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**GRAMMATICAL DIFFERENCES BETWEEN BRITISH AND  
AMERICAN ENGLISH: AN INVESTIGATION INTO  
AWARENESS AND USAGE AMONG ESL LEARNERS OF SOME  
SCHOOLS IN YAOUNDE**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of a  
Master's Degree in English  
SPECIALISATION: ENGLISH LANGUAGE**

By

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**DECEMBER, 2023**

## **CERTIFICATION**

This is to certify that this work, entitled “Grammatical Differences between British and American English: An investigation into Awareness and Usage among ESL Learners of some schools in Yaoundé”, was carried out by Collins Mfonyo Shenwe of the Department of English of the University of Yaoundé I in view of obtaining a Master’s Degree in English.

Supervisor

Professor Miriam Ayafor

Department of English

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Signature.....

## **DEDICATION**

To

my beloved parents, Mr Oliver Nforba Shenwe

and

Mrs Alice Aya Shenwe

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## ABSTRACT

This study, entitled “Grammatical Differences between British and American English: An Investigation into Awareness and Usage among ESL learners of some Schools in Yaoundé,” aimed at examining the grammatical distinctions between British English and American English and investigate the awareness and usage of these differences among ESL learners in some schools in Yaoundé. The research utilised both quantitative and qualitative research designs, including a test, observation, questionnaire, and interviews. Data was collected from upper-sixth arts and science students from three schools, selected based on their language proficiency. A student test was designed to assess the students' abilities and awareness of the grammatical differences between British and American English, providing quantitative data. Additionally, direct observation of some ESL learners in their natural learning environment was conducted to gather qualitative data on their awareness of the grammatical differences. A questionnaire was used to collect data regarding the students' preferences or usage, while interviews were conducted to gain insights into the teachers' awareness, perspectives, and understanding of the grammatical differences. The theoretical frameworks of Language Variation and Second Language Acquisition were employed for data analysis and interpretation. The findings reveal that grammatical variation between British English and American English exists in various aspects. The findings also reveal that while some students (43.40%) exhibit proficiency in differentiating between the two variants, a significant majority (47.44% + 9.14%) find it difficult to make such distinctions. Almost similar outcomes are observed among the teachers. Furthermore, the study found that some ESL learners in Cameroon use a mixture of both British and American English, with a tendency to use American English (50.90%) more frequently in their interactions and written works. This highlights the dominant influence of American English in the surveyed selected schools, while also acknowledging the presence of British English (47.10%) and what is considered Cameroon English (2%).

## RÉSUMÉ

Cette étude, intitulée « Différences Grammaticales Entre l'Anglais Britannique et l'Anglais Américain : Une Investigation sur la Conscience et l'Usage chez les Apprenant d'Anglais en tant que Langue Seconde de Certaines Ecoles à Yaoundé », visait à examiner les distinctions grammaticales entre l'anglais britannique et l'anglais américain, ainsi qu'à étudier la conscience et l'usage de ces différences chez les élèves du secondaire au Cameroun. La recherche a utilisé à la fois des méthodes de recherche quantitatives et qualitatives, comprenant des tests, des observations, un questionnaire et des entretiens. Les données ont été collectées auprès des élèves de Upper-sixth arts et science de trois écoles, sélectionnées en fonction de leur compétence linguistique. Un test a été conçu pour évaluer les capacités et la conscience des élèves concernant les différences grammaticales entre l'anglais britannique et l'anglais américain, fournissant ainsi des données quantitatives. De plus, des observations directes des élèves du secondaire dans leur environnement d'apprentissage naturel ont été réalisées pour recueillir des données qualitatives sur leur conscience des différences grammaticales. Un questionnaire a été utilisé pour collecter des données sur les préférences ou l'usage des élèves, tandis que des entretiens ont été menés pour obtenir des informations sur la conscience, les perspectives et la compréhension des enseignants concernant les différences grammaticales. Les cadres théoriques de la Variation Linguistique et de l'Acquisition des Langues Secondes ont été utilisés pour l'analyse et l'interprétation des données. Les résultats révèlent que des variations grammaticales entre l'anglais britannique et l'anglais américain existent dans différents aspects. Les résultats ont montré que certains élèves (43,40 %) font preuve de compétence pour différencier les deux variantes, tandis qu'une grande majorité (47,44 % + 9,14 %) éprouve des difficultés à faire de telles distinctions. Des résultats presque similaires sont observés parmi les enseignants. De plus, l'étude a révélé que les élèves du secondaire au Cameroun utilisent un mélange d'anglais britannique et d'anglais américain, avec une tendance à utiliser plus fréquemment l'anglais américain (50,90 %) dans leurs interactions et leurs travaux écrits. Cela met en évidence l'influence dominante de l'anglais américain dans les écoles sélectionnées enquêtées, tout en reconnaissant également la présence de l'anglais britannique (47,10%) et de ce qui est considéré comme l'anglais camerounais (2%).

## LIST OF ABBREVIATIONS

<b>BrE</b>	British English
<b>AmE</b>	American English
<b>SLA</b>	Second Language Acquisition
<b>LV</b>	Language Variation
<b>GCE</b>	General Certificate of Education
<b>EFL</b>	English as a Foreign Language
<b>ENL</b>	English as a Native language
<b>ESL</b>	English as a Second Language
<b>ELT</b>	English Language Teaching
<b>TESOL</b>	Teaching English Language to speakers of other languages
<b>LL</b>	Language Learning
<b>L2</b>	Second Language
<b>L1</b>	First Language or Mother Tongue
<b>IAWE</b>	International Association for World Englishes
<b>ES</b>	Institutionalised non-native varieties
<b>RP</b>	Received Pronunciation
<b>GenAm</b>	General American
<b>Q</b>	Question
<b>USA</b>	Upper-sixth Arts
<b>USS</b>	Upper-sixth Science
<b>ENS:</b>	ECOLE NORMALE SUPÉRIEURE
<b>FSLC:</b>	FIRST SCHOOL LEAVING CERTIFICATE

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# GENERAL INTRODUCTION

## Introduction

Language is a powerful tool that not only shapes our communication but also reflects the cultural diversity of the world. English, as a global language, has become essential for social and professional connections across continents. With the historical power and conquest of Britain, the English language has spread far and wide. The Commonwealth of Nations, consisting of 54 nations across the globe, has English as either a native or a second language. This widespread usage has made English unparalleled in terms of geographical spread and number of speakers. According to Ethnologue (2019), there are 379 million native speakers and 753.3 million L2 speakers, totalling 1.132 billion English speakers worldwide, making it the most widely spoken language.

However, English itself is not a monolithic entity, as it exhibits fascinating variations in grammar, vocabulary, pronunciation, and usage across different nations and regions. These variations have given rise to what is now known as "new Englishes." Among the prominent variations are British English (BrE) and American English (AmE), which have evolved independently due to historical, social, and cultural factors.

Perceptions of English varieties differ among individuals and cultures. Historically, British English has been associated with prestige, while American English has developed its own unique appeal. However, it is important to recognise that opinions regarding linguistic beauty and cultural significance vary. In Cameroon, for example, British English has been the endorsed standard variety since the colonial days of British Cameroon, and it is reflected in the textbooks used in schools and linguistic centres. However, the majority of English speakers worldwide use American English, as it has become dominant in computing and international business (Tottie, 2002). This shift can be attributed to American political and economic power (Barber, 2000).

Despite the official endorsement of British English, American English seems to have gained ground in Cameroonian schools. This may be due to the influence of American films, media, and other cultural factors on ESL learners. To avoid confusion and misunderstandings, it is crucial for Cameroonian students to be aware of the differences between British and American English, not only in terms of grammar but also in other linguistic elements. Without this awareness, students may struggle when they encounter different grammatical usages in

various books or when they interact with people who speak differently. This lack of awareness can lead to international unintelligibility, hindering effective communication. Therefore, it is essential for students and teachers to be aware of the differences between these two varieties of English (Modiano, 1996). As Salma, Nancy (1976) states "... the teaching of English in the 20th century demands an accurate awareness of differences between British and American English..."(p. 35). Incorporating instruction on these differences is imperative to ensure consistency in students' chosen variety (British or American) in various assessments and examinations. Inconsistencies in language usage can result in misinterpretation, potentially leading to penalties imposed by examiners or markers. Educators who lack knowledge of alternative expressions may perceive students' written work as erroneous English. Therefore, it is crucial to provide instruction on these variations to enhance students' linguistic competence and avoid potential disadvantages in academic evaluations. Understanding the grammatical differences between British and American English is vital for language learners in Cameroon as it enhances their communicative competence and cultural awareness. By developing a solid awareness of these distinctions, students can navigate different contexts and effectively communicate with both British and American English speakers. This knowledge not only improves their language skills but also fosters a deeper understanding of the cultural nuances associated with each variety.

### **Motivation for the Research**

As a Literature in English and an English Language teacher, we observed that our ESL learners seem confused about the grammatical differences that exist between American and British English and so tend to argue among themselves as to the correctness of the grammar at various instances during our lessons and when doing their group-work assignments. Some of them would favour the British usage and condemn the American norms as wrong English, while others would do just the opposite, considering the American usage as correct and the British norms as wrong. These arguments drew our attention and motivated us to carry out a study on the grammatical differences between these two varieties of Standard English so as to understand them ourselves and also to create an awareness of these among English as Second Language learners.

The motivation for this study also stems from the observation that grammatical differences between British and American English are often considered trivial or insignificant compared to other linguistic elements. However, it is essential to recognise that grammar forms the

foundation of any language and plays a crucial role in effective communication. Neglecting the grammatical differences between these two English varieties may lead to misunderstandings, misinterpretations and hinder students' language proficiency and communication skills.

