Chips
3.Tin	Can
4.Drug store	Chemist's
5. Conductor	Railway guard

Note: for each question, a student could gain 2 points in total (one for answering the question, one for writing the British synonym). Therefore, if a participant was able to answer the question but did not provide the

synonym, he/she was given only one point for that question. Therefore, the maximum for this exercise was 10 points. Figure 13 shows students' scores in descending order.

Figure 13

The most frequent score is:

"7"   13people

The mean of the diagnostic test is:

(10+9*8+8*11+7*13+6*12+5*6+4*8+3*5+2*3+1)/68= 6.2

Mean is 6.2

Mode is 7

Median is 6

The Range is: x= (highest score-lowest score+1) 10-1+1=1

SD=

$$\sqrt{\frac{14,44*1+7,84*8+3,24*11+0,64*13+0,04*12+1,44*6+4,84*8+10,24*5+17,64*3+27,04*1}{68}}$$

$$=\sqrt{\frac{300,12}{68}}=\sqrt{4,41}=2,1$$

SD= 2,1

As the graph shows, most students reached 6-8 points. One student managed to complete the test without any mistake. There was no participant without at least one point. The overall results:

The overall results from the test are presented in Figure 14. The maximum number of points was 20.

Figure 14
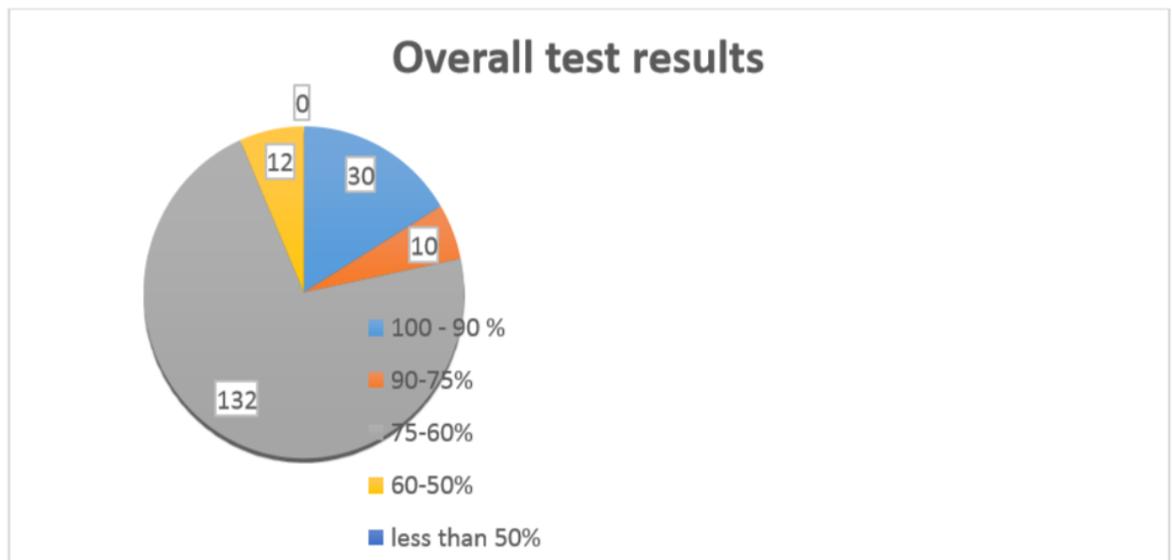
Figure 15 shows the success rate of the students. No student reached the maximum of 20 points; however there was not a student who would have gained less than 5 points either.

Figure 15

Overall test results
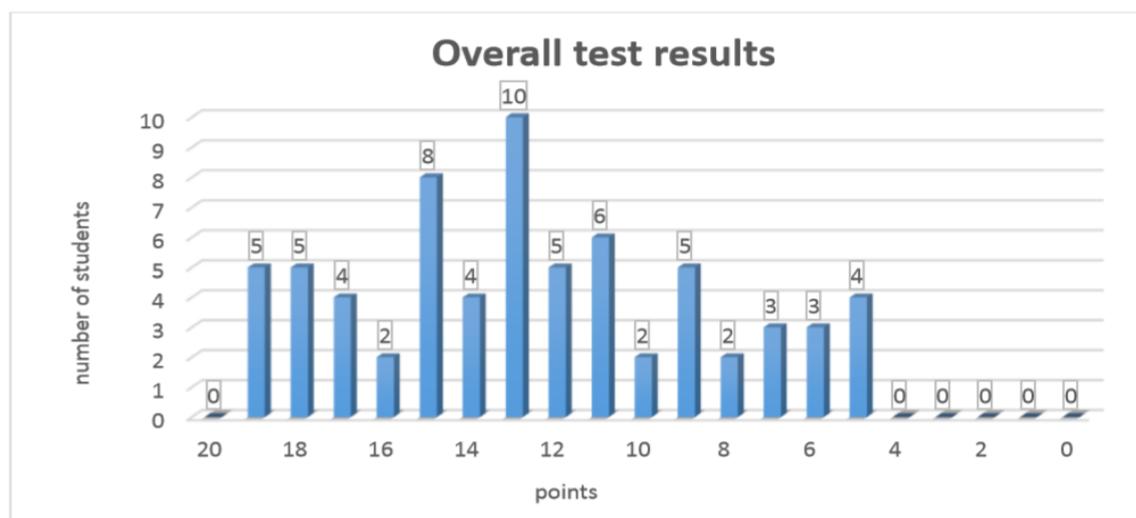
Explanation of the results

The overall results suggest that the notion of Differences between British and American English might be an interesting and enriching topic for EFL learners. According to what the participating students pointed out, they consider our topic important and therefore seemed to be motivated to study it. This presumption corresponds with the teachers' assessment of their students' motivation and class participation while working with the materials. Considering the teachers' survey comments, there was a certain discrepancy. While the majority of teachers found the topic *Differences between British and American English* very interesting, one participant was not particularly persuaded of its usefulness. However, all the teachers found the topic at least worth their and students' attention. This also plays a key role in our project, since the teacher's own motivation and interest in the topic shall only enhance their students' enthusiasm to study it. The actual classroom reality, i.e. how did students cooperate, participate and enjoy the work with the material, seems very satisfying. Both the learners' and teachers' answers and comments lead to conclusion that there was an active participation and cooperation in

the lesson. The originated activities seemed to provide students with enjoyment as well as knowledge of new vocabulary. As illustrated in diagrams above, the majority of students enjoyed the activity 'Who said what?'. The 'Proud Briton and American' and 'Picture story' activities were chosen by fewer respondents. We can therefore assume that they are either not considered attractive or enjoyable, or they may be too complicated or demanding to work with. On the contrary, the articipating teachers preferred the 'Proud Briton and American', while not very attracted to the 'Bingo' activity. This led us to the assumption that while the teachers find some activities very efficient, students tends to prefer competitive activities. To sum up, the most popular activity was 'Who said what?', according to the comments, being especially attractive because of the use of pictures of famous personalities. This seemed to command the students' attention. The overall feedback on the materials and activities seemed to be generally positive. Not all participating students used the space for evaluation. Those that did, however, added positive comments like for instance 'funny' (30 respondents), 'pictures' (25 respondents) and 'not boring' (15 respondents). These correspond to the teachers' feedback like 'new topic, current topic, new enjoyable types of exercise, graphic design´ etc. However, as far as the negative features are concerned, there was a discrepancy between learners´ and teachers´ attitudes. The negative aspects mentioned by the learners were for instance 'boring' (3 respondents), 'too many words to learn' (7 respondents) and 'silly' (2 respondents). The teachers complained about: 'copying necessary', 'sometimes takes time to prepare', 'not all students like games' etc. The negative comments may be especially helpful in improving some features of this concept. There seem to be no severe problems with instructions for either the students or for the teachers. Nevertheless, the feedback exposed some features that should be