### **Statement of the Problem**

English as a Second Language (ESL) learners in Cameroon face the challenge of becoming proficient in the language in order to communicate effectively in both the classroom and in the society at large for various reasons. Cameroon follows the British system of education due to its historical ties to the British administration. This implies that the English taught in schools is more likely to be based on British English. However, due to globalisation and exposure to various English-speaking cultures, there are influences from American English as well. This influence could come from personal textbooks, the media, electronic devices like computers and phones that contain American English dictionaries, and other learning applications. As a result, learners appear to be unsure of which form of the varieties to use aside from the fact that these students frequently are unsure whether the grammatical expressions they know are in BrE or AmE. This causes the mixing of two different codes unknowingly and so students may be penalised in their written tests and exams by their teachers who may want the student to stick to one of the varieties. Learners also tend to argue among themselves as to the correctness of the grammar.

### **Research Questions**

To carry out this study, the following questions will serve as a guide to the research:

1. What are some of the grammatical differences that exist between BrE and AmE?
2. To what extent are ESL learners able to distinguish between AmE and BrE grammar?
3. Which variety do they tend to use more: American or British English grammar?

### **Hypothesis of the Research**

ESL learners in Cameroon possess varying levels of awareness and understanding of the grammatical differences between British and American English. It is expected that some students may demonstrate a high level of awareness, while others may have limited or incorrect knowledge of these distinctions. It can also be hypothesised that students would tend to use one variety more than the other; depending upon their exposure to the variety, they

use more. If their schoolteachers emphasise the BrE model, they would use it more than what they would come across on TV and other media. However, if their teachers were themselves confused, the students would be also confused and mix up everything, producing a sort of balance in usage between the two Englishes.

### **Objectives of the Study**

This research aims to identify and analyse the grammatical differences between British English and American English in all grammatical aspects. It also wishes to investigate the extent to which ESL learners in Cameroon are aware of grammatical differences in their usage of British English and American English. Finally, it aims at finding out which of the varieties, the students use more in their conversations

By achieving these objectives, this work aims to bridge the gap in the current understanding of grammatical variations between British and American English among ESL learners in Cameroon and provide practical recommendations for improving English language education in the country.

### **Significance of the Study**

This work is expected to have a positive impact on English language teaching and learning in Cameroon, benefiting teachers, students, pedagogy and curriculum designers, textbook makers, and language policy makers.

**Teachers:** The findings will provide valuable insights to English language teachers in Cameroon. By understanding the specific grammatical differences between British and American English that students struggle with, teachers can tailor their instruction to address these challenges effectively. This can improve the quality of English language teaching and enhance students' language proficiency.

**Students:** The research can directly benefit students by improving their awareness and understanding of the grammatical differences between British and American English. This knowledge can enhance their language skills, making them communicators that are more competent in different English-speaking contexts. It can also broaden their cultural and linguistic horizons, enabling them to appreciate the diversity of English language usage. This research will also put an end to the long-existing confusion among ESL learners.

**Pedagogy and Curriculum Designers:** These research findings can inform pedagogical approaches and curriculum design for English language education in Cameroon. By identifying the areas where students struggle the most, curriculum designers can incorporate targeted lessons and learning resources that address the specific grammatical differences between British and American English. This can lead to more effective and relevant language instruction.

**Textbook Makers:** Textbook publishers can utilise this research to develop materials that reflect the grammatical variations between British and American English. By incorporating examples and exercises that highlight these differences, textbooks can better prepare students to navigate both varieties of English. This can ensure that students are exposed to authentic and contextually relevant content that aligns with their needs.

**Language Policy Makers:** This research can contribute to discussions and decisions regarding language policies in Cameroon. It can shed light on whether the current English language curriculum adequately addresses the grammatical differences between British and American English. Language policymakers can use this information to revise and update the curriculum to ensure that it meets the needs of students.

### **Scope of the Study**

The researcher has chosen to focus entirely on grammar because the problem that motivated him to research into this topic was identified as grammatical. In addition, researchers such as Alftberg (2009), Zhang (2010), and Safaa (2014), who have worked on differences between BrE and AmE, have dwelled on domains other than grammar. The knowledge gap in the grammatical domain needs to be filled. Because this work is referring to standard forms of American and British English, regional and social differences in Grammar are not included. Three schools were chosen for the research involving only students in Upper Sixth. The decision to work specifically with upper-sixth students was made because they are in the final year of secondary education, so it is expected that they must have acquired enough English to be able to be useful in a research endeavour such as this one. Note should be taken not only students taking English as a subject for the GCE A' Levels were used. The research involves all the students in the Upper Sixth classes, including those presenting other subjects for the end-of-course examinations.

## **Methodology**

To successfully carry out this research, both quantitative and qualitative research designs are employed. A student's test is designed to investigate students' abilities and awareness of the distinction between British and American English in terms of grammar. This test would produce quantitative data. This will add to quantitative data. Then direct and direct observation of ESL learners in their classrooms during regular English language lessons. The purpose of using observation will be to gather first-hand information about the students' awareness of the grammatical differences between British and American English in their natural learning environment. During the observation sessions, the researcher will be present in the classroom and even during break periods, silently observing the students' interactions, activities, and language usage related to British and American English grammar. This will provide qualitative data for the research. The test will be administered to upper-sixth students of three different schools in the city of Yaoundé, Cameroon. These are The Multipurpose Bilingual Complex "Les Colombes d'Or, Government Bilingual High School Etoug-Ebe, and Saint Paul. The schools are lay private, government, and mission respectively, and the data collection was done during the academic year 2022/2023.

## **Structure of the Work**

This work is made up of four chapters besides the general introduction and conclusion. The introduction carries the preliminary considerations to the study. Chapter 1 focuses on the background to the study of American and British English with their historical background and socio-linguistic contexts and the grammatical differences that exist between the two varieties. Chapter Two centres on two concerns: some theoretical considerations underlying this study, and the review of pertinent literature. The review looks at research publications on the differences between British English and American English in terms of vocabulary, phonology, spelling and morphology. Chapter 3 addresses the methodology of the study. It gives information on the research design, the informants, the different methods used in collecting this work's data and the difficulties encountered. Chapter 4 analyses the data and the general conclusion section presents conclusions drawn from the discussion. This same section also presents the contribution of the work to scholarship, the implications of the research findings as far as other related literature on the differences between American English and British English is concerned, some recommendations to stakeholders, and finally, some suggestions for further research.

# CHAPTER ONE

## BACKGROUND TO THE STUDY

### Introduction

Some ESL learners seem confused and unaware of the significant grammatical differences between British and American English, even though English is now the predominant international language and the essential key to the evolving world of science. Because of this, the purpose of this chapter is to define one of the key concepts which is grammar, provide a brief history of English Language as one of the official languages of Cameroon, briefly explain the concept of “New Englishes” and its relevance to this study and provide a historical background of British and American English. The chapter also informs the reader about some of the disparities between the two major varieties of English.

### 1.1 Definition of Grammar

The term grammar has been defined from different perspectives. One of them encompasses various linguistic elements such as phonology, lexicology, semantics, pragmatics, morphology and syntax. So, it is important to provide various definitions of grammar so as to show which one suits the context of this study.

According to Webster, grammar is 'the art of speaking and writing any language correctly. This definition emphasises the practical aspect of grammar, highlighting its role in enabling clear and accurate expression.

Jespersen (2007) describes grammar as a “system of rules governing the conventional arrangement and combination of words in the production of sentences” (p. 15). Here, grammar is viewed as a set of rules that guide the formation and organisation of sentences, ensuring coherence in communication.

Larsen-Freeman (2000) defines grammar as the “study of how words and their component parts combine to form sentences' (p. 45). This definition underscores the analytical nature of grammar, focusing on the examination of word structures and their interactions in constructing meaningful sentences.

Crystal (2008) defines grammar as the “study of the structure and rules of language, and how words and phrases are combined to form meaningful communication” (p. 77). This



comprehensive definition encompasses the broader scope of grammar, which encompasses the study of language structure and the principles governing effective communication.

Greenbaum (1998) defines grammar the following way:

*Grammars vary in their coverage. They are sometimes restricted to syntax, the ways in which words combine into structures of phrases, clauses, and sentences. But grammars may also include descriptions of one or more other aspects of language: morphology (the internal structure of words), word formation (how new words are formed from more basic elements), phonetics (the possible sounds and sound patterns), phonology (the distinctive sounds and sound patterns), orthography (the conventional spellings), vocabulary, semantics (the meanings of words and sentences), and pragmatics (the interpretation of utterances in their contexts). This grammar treats all these aspects of language, but the term grammar is used in ... common popular and technical usage as a synonym of syntax. (p. 23)*

Greenbaum's definition of grammar emphasises that while the term "grammar" is used to refer to syntax, it can actually encompass various aspects of language such as syntax, morphology, phonetics, semantics, pragmatics and orthography. Thus, this study does not deal with all aspects of language but involves examining the knowledge and awareness of students regarding the specific rules and grammatical features that differ between British and American English. Thus, aligning with Crystal's definition of grammar which encompasses various elements such as sentence structure, word order, parts of speech, tenses, verb forms, syntax, punctuation, and more. Grammar provides the framework for organising words and phrases into meaningful sentences and ensures clarity and effective communication.

## **1.2 Brief History of the English Language as an Official Language of Cameroon**

English became one of the official languages of Cameroon because of historical and political developments. Cameroon, located in Central Africa, was initially colonised by Germany on 17<sup>th</sup> August 1884. However, after Germany's defeat in World War I, Cameroon was divided between France and Britain under League of Nations mandates. This division led to the emergence of two distinct regions, one under French administration and the other under British administration.