improved. Two teachers complained about some of the instructions being unnecessarily detailed and according to one respondent, some difficulties might have occurred reading 'Bingo' and 'Quartet' game instructions. Although there seems to be no lack of supplement materials available in resource-books and on the Internet, the teachers welcomed the additional activities provided. Looking into teachers' comments, we gained more insight into what they value while choosing an extra activity. According to what has been mentioned, the activity should be quick, enjoyable, applicable, and possible to extend or shorten. It should be attractive to students both graphically and in content. As can be seen, the exposure to our content was encountered by the teachers as generally positive. One teacher expressed that considering the time schedule for her lessons; she would prefer to employ the extra activities only once a week, which is certainly possible. Regarding the test, all 68 learners who answered the questionnaire have completed the short test after the period of 4-5 weeks. In general, the students exhibited very good knowledge of the content. The results of the first and the second test of individual participants differ, typically by 1 or 2 points). Nevertheless, the majority of all students reached more than 75% in both tests, reaching from 13-15 out of 20 points. Only 10 out of 68 students had less than 50% successfulness. We cannot generalize much from the small sample of students that participated in the survey. However, based on the information that was gained from the teachers during the interview (question n.2), our topic was new to their students and they had never systematically learnt more than five paired American-British English words. Considering that, it could be concluded that these positive results are a direct outcome of our project. There seems to be a tendency among the students to remember some words more easily than others. According to the test

results, most of the survey participants are familiar with the American words such as: *pants, movie, vacation* and *restroom.* On the other hand most common mistakes are in the expressions such as: *garbage man, candy* and *fall.* Therefore, there seems to be a need to employ those seemingly difficult words more frequently in the activities (pictures and handouts), to ensure their reiteration and improve learning. The outcomes of the survey suggest that the expectations of the original materials being applicable in English lessons were met with success. It is, however, outside of the scope of the presented thesis to provide with sufficient data to call this project verified. The original hypothesis was that the original materials on the topic Differences between British and American English can be an enriching animation of the lesson, while having a positive effect on students´ passive knowledge of selected American English vocabulary. This assumption was according to the presented survey, confirmed.

Final Reflections

The area of World Englishes and especially the influence of American English on British English are currently debated linguistic topics. These issues have emerged since English serves as a means of intercultural and international communication. Therefore it is taught and learnt all over the world. The presented thesis entitled *Teaching differences between British and American English in EFL classes* is the result of a project based on both theoretical and practical research. The thesis set out to examine the possibility of teaching some differences between British and American English on a regular and systematic basis. At first, the phenomenon of teaching vocabulary in general was the author´s interest. There are several specialists who elaborate on the topic of teaching lexis. Having studied some of their concepts provided the author a solid

starting point for further preparation of the original materials. Subsequently, different approaches to teaching English varieties have been briefly examined. From there the author´s efforts moved towards the main subject of this thesis – teaching differences between British and American English. For creation of the original materials, it was necessary to find out how these differences are presented in EFL textbooks. It was not the aim of the thesis to provide an in-depth analysis of all current EFL textbooks; rather it has been focused only on several frequently used ones at Uzbek schools. It has been learnt that our content is reflected in some current EFL textbooks, nevertheless, the topic emerges rather marginally. Consequently, we proceeded in analysis of other sources, namely of online materials and literature. Further, we listed several online sources, pointing out possible disadvantages regarding the unauthorized ones. The key hypothesis of this paper was that the differences between Englishes could be taught on a regular basis without affecting the lesson plan and might be an enriching animation of the lesson for both students and teachers. Based on the information gathered, current practices, and possibilities of our project, original materials have been created and proposed for the use in lower secondary EFL classes. Hence the theoretical part of the thesis is followed by research conducted in five EFL classes in Tashkent, 2014. It consisted of a questionnaire survey followed by a short test for students and of interviews with teachers. Altogether 68 students and 5 teachers participated in the research. Data were analyzed in the presented thesis in detail. The aim of the conducted research was to map the situation in classes during and after using the created materials. Teachers' and students' remarks and expressed preferences were also collected, being essential for the entire project analysis. In the questionnaire for students we focused on their motivation, attitude to the single activities, whether