During the colonial period, both France and Britain imposed their respective languages and educational systems on their territories. French became the primary language in the French-administered region, while English was promoted in the British-administered region. This linguistic influence laid the foundation for the bilingual nature of modern-day Cameroon. The reunification of the French-administered and British-administered regions in 1961 further solidified the status of English as an official language alongside French.

Regarding this research study, investigating whether Cameroon ESL learners are aware of the grammatical differences between British and American English and which variety the students use more, it is important to note that Cameroon follows the British system of education due to its historical ties to the British administration. This implies that the English taught in schools is more likely to be based on British English. However, due to globalisation and exposure to various English-speaking cultures, there may be influences from American English as well.

### **1.2.1 New Englishes**

A term that has gained popularity is 'New English,' which Platt, Weber and Ho (1984) use to designate an English variety with the following characteristics:

- (a) It has developed through the education system (possibly even as a medium of education at a certain level), rather than as a first language of the home.*
- (b) It has developed in an area where a native variety of English was not spoken by a majority of the population.*
- (c) It is used for a range of functions (for example, letter-writing, government communications, literature, as a lingua franca within a country and in formal contexts).*
- (d) It has become nativised, by developing a subset of rules which mark it as different from American or British English. (p.55)*

Some examples of New Englishes are Indian English, Nigerian English and Singapore English. The pioneer in the study of New Englishes has been Braj B. Kachru, who with his book titled *The Indianisation of English* published in 1983 initiated the tradition of describing non-native varieties of English. South Asian English remains a well-documented institutionalised second-language variety as well as other Englishes in Africa, which are well described. In 1978, the issue of World Englishes was raised to examine concepts of regional

Englishes globally. Pragmatic factors, such as appropriateness, comprehensibility and interpretability justified the use of English as an international and intra-national language. In 1988, at a Teachers of English to Speakers of Other Languages (TESOL) conference in Honolulu, Hawaii, the International Committee of the Study of World Englishes (ICWE) was formed. In 1992, the ICWE formally launched the International Association for World Englishes (IAWE) at a conference of “World Englishes Today”, at the University of Illinois, USA. Presently, there are about 75 territories where English is spoken either as a first language (L1) or as an unofficial or institutionalised second language (L2) in fields such as government, law and education. Given that new varieties of English are constantly being developed and discovered, it is difficult to establish the total number of Englishes in the world.

### **Classification of New Englishes**

There are three groups of users as far as the spread of English is concerned. Kachru and Nelson (1996) approach the concept of New Englishes by considering non-native English as Second Language (ESL) and English as a Foreign Language.

English as a native language (ENL): this is the main language of the majority population of a country, such as in Australia, the United Kingdom and the United States.

English as a second language (ESL): an additional language for intranational as well as international communication in communities that are multilingual, such as in Singapore, Nigeria, Malaysia, India and Cameroon.

English as a foreign language (EFL) is used almost exclusively for international communication, such as in Brazil, Denmark and Germany.

"New Englishes" refers to the variations and adaptations of the English language that have emerged in different regions around the world as a result of colonisation, globalisation, and cultural influences. These variations often exhibit unique characteristics in terms of vocabulary, pronunciation, grammar, and usage, reflecting the local linguistic and cultural contexts. Cameroon itself is a multilingual and multicultural country with over 285 indigenous languages. Tadadjeu and Mba (1996). In such diverse linguistic environments, English is learned as a second or foreign language alongside French. As a result, Cameroon has its distinct variety of English, commonly referred to as Cameroon English. The local

languages spoken in the country, as well as the historical and cultural factors specific to Cameroon influence Cameroon English. It exhibits variations in pronunciation, vocabulary, and grammar compared to standard British or American English. For example, there may be the incorporation of local words and expressions, as well as the influence of French linguistic patterns due to the country's bilingual nature.

### **1.2.1.1 Is American English a New English or not?**

American English is not considered "New English" in the same sense as the term is typically used. "New Englishes" generally refer to the variations and adaptations of the English language that have emerged in post-colonial and multilingual contexts, where English is learned and used alongside indigenous languages. These variations often have distinctive features influenced by local languages, cultures, and historical factors. American English, on the other hand, evolved from British English during the colonial period in North America. While it has developed some unique characteristics over time, such as vocabulary, pronunciation, and idiomatic expressions, it is not typically classified as a "New English" in the same way as varieties like Indian English, Nigerian English, or Singaporean English. Instead, American English is generally considered one of the major standard varieties of the English language, alongside British English. It has a significant influence globally through media, technology, and cultural exports, and it is widely taught and studied as a standard form of English. It is important to note that while American English is not a "New English" in the technical sense, it does have its distinct features and variations compared to British English. These differences can include pronunciation patterns, vocabulary choices, and even grammatical structures. However, one can argue that American English is a New English given that it originated from British English and has developed characteristics of its own.

### **1.2.2 British vs. American English: A Historical Background**

The English language nowadays is divided into a number of varieties that are spoken throughout the world. Examples include Australian English, South African English, Indian English, Nigerian English, New Zealand and so forth. The most influential and widely used variants of English, however, are thought to be two: American English, which is used in the United States and British English, which is mostly spoken in Great Britain. The Historical context presented here attempts to explain how American and British English got to be distinct.

### **1.2.2.1 The Evolution and Origin of British English**

English is a West Germanic language that originated in England and has become one of the most widely spoken languages worldwide. Its evolution can be traced back over 1,500 years, encompassing various influences and transformations.

#### **Old English (c. 450-1100):**

Old English, also known as Anglo-Saxon, was the earliest form of English spoken in England. It was derived from the Germanic tribes, particularly the Angles, Saxons, and Jutes, who migrated to Britain in the 5th and 6th centuries. According to Crystal (2003), Old English was characterized by its complex inflectional system and a vocabulary primarily consisting of Germanic words.

#### **Middle English (c. 1100-1500):**

Middle English emerged following the Norman Conquest of England in 1066 when the Normans, who spoke Old Norman (a variety of Old French), conquered England. This event had a significant impact on the English language. Crystal (2003) explains that Middle English was characterised by the adoption of French vocabulary, resulting in a notable increase in the number of loanwords.

#### **Early Modern English (c. 1500-1700):**

The period of Early Modern English began with the Great Vowel Shift and the introduction of the printing press to England. The Great Vowel Shift, as described by Baugh and Cable (2002), was a transformative phonetic change that affected the pronunciation of English vowels. Additionally, the printing press facilitated the standardisation of English spelling and grammar.

#### **Modern English (c. 1700-present):**

Modern English represents the stage of the English language used from the 18th century to the present day. During this period, English experienced significant expansion and diversification due to the British Empire's influence. According to Crystal (2003), the spread of English across the globe, particularly during the colonial era, led to the emergence of numerous English dialects and variations. English has undergone remarkable changes throughout its history, adapting to various linguistic influences and societal shifts. From its origins as Old English to its current status as a global language, English has evolved into a diverse and influential means of communication.

### **1.2.2.2 The Evolution and Origin of American English**

In 1584, Walter Raleigh organised the first English expedition to the New World, but it was not successful. The explorers landed near Roanoke Island in what is now North Carolina and established a small town. However, after a conflict with the local people, a ship had to return to England to seek help and supplies. When they returned in 1590, they could not find any of the original settlers, and their disappearance remains a mystery.

In 1607, another expedition reached the Chesapeake Bay, and the first English settlement had already begun. The territory was named Virginia after Queen Elizabeth, also known as the "Virgin Queen," and the colonists named their colony Jamestown after King James I. More communities soon sprang up on nearby islands and along the coast, including Bermuda. Then, in November 1620, 35 members of the English Separatist Church, along with 67 other settlers, founded the first Puritan colony on the Mayflower. Due to storms, they ended up settling in what is now Plymouth, Massachusetts, in Cape Cod Bay.

The settlers in these two colonies came from different linguistic backgrounds. The southern colony, Virginia, attracted many settlers from England's "West Country," bringing with them a distinct accent and pronunciation, such as the "Zummerzet" voicing of "s" sounds and accentuated vowels. Some isolated regions, like Tangier Island in Chesapeake Bay, still preserve echoes of this accent. On the other hand, the Plymouth colonists mainly came from the eastern part of England, including counties like Lincolnshire, Nottinghamshire, Essex, Kent, London, and the Midlands. Their accents were quite distinct, notably lacking the pronunciation of "r," which became a characteristic of New England speech.

These early settlement patterns gave rise to dialect distinctions that persisted as the population spread across America. People from New England migrated westward to the Great Lakes region, while those from the South moved along the Gulf Coast and into Texas. Those from the Midwest dispersed throughout the vast Midwestern area, crossing the Mississippi River and eventually reaching California. However, due to internal migration within the country and the influence of immigrants from around the world, dialects became more mixed and varied. Nevertheless, the basic divisions of North, middle, and South still exist in American English today. New shiploads of immigrants from various linguistic backgrounds entered the country throughout the seventeenth century. For instance, the majority of the Quakers who inhabited Pennsylvania were from the Midlands and the north of England. As the "middle" Atlantic regions (New York in particular) became the centre of settlement, people speaking very

distinct forms of English so found themselves living side by side. The distinctions between regional dialects gradually grew less distinct as a result.

Then, in the eighteenth century, a major migratory flow from Northern Ireland occurred. Although the Irish began arriving in America before 1600, the biggest migration occurred in the 1720s, when over 50,000 Irish and Scots-Irish immigrants came to the country. It has estimated that one in seven people living in the colonies at the time of independence (1776) were Scots-Irish. Most migrated inland through the mountains in search of land, although some stayed along the coast, particularly around Philadelphia. They were viewed as outlaws with an accent that was at the time referred to as "broad." The pioneering attitude of this group of settlers had a significant role in the opening up of the South and West.

Around 4 million people lived in the nation at the time of the first census in 1790, the majority of whom were located along the Atlantic coast. After the West's opening up a century later, more than 50 million people were living across the continent. The accent that developed is now widely recognised as the one most closely connected with modern American speech and may be heard throughout the so-called Sunbelt (from southern California to Virginia).

The English language in America and later the USA was not solely influenced by England. Spanish control had a significant impact on the west and southwest regions, while the French had a presence in central areas and along the Gulf of Mexico and St. Lawrence River. The Dutch settled in New York, formerly known as New Amsterdam. German immigrants started arriving in large numbers in the late 18th century, primarily settling in Pennsylvania. The slave trade also brought a growing number of African people to the South, with more black slaves than white people by 1775, totaling over 100,000.

During the 19th century, a record number of immigrants arrived in America, fleeing revolution, poverty, and starvation in Europe. Irish immigrants came after the potato famine in the 1840s, and Italians and Germans sought refuge after the unsuccessful revolutions of 1848. Jewish immigrants from Central Europe also arrived, escaping the pogroms of the 1880s. On average, three-quarters of a million immigrants per year entered the USA in the early 20th century. The population, which was a little over 75 million in 1900, doubled by 1950.

Most immigrant families assimilated and acquired English within one or two generations of their arrival, leading to English becoming the dominant language. According to the 1990 Census, 86% of the population over five years old spoke only English at home, which rose to 82% in the 2000 census. The number of native English speakers in the US is approximately four times higher than in any other country.

English served as a "glue" that brought people together and provided access to opportunities in the diverse cultural landscape of America. However, as the country became more monolingual, some minority groups became concerned about preserving their cultural and linguistic heritage. This tension between the need for identification and intelligibility led to a push to make English the official language of the United States in the latter decades of the 20th century.

While American English has had more of an impact on world English than any other variant, it is becoming one more dialect of the language (Crystal, 1995). Thus, the term "American variety of English" will refer to the English spoken in the United States, along with its geographical, political, and economic aspects (Jankowaki, 1977 ). The immigration of the British and Germanic peoples to North America, however, modified and influenced the American English accents.

When the first group of immigrants from the British Isles entered the country, American English underwent even more changes. Because they left the British Isles for economic reasons and came to America in search of a new life, these immigrants are frequently referred to as economic immigrants., "American English was considered less educated, less sophisticated, and less beautiful than British English" (Totti, 2000, p. 1), but thanks to its prominence in the media, worldwide business, computing, and science, American English has become more widely used (Totti, 2002, 245). Additionally, American English is more widely used and, naturally, this has increased the language's internationalisation.

### **1.2.3 Characteristics of British English**

British English, also known as UK English or simply British, is characterised by a distinct set of linguistic features that differentiate it from other varieties of the English language. These characteristics encompass pronunciation, vocabulary, grammar, and spelling.

British English pronunciation is known for its distinct vowel sounds and intonation patterns. For instance, the vowel sound in words like "bath" is pronounced as a short /a/ sound,



whereas it is pronounced as a long /a:/ sound in American English (Roach, 2009). As far as vocabulary is concerned, British English employs certain words and expressions that are not commonly used in other English-speaking countries. For example, the term “lorry” is used in British English to refer to a large truck, while “truck” is more commonly used in American English (Crystal, 2003). British English retains certain grammatical structures that have become less prevalent in other varieties of English. One example is the use of the present perfect tense to describe past actions that have a connection to the present. For instance, in British English, the sentence “I have just arrived” is preferred over “I just arrived” (Quirk et al., 1985). British English follows a different spelling convention compared to American English. Notable differences include the use of “colour” instead of “color” and “centre” instead of “center” (Crystal, 2003). British English continues to evolve, and regional variations within the UK also exist, adding further diversity to the language.

#### **1.2.4 Characteristics of American English**

This section describes generally the characteristics of American English because American English has to be distinct from British English and not Vice versa. Because Americans tend to move around a lot and interact frequently, American English is renowned for its high degree of homogeneity. The American people are characterised by a certain mobility that combines linguistic differences. Another characteristic that is frequently associated with AmE is archaism or the retention of archaic elements of the language that are no longer used in British standard speech. When compared to London pronunciation, American pronunciation is a little out of date. For instance, the sound /r/ and the flat /a/ are two that were dropped in southern England at the end of the 18th century. AmE is similar to an earlier era of the language in many small ways (Cable et al. 2002, p.356).

AmE has retained a variety of outdated terms or outdated usages of terms that are no longer used in Britain, such as “mad” and “strange”. The charming word "autumn" has remained the traditional term for the season in America. The questionnaire's vocabulary portion additionally assesses the decision between "fall" and "autumn" These archaic characteristics emerge from the transplantation of a language, which results in conservative development. It is thought as a general rule that the language of a new country is more conservative than the same language when it remains in the previous habitat because of this slower evolution of the language, which is sometimes seen as a type of conservatism (Cable et al. 2002, p.356-359).

Cultural historians are aware of the fact that remote groups often continue to practice long-held traditions. Therefore, to the extent that new countries into which a language is transmitted are cut off from touch with the old, we may discover them to be more adamant about maintaining old speech patterns. As a result, AmE is more conservative than English in England although English rural speech is just as conservative as American rural speech. This fact raises interesting questions since when it comes to the idea of "correct English," BrE is considered the "proper English," despite AmE being the more traditional of the two types. (Cable et al. 2002, p.360-364).

### **1.2.5 Historical and Contemporary preferences and opinions**

Since the late 16th century, there has been conflict between the two major English dialects. On both sides of the Atlantic, criticisms of the other versions have been leveled. Because British English was once thought to be the norm and possibly even the "superior" form of English, many teachers preferred using it while instructing their students in the language. English that is "proper" or "better" is there such a thing? British English is the more ancient version, and traditionally, BrE has enjoyed greater respect than American English, at least in Europe and in former British colonies. AmE was previously regarded as being less intelligent, less cultured, and less attractive than BrE. Many European nations forbade their professors from speaking with an American accent, and conservative teachers would occasionally give low grades to high school students who had spent a year in the US (Totti, 2002, p.1-2).

There are still some traces of this mindset, but it seems to have mostly vanished. Another explanation for the dominance of BrE is simply due to publication traditions: whereas there have been very few American textbooks and dictionaries prepared for audiences around the world, Britain has a long heritage of generating them and marketing them there (Tottie 2002, p.1-2).

According to Tottie (2002), the result is a curious situation: the majority of the world's native speakers of English are Americans, about 240 million people and they make up the majority of the 400 million native speakers, compared with about 57 million BrE speakers. Much more AmE is heard in films and on TV and more AmE is used in international business, computing, and science. Yet the textbooks for non-native speakers that are used at schools in many countries are still mostly oriented toward BrE, sometimes presenting AmE as an aberration, often just in the form of a collection of words to learn (Tottie, 2002, p.1-2).

Many British English speakers believe that American English is replacing it as the dominant mode of international communication, and they may be right. Many people believe that AmE is sloppy, and they worry that American spelling may dominate and in some way poison their language. Americans frequently accept these viewpoints without question and see BrE as the proper or authentic form of English. But sloppiness is not the cause of the variations between AmE and other variants. Since the US broke away from Britain far earlier than the majority of other former colonies, AmE has had more time than other kinds to split from BrE. (Davies, p.240-241).

According to (Cable et al. 2002, p.390-397), from the late 16<sup>th</sup> century onwards, Americans were often accused of corrupting the English language by introducing new and unfamiliar words. Americans were later on ridiculed often in movies, where there was the dumb American from the South with his broad Southern accent. Many AmE words have made their way into British use and their number appears to be increasing rather than diminishing. Often they have had to make their way against long and bitter opposition

Noah Webster quoted from Finnegan (2001) claimed: “As an independent nation, our honour requires us to have a system of our own, in language as well as government. Great Britain should no longer be our standard; for the taste of her writers is already corrupted and her language on the decline.” (Finnegan 2001, p.367).

1952 served as the reference point regarding attitudes toward the use of English dialects that were becoming more open. There is no "better" English now, according to more contemporary beliefs that are widely believed. According to George Philip Krapp, there are many different "kinds of English" and there is no such thing as "perfect English." Charles Carpenter Fries contends that all forms of English are legitimate as well.

### **1.2.6 Linguistic Differences between British and American English**

Before proceeding to the grammatical differences, this section discusses other linguistic aspects such as vocabulary, pronunciation and spelling differences. Understanding the grammatical differences between British and American English among ESL learners in Cameroon requires a comprehensive exploration of various linguistic elements. By examining phonology, vocabulary, and spelling, one can establish a contextual understanding of language variation. This broader approach fosters awareness of the diverse forms language can take, enabling one to engage in comparative analysis. Only by considering these

foundational elements can we delve into the specific grammatical differences between British and American English, thus providing a comprehensive exploration of language variation in this study.

### **1.2.6.1 Vocabulary Differences**

According to Trudgill and Hannah (2002), the most noticeable differences between BrE and AmE involve vocabulary. They add that there are thousands of words that either differ in total meaning, one particular sense or usage, or are unknown in the other variety.