they understood the instructions and enjoyed learning. Regarding students' priorities, we can conclude that activities employing the use of pictures, photos, related to current culture and the games were the most engaging and likely to give positive learning results. We aimed to make sure that students would not feel ashamed or confused while working with the materials. Regarding the results and comments, it seems that the majority of the learners understood the instructions easily and participated in an active way. A series of graphs based on data gathered from the test support our hypothesis that regular work on our content and using the provided materials might enrich English lessons, yielding positive knowledge improvement. According to the students' comments, they significantly preferred the provided activities since they were not part of their regular textbooks and in no certain way obligatory. However, it is out of the scope of this thesis to predict if the preference will remain after including the content to regular EFL classes. Considering data from the interviews with the teachers, several interesting notions have been revealed. For instance, although there are many supplemental materials available, teachers seem to be always on search for new topics, short activities and handouts, preferably ready to be used and applied to more than one language level and in more than one lesson. A list of open-ended questions created the basis for the interviews to maintain control over the direction and content of the dialogues. We looked in detail into teachers' interests, preferences and attitudes to the topic and the materials. The focus of the survey was to cast light on the classroom reality while using the materials. The participating teachers seemed to be fairly open, mentioning both positive and negative features of the project, e.g. expressing enthusiasm about the originality of the ideas, vs. criticizing the time allotted for exercises. Some teachers went even further and expressed their belief that the topic

is important and should be part of the 56 syllabus for secondary EFL students. On the other hand, some of them remained skeptical and found the topic not so important for regular EFL classes. The key finding is that teachers seem to evaluate the materials positively. Independently, all interviewees agreed that the activities were a useful animation of their lessons and three of them stressed that they would like to employ more of those in their future lessons. Generally, the interviews expressed that the materials are usable and attractive enough to work with. It was outside the scope of this thesis to provide sufficient data for arguing that the topic shall be taught in all lower secondary EFL classes. However, the goal of this research, to suggest the possibility and predict the advantages of the concept of teaching the differences between British and American English, has been met. Even though, we cannot generalize much from the small number of responses obtained, the results suggest both students' and teachers' tendency to appreciate the work with the provided materials. To conclude more generally, the project seems to be applicable in the future. However, a more complex preparation of the whole concept of teaching the differences would be needed. It would be at least necessary to provide teachers with enough material support on this topic for the entire school year. Points outlined in the theoretical part of the thesis may need to be elaborated in further detail. For example, there is the question if British or American English should be preferred in EFL classes, the question of using online sources and English written literature in lessons, etc. The presented thesis cannot discuss all the contents that emerged; however, they are definitely interesting enough to be addressed in a future study. It seems that attitudes to students' goals are changing in favor of better receptiveness toward cultures and their mutual differences. Since a language is an essential pillar of a culture, we might start with the focus on language in its varieties. Teaching the

basic differences between British and American English seems to be a solid starting point.

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APPENDICES

A1 Activities - The original materials

Quartet

1)SS´ Level: intermediate

Time: 15 – 20 min (or in two lessons per 10 min)

 Number of SS: 3-15

Practised: vocabulary, structure: Do you have…?

Materials: Quartet cards (1 set per 3-4 SS)

This activity can be done in two ways:

- Divide students into groups of 3 or 4. Give each group one set of cards and let them match the words and the pictures to make sets of four - there is a picture, an American and a British word and one word connected with the meaning. For example one set = a picture of a mobile phone, *cell, mobile, SMS.*
- Check SS´ comprehension of the words: *pills, pitch, shoe lace, traffic lights, pot, pocket.*
- Give students some time to learn the words. They can note the new ones in their vocabulary notebook. At this point the activity can be stopped. Collect the cards and prepare the next activity for the following lesson.

- Prepare the cards. You will use only one or two sets. Give each group (or pair) 2 cards of one quartet set and let them write down the missing words to complete the quartet. For example if you

give them the picture of the phone and the word *cell phone*, they have to write *mobile phone* and *SMS*. The neighbour pair has the words *mobile phone* and *SMS*, so they write *cell phone* and draw a picture of a mobile phone.

- Finally you can check together with the students or let them circulate around the class and find out the right answers looking at their neighbours' quartets.

Activity n.2:

If you wish to challenge your students who enjoy games, try the following activity: Play like the game quartet (instead of pictures A-D in each set, there is: a picture, an American, British and one word connected with the meaning).