#### **1.2.6.1.1 Factors that influenced vocabulary variations between British and American English**

Some distinctions between each variety may result from independent language change. One variety might save archaisms that the other has lost, or it might provide new meanings to old terms that the other hasn't. Examples of archaisms in CanEng include reeve (mayor, chief local government officer) (and chesterfield (sofa)

The influence of other languages is a third cause of vocabulary differences. Many words from other languages have been incorporated into AmE through borrowing (some of which have also entered (BrE). According to Trudgill and Hannah (2002), it includes American Indian languages such as hickory (type of tree related to walnut), hooch (alcoholic liquor), moccasin, muskie (type of freshwater fish), squash, toboggan, and many words for indigenous flora, fauna and geographical features; Spanish-mesa (plateau), tornado (whirlwind), tortilla (thin flat maize bread); African languages-goober (peanut), jazz, banjo; and Yiddish-schmaltz (excessive sentimentality), schlep (to drag, carry), schlock (rubbish).

Vocabulary changes are also a result of technological and cultural advancements that have taken place since the split between two varieties, such as the words for car parts: AmE- windshield, BrE- windscreen; AmE- trunk, BrE- boot; terminology from various sports, such as the US (from baseball) home run, bunt, pitcher; BrE (from cricket) pitch, wicket, bowler, etc.; differences in educational institutions, such as US high school (14–18-year-olds), major (=main subject), co-ed (female student); BrE public school (= private school), form (educational level), reader (= associate professor), etc.

The variation in vocabulary between BrE and AmE is caused by several factors. The most obvious is that new things and experiences were discovered in North America and needed

names, either via the adaptation of the English language or through the creation of new words: For instance, the word "corn" is a broad term for grains in English that refers to the most widespread grain crop, which is maize in North America but wheat in England.

**Table 1: Food and cooking differences**

<b>BrE</b>	<b>AmE</b>
Biscuit	Cookie
Biscuit	Cracker
Pudding	Desert
Pancake	Crepe
Aubergine	Eggplant
To grill	To broil
basin	Bowl
jug	Pitcher

**Table 2: Clothing and accessories differences**

<b>BrE</b>	<b>AmE</b>
nappy	Diaper
handbag	Purse
purse	Change purse
tights	Pantyhose
waistcoat	Vest
vest	Undershirt
sweater	Jumper
braces	Suspenders
Dinner jacket	Tuxedo
knickers	Underpants(for women)

**Table 3: Household differences**

<b>BrE</b>	<b>AmE</b>
cupboard	Closet
sofa	Couch, davenport
Ironmonger's	Hardware store
undertaker	Mortician
chemist's (shop)	Drugstore, pharmacy
estate agent	Realtor
flat	Apartment
caretaker	Janitor
Lift	Elevator
tap	Faucet
cooker	Stove

torch	Flashlight
dustbin	Garbage can, trashcan
Power point	socket
rubbish	trash
garden	yard
vegetable or flower garden	garden
Sitting room	Living room
paraffin	kerosine
Ground floor	First floor
First floor	Second floor
Second floor	Living room

**Table 4: Transportation differences**

<b>BrE</b>	<b>AmE</b>
lorry	truck
subway	underpass
railway	railroad
taxi	cab
Estate car	Station wagon
luggage	baggage
give way	Yield (road sign)
crash	wreck
crossroads	intersection
petrol	Gasoline or gas
pavement	sidewalk

**Table 5: School and University disparities**

<b>BrE</b>	<b>AmE</b>
a professor	A (full) professor
A reader	An associate professor
A senior lecturer	An associate professor
A lecturer	An instructor
holiday	vacation
To invigilate	To supervise
An invigilator	A proctor
To mark	To grade
A post-graduate student	A graduate student
An MA dissertation	A doctoral dissertation
A doctoral thesis	An MA thesis
nought	Zero
A long essay	A term paper

**Table 6: Illustration of Miscellaneous differences regarding vocabulary**

<b>BrE</b>	<b>AmE</b>
Solicitor, barrister	attorney
draughts	checkers
To book	To make a reservation
To queue up	To line up
prison	penitentiary
match	game
To ring	To call (by telephone)
custom	trade

### 1.2.7 Spelling differences

There are certain spelling differences between British English and American English. Some of these differences are a result of American innovations or deliberate attempts to make spelling more consistent, particularly by Noah Webster in his 1806 dictionary. Other differences stem from the fact that English spelling used to be variable in the past, and the two varieties of English chose different versions as their standard. Here are some examples of spelling differences between BrE and AmE.

**Table 7: Illustration of spelling differences**

<b>BrE-st</b>	<b>AmE-no ending</b>
amidst	amid
amongst	among
whilst	while

<b>BrE- doubled consonant</b>	<b>AmE- single consonant</b>
counsellor	counselor
kidnapper	kidnaper
travelled	traveled
worshipping	worshiping
quarelling	quareling

<b>BrE-xion</b>	<b>AmE_ - ction</b>
connexion	connection
deflexion	deflection
infexion	inflection

<b>BrE- ise</b>	<b>AmE- ize</b>
apologise	apologize
capitalise	capitalize
satirise	satirize
dramatise	Dramatize

<b>BrE- ce</b>	<b>AmE- se</b>
offence	offense
Practice(n.)	Practice or practice (n.)
defence	defense
licence	license

<b>BrE- re</b>	<b>AmE- er</b>
theatre	theater
fibre	Fiber
metre	meter
centre	center

<b>BrE- dgement</b>	<b>AmE- dgment</b>
judgement	Judgment
acknowledgement	acknowledgment

<b>BrE- en</b>	<b>AmE- in</b>
endorse	indorse
enquire	inquire
ensure	insure
enclose	inclose

<b>BrE- ae/oe</b>	<b>AmE- e</b>
anaesthetic	anesthetic
ebcyclopaedia	encyclopedia
foetus	fetus
manoeuvre	maneuver

<b>BrE- ou</b>	<b>AmE- o</b>
mould	mold
smoulder	smolder

<b>BrE- our</b>	<b>AmE- or</b>
favour	favor
honour	honor
vapour	vapor
labour	labor

<b>BrE- hyphenated words</b>	<b>AmE- fused or two separate words</b>
Day-dream	daydream
Co-operate	cooperate
Ultra-modern	Ultramodern
Neo-classical	neoclassical

<b>BrE- retains French diacritics</b>	<b>AmE- diacritics not necessary</b>
café	cafe
entrée	entree



fiancée	Fiancée
fête	fete

### Miscellaneous Differences

BrE-	AmE
Cheque (banking)	check
programme	program
sulphur	sulfur
tyre	tire
speciality	specialty
kerb	curb
woollen	woolen

## 1.2.8 Pronunciation differences

American English pronunciation differs from British English in some predictable ways. The most salient differences are given below adapted from Bobda and Mbangwana (1993, p (194). We are going to examine respectively, the differences involving vowels, those involving consonants and those involving word stress.

### 1.2.8.1 Differences involving vowels

The vowel /æ/ as in pat, mat, tan, land, man is pronounced /e/ as in pel, mer. ten, lend, men. This pronunciation is systematic before the r, causing the following pairs to be homophonous: Mary and merry, herald and Harold. Some more examples are as follows:

**Table 8: Variation from æ to /e/**

Word	BrE	AmE
Cat	/kæt/	/ket/
Mat	/mæt/	/met/
Plan	/plæn/	/plen/

The vowel /ɒ/ as in cot, dock, lock. pot, does not exist in AmE in the form it has in British English pronunciation. These words are pronounced the same as /ɑ:/ as in cart. dark, lark, part, respectively. In BrE, the letter a is often pronounced /ɑ:/ before fi. th, st and n plus consonant. But in AmE, it is pronounced like the vowel /æ/ as in cat. This kind of pronunciation affects words like after, bath, father. fast, dance. The letters -er in clerk, Derby(shire), Berkeley, sergeant, which is also pronounced in BrE /ɑ:/ cart is pronounced in AmE like that of skirt. Below are some more examples:

**Table 9: Variation from /ɒ/ to /ɑ:/**

Word	BrE	AmE
God	/gɒd/	/gɑ:d/
lock	/lɒk/	/lɑ:k/
Cot	/kɒt/	/kɑ:t/
Log	/lɒg/	/lɑ:g/

-The /ʌ/ as in cub, in AmE, is pronounced /ɜ/ as in curb before r in BrE, as in current, furry, hurry, worry. In other environments, the vowel /ʌ/ is pronounced /ə/ as in teacher: e.g. love, cup, country. Below is a tabular presentation.

**Table 10: Variation from /ɜ/ to /ʌ/**

Word	BrE	AmE
current	/kɜ:rɒnt/	/kʌrɒnt/
furry	/fɜ:ri/	/fʌri/
curb	/kɜ:	/kʌb/

The /əʊ/ diphthong in BrE may be reduced to a monophthong. For example,

**Table 11: Reduction from the diphthong / əʊ/ to the monophthong /o/**

Word	BrE	AmE
Go	/gəʊ/	/no/
So	/səʊ/	/so/
No	/nəʊ/	/no/

**Table 12: Pre-R breaking in British and American English**

Word	BrE	AmE
Period	/pɪəriəd/	/pi:riəd/
Serious	/sɪəriəs/	/si:riəs/
Fear	/fiə/	/fi:/
Tear	/tiə/	/ti:/

The British /iə/ is pronounced /i:/ in AmE. Therefore, Pre-Rbreaking doesn't occur in American English. Pre-Rbreaking is the development of a /ə/ offglide before /r/. It is this phenomenon which is responsible for the appearance of centring diphthongs in many English accents. For example, fear has developed from /fir/ to /fiə/ by a process of pre-Rbreaking and subsequent loss of /r/. Below are some examples presented in a table.

Given that pre-Rbreaking does not occur in AmE, /eə/ is pronounced /e/ before /r/ as presented in the table below.

**Table 13: Variation from /eə/ to /e/**

Words	RP	AmE
parent	/peərənt/	/perənt/
various	/veəriəs/	/veriəs/
Mary	/meəri/	/meri/
pair	/peər/	/per/

**Table 14: Variation from /ʊə/ to /u/**

The /ʊə/ is pronounced /u/ before /r/ as in the table below.

Word	RP	AmE
poor	/pʊə/	/pur/
Tour	/tʊə/	/tur/
Plural	plʊərəl/	/plurəl/

The /əʊ/ may be reduced to the monophthong /o/; when it is pronounced as a diphthong, the first element is /o/ rather than /ə/ as in RP; for example,

**Table 15: Variation from /əʊ/ to /ə/**

Word	RP	AmE
so	/səʊ/	/so/
go	/gəʊ/	/go/
told	/təʊld/	/told/

The vowel /i/ as in anti-, mullis, semi, in BrE, is pronounced /aɪ/. For example,

**Table 16: The pronunciation of the vowel, / i/**

Word	BrE	AmE
anti	/ænti/	/æntai/
semi	/semi/	/semai/

The penultimate vowel of apparatus, data and status, which is pronounced /eɪ/ in BrE. is often pronounced /æ/. For example:

**Table 17: The pronunciation of the penultimate vowel in words like data, apparatus, status**

Word	BrE	AmE
Data	/deɪtə/	/dæɾə/
status	/steɪtəs/	/stætəs/
apparatus	/æpəreɪtəs/	/æpərætə/

The final grapheme -ile, which is pronounced /aɪ/ in BrE, is rendered /əl/. For example,

**Table 18: Variation from /aɪ/ to /əl/ in words like docile, fertile etc**

Word	BrE	AmE
Docile	/dəʊsaɪ/	/dəʊsəl/
Fertile	/fɜ:tɑɪ/	/fɜ:təl/
hostile	/hɒstɑɪ/	/hɒstəl/
juvenile	/dʒu:vənɑɪ/	/dʒu:vənəl/
mobile	/məʊbaɪ/	/məʊbəl/
sterile	/steraɪ/	/sterəl/

**Table 19: Illustration of variation in “neither and either”**

It is pronounced /aɪ/ in BrE. is pronounced /i:/.

Word	BrE	AmE
neither	/naɪðə/	/niðə/
either	/aɪðə/	/iðə/

**Table 20: Miscellaneous vowel disparities**

Word	BrE	AmE
ate	/et/	/eɪt/
charade	/ʃərə:d/	/ʃereɪd/
clothes	/kləʊðz/	/kləʊz/
ego	/i:ɡəʊ/	/ɪɡəʊ/
finance	/fɑ:næns/	/fɪnæns/
Kenya	/kenjə/	/ki:njə/
leisure	/leɪzə/	/li:zə/
lieutenant	/leftənənt/	/lu:tenənt/
mayor	/meə/	/meɪə/
plait	/plæt/	/pleɪt/
prayer	/preə/	/preɪə/
premature	/preməʃʊə/	/prɪməʃʊə/
shone	/ʃɒn/	/ʃəʊn/
simultaneously	/sɪmɔltemiəsli/	/saɪmɔltemiəsli/
vase	/va:z/	/veɪz/
tomato	/təmətəʊ/	/təmeɪtəʊ/
vitamin	/vɪtəmin/	/vaɪtəmin/

z	/zed/	/zi:/
Prayer (act of praying)	/preə/	/preɪər/
zenith	/zenɪə/	/zi:nɪə/

## 1.2.8.2 CONSONANT DIFFERENCES

### 1.2.8.2.1 The notion of Rhoticity

According to Bobda and Mbangwana (2002), GenAm is a rhotic accent; as a result, all post-vocalic r's are pronounced. Some accents of English (for example American English and even Irish English) pronounce [r] in word-final position or before a consonant as in car [ka:r], firm [fɜ:rm], sort [sɔrt], port [pɔ:rt]. These accents are known as rhotic accents and the phenomenon is called rhoticity. Accents that do pronounce [r] in such environments are termed non-rhotic and the phenomenon is non-rhoticity. RP is essentially a nonrhotic accent and therefore will not pronounce the r in such environments. The table below illustrates this better.

**Table 21: Illustration of Variation in terms of rhoticity**

words	RP	GenAm
Port	[pɔ:t]	[pɔ:rt]
Car	[ka:]	[ka:r]
Sort	[sɔt],	[sɔrt]
Firm	[fɜ:m]	[fɜ:rm]
near	[nɪə]	[nɪər]

If a word ends in r or re and the following word begins with a vowel sound, the pronunciation of [r] is recommended for euphony, that is, to avoid the hiatus occasioned by the occurrence of two adjacent vowels; for example, car owner [ka:r əʊnə], more and more [mɔ:r ənd mɔ:], fire extinguisher [faɪə ɪkstɪŋŋwɪʃə]. This phenomenon is known as linking r. (Bobda, 2002)

The linking r applies when the word following r begins with a vowel sound and not necessarily a vowel letter. By analogy, with linking r, words ending with vowels (except the [i] and [u] sounds) are sometimes lengthened with and [r] when the following word begins with a vowel, even if there is no orthographic r. This process is known as intrusive r, for example, idea of [aɪdɪər əv]. Though not recommended.

### 1.2.8.2.2 The intrusion of the jot sound

Another difference is that the semi-consonant and palatal sound called the yod sound [j] is deleted in GenAm after all alveolars that is [t,d,l,s,n,z] in words like tune, due, assume, presume, new. This is not the case in RP. These accents have the tendency of pronouncing the yod in such environments. The table below will clearly point out the difference.

**Table 22: Variation in terms of the intrusion of the jot sound**

words	RP	GenAm
tune	[tju:n]	[tu:n]
due	[dju:]	[du:]
assume	[əsju:m]	[əsu:m]
presume	[prɪzu:m]	[prizu:m]
New, knew, news	[nju:(z)]	[nu:(z)]

### 1.2.8.2.3 The flap /r/

One thing that makes GenAm distinct from RP is that, in GenAm, the [t] and [d] are changed into the flap [ɾ] between two vowels as in water, writer, rider, rader. This flap phenomenon process makes the following words homophonous: putting/pudding, matter/madder, metal/medal, beating/beading, petal/pedal, utter/udder, latter/ladder, shutter/shudder. Note should be taken on the quality of the flap, which is not [r]. In short, it sounds like [d]. As illustrated in the table below.

**Table 23: Variation in the flap /r/**

words	RP	GenAm
latter	[lætər]	[lærər]
rider	[raɪdər]	[raɪrər]
metal	[mɛtəl]	[mɛrəl]
medal	[mɛdəl]	[mɛrəl]
Water	[wɔ:tər]	[wʌrə]
petal	[pɛtəl]	[pɛrəl]

### 1.2.8.2.4 Post-nasal alveolar plosive /t/ deletion

One major difference involving consonants between RP, and GenAm is that in GenAm there is often post-nasal alveolar plosive [t] deletion. The [t] is deleted after [n] as in mentor, dentist

and sentence which is not the case in RP because the [t] is not deleted after the n sound. The table below illustrates this assertion.

**Table 24: Variation in terms of post-nasal alveolar plosive /t/ deletion**

words	RP	GenAm
dentist	[dɛntɪst]	[dɛnɪst]
Sentence	[sɛntəns]	[sɛnəns]
mentor	[mɛntər]	[mɛnər]

### 1.2.8.2.5 The clear /l/ and dark /ɫ/

RP and GenAm also differ at the level of the substitution of the clear [l] and dark [ɫ]. RP has a clear [l] and a dark [ɫ] functioning as allophones while GenAm has only the dark [ɫ] which occurs in all environments including valley, later: [væɫɪ], [ɫɛɪtər]. Furthermore, in GenAm, words represented at the end with graphemes such as –rsia(n), -rsion and –rcion have mostly [ɜ] instead of RP [ʃ] as in Persian, version and coercion.

**Table 25: Variation in the [ɜ] and [ʃ]**

Words	RP	GenAm
Persian	[pɜ:ʃən]	[pɜ:ɜən]
version	[vɜ:ʃən]	[vɜ:ɜən]
coercion	[kəʊɜrʃən]	[kəʊɜrɜən]
television	[tɛlɪvɪʃən]	[tɛləvɪɜən]
position	[pəzɪʃən]	[pəzɪɜən]
Stephen	[stɪvɪn]	[stɪvɪn]

**Table 26: The pronunciation of the wh- in wh- words**

Word	RP	AmE
what	/wɒt/	/hwɒt/
why	/waɪ/	/hwaɪ/
wheat	/wi:t/	/hwi:t/
when	/wen/	/hen/
whale	/weɪl/	/heɪl/
where	/weə/	/heə/

### 1.2.8.2.6 Miscellaneous differences involving consonants

Some miscellaneous differences include the following:

**Table 27: Miscellaneous differences involving consonants**

Word	RP	AmE
Celt(ic)	/kelt(ɪk)/	/selt(ɪk)/
erase	/ɪreɪz/	/ɪreɪs/
figure	/fɪgə/	/fɪgjə/
herb	/hɜːb/	/ɜrb/
schedule	/ʃedju:l/	/skedʒu:l/

### 1.2.8.3 Major differences involving stress

Disyllabic words in –ate are stressed initially; for example,

**Table 28: Variation in disyllabic words**

RP	AmE
Dic'tate	'Dictate
di'late	'dilate
do'nate	'donate
vi'brate	'vibrate

**Table 29: Variation in the pronunciation of French Loans**

RP	AmE
at'taché	atta'ché
'ballet	bal'let
'beret	be'ret
'bourgeois	bour'geois
'chagrin	cha'grin
'brochure	bro'chure

French loans often have backward stress in RP but ultimate stress in AmE; for example,

Polysyllabic words in –ary, –ory, –ative, –mony have a single backward stress in RP but in AmE, there is a secondary stress on the suffix, thus causing the vowel (of this suffix) to remain strong as /e, ə, eɪ, oʊ/ respectively.