- Divide all cards among students sitting in a circle. One of the students who has less cards than the others starts, asking one of their classmates: *Do you have…. picture of mobile/ cell phone/ mobile phone/ sth. connected with mobiles?*. If the student is successful and gets the card, they can continue asking someone else. If not, the one who was asked can now continue.
- Whoever gets all 4 cards of one category (a quartet), puts them aside. Winner is the student who has the most quartets at the end of the game.

Pictures for the activity Quartet:

	cell phone	mobile phone	SMS
	drug store	chemist´s	pills
	soccer	football	pitch
	fall	autumn	rain
	teacher´s lounge	staff room	teachers
	sneakers	trainers	shoe laces
	vacation	holiday	sea, beach…

	movie	film	horror
	railway guard	train conductor	train
	crosswalk	zebra crossing	traffic lights
	eraser	rubber	pencil
	can	tin	coke
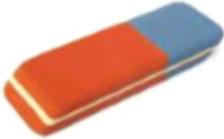
	pants	trousers	pocket
	stove	cooker	pot

2. Proud Briton and American"

SS´ Level: lower/intermediate

Time: 15 – 20 min (or in two lessons per 10 min)

Number of SS: 3-15

Practised: vocabulary, sentence negation

Materials: cards for activity 2 "Proud Brit and American"

This activity can be done in one or two lessons, depending on time dispositions and students´ level.

Procedure:

- Divide students into pairs or threes and give each group a few pair cards with British and American synonyms. Let them find the pairs and decide which word is American and which is British. They can note new words in their vocabulary notebook.

At this point the activity can be stopped. Collect the cards and prepare the next activity for the following lesson.

- The following pair activity can be used when students have already learnt the basic vocabulary. The teacher divides the cards among students (each student can have more than one picture). The students now create simple sentences including one of the words they have on their pictures. The other students listen carefully. When they hear, the British or American counterpart **of the word they have**, they must repeat the sentence/ react, **using their own word this time**. For example the students who has a picture with the word *trousers* on it is the Briton and says: *"I′m wearing black trousers today."* The "proud" American (student with the picture and the word *pants* on it) denies it and uses a negation saying: *"Oh, you′re not. You′re wearingblack pants today."* Or simply reacts *"Oh, but I′m wearing black pants!"* Another example: the American creates a sentence with an American word: *"I live in an apartment."* and the Brit denies it: *"Oh, you don′t. You live in a flat."*
- Every time students manage to call out one pair, the teacher collects it. This whole class activity continues till all cards are collected (all words are thus revised while being used in an active way in a context).

| trousers | pants | rubber |

ereaser	**truck**	**lorry**
tram	**streetcar**	**block of flats**
	candy	**sweets**
bill	**banknote**	**chips**

French fries	**toilet**	**restroom**
tin	**can**	**lift**
elevator	mobile	cell
		film

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football	soccer	
movie	underground	subway
torch	flashlight	autumn
fall		

3) Bingo!

SS´ Level: lower/intermediate
Time: one game cca 10 min
Number of SS: 3 – 12/24 (1 bingo sheet per 1/2 SS)
Practised: vocabulary (defining). This activity helps SS to learn less usual American and British synonyms.
Materials: 1 bingo sheet per 1/2 SS, 1 set of picture cards.

Procedure:

- Divide the bingo cards among students (each student/ pair - 1 bingo card) and check that all students understand the words on their cards.
- Then show the big picture card silently. The students have to find the British or American word in their chart. If they find it they cross it out.
- Continue with the other pictures. Who first crosses all the words in the chart, calls BINGO! and he or she is the winner. The student calls out their words and the teacher has to check if they correspond with the pictures shown. It is possible to play more than once.

The more challenging game:

If you wish to challenge your students who enjoy games, try the following activity.

- One student gets the picture cards, he holds them, so that the others cannot see. Other SS get each/ each pair one bingo sheet with the words.
- The student with the pictures tries to define or describe the object in the picture (this can do the teacher first to demonstrate) instead of showing it. The other SS listen carefully and when they find the word corresponding to the description in their chart, they cross it out (does not matter if the word is British or American, at this stage SS practice the meaning of the words).
- Then the first student puts the defined picture aside and continues with a new one. Whoever first crosses all the words in the chart, calls BINGO! and he or she is the winner. (The teacher has to check again if the crossed words correspond with the pictures which were defined.).It is possible to play more than once.