**Table 30: Words that end in -ative**

Word	RP	AmE
legendary	/ledʒəndəri/	/ledʒən,deri/
planetary	/plænətəri/	/plænə,teri/
laboratory	/ləbrətəri/	/ləbrə,təri/

**Table 31: Words that end in -ory**

Word	RP	AmE
allegory	/'æliɡəri/	/'æliɡ,əri/
category	/'kætiɡəri/	/'kætiɡ,əri/
transitory	/'tra:nzɪtəri/	/'trænzɪ,təri

**Table 32: Words that end in -ative**

Word	RP	GenAm
cumulative	/'kju :mjʊlətɪv/	/'kju :mju,leɪɪv/
generative	/'dʒenərətɪv/	/'dʒenə,reɪɪv/
speculative	/'spekju :lətɪv/	/'spekju,leɪɪv

**Table 33: Words that end in -mony**

Word	RP	GenAm
ceremony	/'æli:məni/	/'æli, moʊni/
patrimony	/'pætrɪməni/	/'pætri, moʊni/
alimony	/'æli:məni/	/'æli,moʊni

#### 1.2.8.4 Grammatical differences between AmE and BrE

Although British and American English are the two varieties most commonly taught in EFL/ESL schools, there are undoubtedly many more varieties of English. No variety is "correct»," it is generally acknowledged; nonetheless, there are undoubtedly preferences in usage. Even though American English differs from British English grammatically, phonologically, morphologically and lexically (vocabulary), the focus of this study remains the grammatical differences that exist between BrE and AmE. The differences in grammar between British and American English are not too many as the other linguistic elements, but notable. The differences are mainly seen in the usage of nouns, pronouns, verbs, tenses, prepositions, auxiliaries, articles, adjectives, adverbs, subjunctive moods, idioms, punctuation, etc. The grammatical differences that exist between British and American English will be discussed in detail.

#### **1.2.8.4.1 Nouns**

British and American English have many dissimilarities in subject-verb concord (Modiano, 1996). With a singular collective noun, BrE can prefer using either a singular or a plural verb whereas a singular verb is used in AmE (Quirk et al, 1985). So, in British English, collective nouns (i.e. nouns referring to particular groups of people or things- government, team, people, class, etc.) can be followed by both a singular or plural verb depending on whether the group is thought of as one idea or as many individuals. e.g.

My team is winning. Vs. His team are all sitting down.

While in American English, collective nouns are always followed by a singular verb, so an American would usually say:

Which team is losing? NOT \*Which team are losing?

But in British English, both plural and singular forms of the verb are possible. E.g., Which team is/are losing?

#### **1.2.8.4.2 Genitives**

For the genitive/possessive, the general rule for using the s-genitive in both British and American English is that animate nouns, particularly in the singular, are constructed with the s-genitive, as in 'the girl's parents', whereas other nouns are constructed with the of-structure, as in the color of my car (Tottie, 2002).

However, in recent years there has been a noticeable change in the use of s-genitive in AmE. The development has shown that gerunds, such as swimming and jumping, get the s-genitive as well as in the following examples of an English newspaper:

AmE-Anita Nall and Summer Sanders- swimming's "New Kids on the Block"

AmE-[S]how jumping's prize money doesn't yet approach golf or tennis...

(Hundt, 1997)

#### **1.2.8.4.3 Articles**

There is a remarkable difference in the use of articles in BrE and AmE. For example, BrE has both the use of 'a' and 'an' depending on vowel and consonant sounds but AmE prefers 'a' even with words beginning with vowel sounds in informal use such as an orange whereas AmE has a striking use of definite articles with some words such as hospital, university, etc. e.g.

**BrE**-He is in hospital. (BrE-a patient patient)

**AmE**-He is in the hospital. (BrE-other than a patient)

**BrE**-He is at university.  
(Tottie, 2002)

**AmE**-He is at the university.

The examples of phrases that require no definite article in British English; members of staff (BrE) but in American English, they are used with a definite article; members of the staff (AmE), for the indefinite article; on average (BrE), on the average (AmE). There are constructions in which BrE has a definite article, as in in light of these developments, while AmE does not, as in in light of these developments, though both constructions are accepted in AmE (Modiano,1996).

#### 1.2.8.4.4 Pronouns

There are a few differences in pronoun usage between British English (BrE) and American English (AmE). In BrE, the indefinite pronoun "one" is repeated for co-reference. For example, an English speaker might say, "If one loses one's temper, one should apologize." On the other hand, in AmE, the pronoun "he" is used instead. So, an American speaker would say, "If one loses his temper, he should apologize." In summary, British English speakers consistently use the pronoun "one" for co-reference, while American English speakers use the third-person pronoun (he or she) in place of "one." Additionally, Americans tend to prefer using the relative pronoun "who" rather than "whom" in their speech.

**BrE**-Whom do you want to see?

**AmE**-Who do you want to see?

#### 1.2.8.4.5 Verbs

In AmE, the modal auxiliary verbs like 'shall', and 'shouldn't could be used with all persons but they are very rare and unusual where 'will' and 'would 'are normal in use. In BrE, 'shall' is restricted only to first persons and is used frequently. Likewise, 'should' is less used in AmE than in BrE. In BrE, 'shall' is used in formal invitations. e.g.

Shall we dance?

Let us compare some other examples:

**BrE**-I shall go. (will - used mainly in spoken English)

**AmE**-I will go. (will- both in written & spoken English)

British English tends to use the construction with *should* where AmE generally uses the present subjunctive. The modals such as 'will' and 'would' in British English are often used in a predictive sense whereas in American English 'should' or 'must' is used for the same. e.g.

**BrE-**Would we always tell you?  
you?

**AmE-**Should we always tell

**BrE-** You ought not to have done.  
done.

**AmE-**You should not have

In BrE, the verb frequently functions as what is technically referred to as a 'delexical' verb, that is, it is used in contexts where it has very little meaning in itself but it occurs with an object noun that describes an action. e.g. "I would like to have a bath."

The verb 'have' is recurrently used in BrE with nouns referring to common activities such as 'washing' or 'resting' rather than in AmE. e.g.

She is having a little nap.

Moreover, the British English structure *be + 'going to'* is used in informal spoken style whereas American English uses the contracted form, as 'gonna' (/ɡpɪnə/) to show the future. Nowadays, this American informal shortened word is becoming more popular with many English speakers of other varieties. e.g.

**BrE-** Are you going to play with them?

**AmE-**Are you gonna play with them?

It is noticeable that in AmE, the past participle form of 'get' is 'gotten' ('got' is also used to mean 'own', 'possess', 'dominate' etc: He's got a new car.). However, not as the past participle in BrE, 'got' is much used. e.g.

**BrE-**He has a bad cold.

**AmE-**He has gotten a bad cold.

#### **1.2.8.4.6 Past Forms and Past Participle Forms of Verbs:**

Differences in verb forms are acknowledged as perhaps the most significant dissimilarity between British and American English. Some BrE verbs have a *t*-inflection while AmE verbs tend to conform to the standardized *-ed* structure. These differences constitute a subtle distinction in pronunciation, which often goes unnoticed (in pronunciation) but indicates in

which English a text is written. It is worth mentioning that many AmE conjugations are considered standard in BrE, thus both versions are accepted as correct (Modiano, 1996). Again, there are differences in verb morphology between BrE and AmE. With regular verbs, the dental suffix is normally realized as [t] after a voiceless consonant, as in stopped, as [d] after a voiced consonant, as in mailed, and as [ɪd] after a dental consonant, as in wanted. There are features of both endings similarly in BrE and AmE (Tottie, 2002). Though the irregular past forms such as dreamt, spelt etc. are possible in American English, they are less common than the forms ending in -ed. Here is a diagram for verbs showing different simple past and past participle forms in British and American English (Akan, 2017).

**Table 34: Variation in Past and past participle forms**

	<b>Infinitive</b>	<b>Simple past</b>	<b>Past participle</b>
<b>BrE-</b>	Burn	Burnt/burned	Burnt/burned
<b>AmE-</b>		Burned/burnt	Burned/burnt
<b>BrE-</b>	Bust	bust	bust
<b>AmE-</b>		busted	busted
<b>BrE-</b>	dive	Dived	Dived
<b>AmE-</b>		Dove/dived	dived
<b>BrE-</b>	Dream	Dreamt/dreamed	Dreamt/dreamed
<b>AmE-</b>		dreamed/dreamt	Dreamt/dreamed
<b>BrE-</b>	Get	got	got
<b>AmE-</b>		got	gotten
<b>BrE-</b>	learn	Learned/learnt	Learned/learnt
<b>AmE-</b>		Learned/learnt	Learned
<b>BrE-</b>	Lean	Leant/leaned	Leant/leaned
<b>AmE-</b>		Leaned	leaned
<b>BrE-</b>	Plead	Pleaded	Pleaded
<b>AmE-</b>		Pleaded/pled	Pleaded/pled
<b>BrE-</b>	Prove	Proved	Proved
<b>AmE-</b>		Proved	Proven/proved
<b>BrE-</b>	Saw	sawed	Sawed
<b>AmE-</b>		sawed	Sawed/sawn

<b>BrE-</b>	Smell	Smelt/smelled	Smelt/smelled
<b>AmE-</b>		smelled	smelled
<b>BrE-</b>	Spoil	Spoilt/spoiled	Spoilt/spoiled
<b>AmE-</b>		Spoilt/spoiled	Spoilt/spoiled
<b>BrE-</b>	Stink	Stank	Stank
<b>AmE-</b>		stunk	stank
<b>BrE-</b>	Wake	Woke	Woken
<b>AmE-</b>		Woke/waked	woken

#### 1.2.8.4.7 Tenses

The users of British English generally employ the present perfect tense far more than those of American English users. In spoken American English, it is very common to use the simple past tense as an alternative to situations where the present perfect would usually have been used in British English. e.g.