Bingo picture cards:
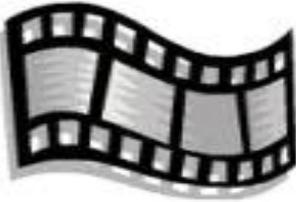
Bingo crossing cards:

pants	vacation	flashlight	trousers	holiday	railway guard
autumn	underground	cooker	subway	football	movie
film	vacation	flashlight	pants	maize	teacher´s lounge
subway	train conductor	maize	fall	banknote	autumn
fall	trainers	holiday	eraser	pavement	film
soccer	train conductor	corn	cooker	railway guard	drug store
rubber	stove	chemist´s	crosswalk	staff room	trousers

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underground	sidewalk	sneakers	torch	movie	drug store
tin	sneakers	stove	corn	rubber	fall
chemist´s	zebra crossing	torch	can	bill	football
tin	teacher´s lounge	banknote	train conductor	crosswalk	can
eraser	sidewalk	soccer	staff room	pavement	bill

4.Who might say what??

SS´ Level: intermediate

Time: 10 – 15 min

Number of SS: unlimited

Practised : vocabulary, discussion

Materials: 1 handout per 1 student

Procedure:

- Explain SS that they are going to match the sentences with the personalities and choose the correct word – American or British. To do so, they have to think about the nationality of the personality first.
- If they know, they can write the name of the personality, too.
- You can talk about these famous people with the SS afterwards.

Teacher´s handout - results:

My favourite movie is Pirates of Carribean...
(Johnny Depp)

This is the best cell phone ever! (Steve Jobs)

Do you remember who is the headmaster of Hogwarts school? (Albus Dumbledore)

One day I will be on the bill! (Abraham Lincoln)

Don´t be scared!
Come to my surgery! (Dr. House)
(The Beatles)

Our new single is: Hey Mr. Postman!

Students´ handout:

Who might say what??

Look at the personality – is he British or American? Choose the correct word and put the right sentences under the picture. Do you know the names of these people?

_____

_____

_____

_____

_____

_____

My favourite movie/ film is Pirates of Carribean (………………)

This is the best mobile/cell phone ever! (………………..)

Do you remember who is the principal/headmaster of the Hogwarts school?

(………………..)

One day I will be on the bill/ banknote! (………………………………)

Don't be scared! Come to my surgery/ doctor's office! (…………..)

Our new single is: Hey Mr.Mailman/Postman! (…………………)

5.Picture stories

SS´ Level: lower/intermediate

Time: 15 min

Number of SS: unlimited

 Practiced: vocabulary, speaking – discussion, recommendation (should/ shouldn´t)

Materials: 1 handout for 1 student

Procedure:

- You may introduce the topic revising vocabulary connected with the lifestyle (food, sports, free time activities…). Students should come up with their own ideas what is/ isn´t healthy.
- After that they are supposed to fill in the text (write words instead of the pictures), while paying attention to the British and American English differences. Point out the place where the two men are from! Joey is from N.Y., it means he is an American and Benn on the other hand is a Briton. So SS should choose the right word (British or American expression) instead of every picture.
- Finally, in pairs or groups SS should come up with some advice for both men using *should/ shouldn´t.*

Solution:

Joey from New York:

Every morning when I get up I put on some T-shirt and PANTS. Then I take a 5 dollar BILL and I go to the nearest fast food for breakfast. I usually buy two CANS of coke, large FRENCH FRIES and some CANDY. I use public transportation to get to work. I go every day by a SUBWAY and by a STREETCAR. I never walk, I hate walking. At my free time I like watching MOVIES and eating pop CORN. Sometimes I play games on my new CELL PHONE for hours! At my work I´m not

stressed. I had a long VACATION last month. And I feel still very, very bad. Can you help me doctor?

Advice for Joey: e.g. Eat healthier! More fruit and vegetables, non-fried meat, do not eat fast food for breakfast! Do some exercise regularly instead of watching TV or playing games! Be more physically fit.

Benn from Cambridge:

Every morning when I get up, I put on my TRAINERS and I go running for an hour on the PAVEMENT near my BLOCK OF FLATS. Then I cook my lunch on the COOKER in the kitchen – I don´t buy my lunch, because I want eat only healthy food! I haven´t got time for breakfast, so I hurry to work. I´m a teacher, I must be at 7.30 in the STAFF ROOM. After work I usually play FOOTBALL, even in AUTUMN or in winter, because sport is healthy and I want to stay fit. Last week I didn´t feel well so I bought some medicine at the CHEMIST´S and then I went running again. When I come home, I´m usually very tired so I go to bed and don´t do anything else.

Can you help me?
Advice for Benn: e.g. Do not rush! Take your time, eat breakfast at home. Do not do so much exercise and if you feel ill have a rest, do not take medicine! In cold weather do indoor sports rather than outdoor activities.

Student´s handout:

Picture stories

What do you think a **healthy lifestyle** is?

You are a doctor. Two patients – **Joey from New York** and **Benn from Cambridge** come to your surgery. They do not feel well recently. It seems they have some unhealthy habits.

Complete, what they said. Than give them advice what to do better.

Joey from New York:

Every morning when I get up I put on some T-shirt and Then I take a 5 dollar

 and I go to the nearest fast food for breakfast. I usually buy two

of coke, large and some . I use public transportation to get to

work. I go every day by a and by a . I never walk, I hate

walking. At my free time I like watching and eating pop .

Sometimes I play games on my new for hours! At my work I'm not

stressed. I had a long last month. And still I feel very, very bad.

Can you help me doctor?

Benn from Cambridge:

Every morning when I get up, I pu on my [shoes] and I go running for an hour on the [path] near my [building]. Then I cook my lunch on the [stove] in the kitchen – I don´t buy my lunch, because I want eat only healthy food! I haven´t got time for breakfast, so I hurry to work. I´m a teacher, I must be at 7.30 in the [school]. After work I usually play [football], even in [autumn] or winter, because sport is healthy and I want to stay fit. Last week I didn´t feel well so I bought some medicine at the [pharmacy] and than went for running again. When I come home, I´m usually very tired so I go to bed and don´t do anything else.

Can you help me doctor?

A2 Questions, questionnaire, test

Questions for Data collection part 1 (for interviews with the teachers):

1. Did you find the topic – differences between British and American English interesting and useful for your students? Why? / Why not?

2. Was the topic *The Differences between British and American English* new for your students? Why do you think so?

3. Do you think the students can use the acquired knowledge in practice?

4. Did you find these materials good from the graphic point of view? (photos/pictures, arrangement…)?

5. Was the task (for you as a teacher) clearly explained?

6. Was it easy for your students to understand what to do (no difficulty while reading the instructions)?

7. Did the majority of your students engage in the activity immediately and with interest? Why do you think they did/did not?

8. Would you like to do these activities with some other students again? Why / Why not?

9. Did you find these activities to be a useful animation of your lessons?

10. Were these materials in any way inspirational for you? Did you come across any idea of how to extend this topic or how to apply the activities to some other topics, too?

11. Which activity did you like the most? Why?

12. Which activity did you like the least? Why?

13. Please express briefly your opinion about the material. (positive/negative features)

Test for Data collection

Write the word in *italics* in British English:

I bought new black *pants*. _____

Call the *elevator* please. _____

We are moving to our new house in *fall.* _____

 There are some *candies* on the table. _____

When do you go on *vacation*? _____

Where can I find the *restroom* please? _____

The *subway* is so expensive here. _____
Let's go to watch a *movie*!_____

She has a very big *apartment*._____

I saw a *garbageman* yesterday._____

Can you answer these questions? Write inside the brackets the British synonym. Which thing needs *gas*? _____(_____)

 What are *French fries* made of? _____(_____)

What can you buy in a *tin*?_____(_____)

Is there a *drug store* in your town?_____(_____)

Where does a *conductor* work?_____(_____)