(a) Sentences which talk about an action in the past having an effect in the present:

**BrE-** Najin feels ill. He's worked a lot.

**AmE-** Najin feels ill. He worked a lot.

Or, Najin feels ill. He has worked a lot.

(b) In sentences that contain 'just' are used with perfective and progressive tenses in BrE while past simple in AmE. e.g.

**BrE-** He has just finished lunch.

**AmE-** He just finished lunch.

Or, He has just finished lunch.

(c) In sentences which contain the words 'already', 'yet', 'never' or 'ever': yet and already are usually used with perfective and progressive tenses in BrE while yet is used with past simple in AmE. e.g.

**BrE-** We have not told them about the incident yet.

**AmE**-We did not tell them about the incident yet.

In American English, the past simple is often used to give new information or to announce a recent happening. e.g.

I lost my pen.

Can you help me with that of you?

#### 1.2.8.4.8 Adverbs

There are a few differences in adverbs between British and American grammar. e.g.

**BrE**-I will be with you presently. (soon)

**AmE**-I am presently living in Dhaka. (now)

**BrE**-The car looks a nice one.

**BrE**- The car looks like a nice one

The adverbs *yet* and *still* cannot occur with the simple past tense in BrE, but they can do so in AmE. BrE uses the present perfect in such cases. For example,

#### 1.2.8.4.9 Adverbs

**Table 35: Adverb differences**

<b>BrE</b>	<b>AmE</b>
I haven't bought one yet.	I didn't buy one yet.

The ordinals, firstly, secondly, thirdly, etc. are used in both varieties, conjunctive adverbs in the listing of objects, actions, ideas, etc. While both varieties also use the enumerative adverbial phrase first of all, only AmE regularly uses second of all, third of all etc. although it would not be found in formal writing.

The adverb *momentarily* means 'for a moment' in both varieties. However, in AmE, it can also mean 'in a moment'

**Table 36: More Illustration on adverb differences**

<b>BrE and AmE</b>	<b>AmE</b>
He was momentarily stunned (for a moment)	I'd do it momentarily (In a moment)

The adverb *presently* means soon in both varieties but in AmE can also mean 'at present or now'(when the verb is in the present tense) for example, page 78

**Table 37: Other adverb difference**

BrE and AmE	AmE
They will be here presently (soon)	They are presently here (at present or now)

Trudgill and Hannah (2002, p. 77)

#### 1.2.8.4.10 Adjectives

British and American English exhibit several differences between British and American English in terms of adjectives. The few are a following notable distinctions:

##### i. Variation in “any bigger and all the bigger

In some varieties of AmE, a comparative adjective can be used in the phrase all the *ADJ* for emphasis or intensification. For example, Is that all the better you can do? BrE does not employ this construction; *any* is used with the comparative adjective (as it also in AmE for example, Can’t you do any better (than that)?

**Table 38: Illustration of adjective differences (any bigger and all the bigger)**

BrE	AmE
They don’t grow any bigger (than this)	This is all the bigger they grow

##### ii. Adjectives “Real” and “really”

The adjective *real* is sometimes used as an adverb in informal AmE as in *real good meal*. BrE and more formal AmE can only have the adverbial form *really* in such instances for example a really good meal.

**Table 39: Adjectives “Real” and “really”**

BrE	AmE
It’s really tasty	It’s real tasty
It’s really good	It’s real good.

##### iii. Adjectives “from” and “than”

The comparative adjective *different* is unusually followed by *from* (or sometimes *to*) in BrE, while in AmE it is more usually followed by *than*.



**Table 40: Adjectives “from” and “than”**

<b>BrE</b>	<b>AmE</b>
This one is different <b>from</b> the last one. OR This is different from what I had imagined.	This one is different <b>than</b> the last one This is different than what I had imagined
This book is different from mine.	This book is different than mine

**1.2.8.4.11 Prepositions**

There are divergences and changes in the use of prepositions in British and American English. In fact, the use of prepositions in both BrE and AmE is very peculiar and complex. For instance, in British English, when 'home' is used as an adverb, the preposition 'at' is required before 'home' but in American English, 'at' is not needed. In British English, before 'day', 'week' or 'certain day', preposition 'on' shall be used, while it is not so in American English. (Modiano, 1996; Tottie, 2002) for example,

**BrE**-I will see you on Monday.

**AmE**-I will see you Monday. (without any prepositions)

The following differences in British and American English are often noticed in the use of prepositions (Tottie, 2002). e.g.

**BrE**-He walked towards the post office.

**AmE**-He walked toward the post office.

**BrE**-He found it among the flowers. (also AmE)

**AmE**-He found it amongst the flowers.

The table below shows the differences between BrE and AmE usage of prepositions (Norbert Schmitt, 2006).

**Table 41: Variation in Preposition Usage**

<b>British English</b>	<b>American English</b>
live in the main street	live on the main street
fill in a form	fill out a form
at the weekend	on the weekend
check up on something	check out something,
Britons are in two minds about something	Americans are of two minds about something
Britons can cater for all tastes	Americans can cater to all tastes
ten minutes past seven	ten minutes past/after seven
five minutes to seven	five minutes to/of seven
Friday to Sunday	Friday through Sunday
different from/to,	different from/than,

We could have a look at some more differences in the examples below:

**Table 42: Miscellaneous Differences**

<b>BrE</b>	<b>AmE</b>
He is in the team.	He is on the team.
It is ten to six. (5:50)	It is ten of six. (5:50)
This laptop is in a sale.	This laptop is on sale.
Look out of the window.	Look out the window.
I haven't seen her for ages.	I haven't seen her in ages.
I'm visiting her tomorrow.	-I'm visiting with her tomorrow.
He wrote to me.	He wrote me.
The park is open daily May to July inclusive.	The park is open daily (from) May through July inclusively.

**1.2.8.4.12 Conjunctions:**

Sometimes, the Americans drop the conjunctions while the British retain them. e.g.

**BrE**-Come and take a look.

**AmE**-Come take a look.

**1.2.8.4.13 Subordinators**

The complex subordinators as.... As and so..... as are used with different frequencies in the two varieties. So... as is infrequent in AmE, being used mainly at the beginning of a clause, while in BrE, it tends to be used more than as... as:

**Table 43: Variation in usage of subordinating conjunction**

<b>British English</b>	<b>American English</b>
It's not so far as thought it was	It's not as far as I thought it was
So long as you're happy, we'll stay.	As long as you're happy, we'll stay
Now we don't go there so much (as we used to)	Now we don't go there as much (as we used to)
That one isn't so nice (as the other)	That one isn't as nice (as the other)

In cases where as... as is preferred in BrE and used at the beginning of a clause, the first as may be dropt.

**Table 44: Other differences in terms of subordinators**

Strange as it may seem...	As strange as it may seem...
Much as I would like to go...	As much as I would like to go...

In BrE, the adverbs *immediately* and *directly* can function as subordinators. In AmE, they must modify a subordinator, such as *after* for example,

**Table 45: Some more differences in subordinating conjunctions**

Immediately we went, it began to rain.	Immediately after we went, it began to rain.
Go to his office directly you arrive.	Go to the office directly after you arrive.

#### 1.2.8.4.14 Tag-questions

The positive-positive form of Tag-questions is preferable in BrE to AmE. E.g. They are here, are they?

Whereas the Negative-negative form of Tag-questions is found only in British English. E.g. They did not do it, didn't they?

#### 1.2.8.4.15 Punctuations differences

BrE uses double inverted commas for quotations while AmE uses single. e.g.

**BrE-** Kamal said, "She went to the park".

**AmE-** Kamal said, 'She went to the park'.

The comma is used differently in BrE and AmE. For example, when listings occur in writing (e.g. 3 items), there is no comma between the second and the last item in BrE, while there is a comma following the second to the last item in AmE:

**BrE-** The cover has red, white and blue flowers.

**AmE-** The cover has red, white, and blue flowers.

In AmE, it is required to place a full stop for abbreviations and acronyms (Bobda, 1994). Whereas in AmE full stops are required. Therefore, for example, in AmE one may see these abbreviations being used: Dr., Mr., Mrs., Ms., St., U.N., A.M., P.M., etc where BrE users will see the same list more like this: Dr, Mr, Mrs, Ms, St, UN, AM, PM, etc.

In British English, hyphens are frequently used to connect prefixes with the main word. E.g. post-war, co-operation but they are less common in American English. E.g. postwar, cooperation etc.

**Time:** The British time system utilizes full stops to indicate time, so noon would be 12.00, while the American time system uses colons (12:00)

#### 1.2.8.4.16 Miscellaneous Differences in terms of grammar

To understand better, let us examine a few more distinctions that are miscellaneous

**Table 46: Miscellaneous grammatical differences**

BrE	AmE
I have got a new computer.	I have a new computer.
He suggested me to buy a piece of land.	He suggested that I buy a piece of land.
They needn't come to school today.	They don't need to come to school today.
I have no time. (also AmE)	I don't have any time. (only AmE)
He is rich enough to try. (also AmE)	He is rich enough that he can try.
He has got a temperature.	He has a fever.
I've just had some bad news.	I just got some bad news.
These shoes are a bit tight.	These shoes are a little bit tight.
He lives on the ground floor.	He lives on the first floor.

Some more differences in terms of Grammar have been listed in Bobda (2002, p. 132-134)

**Table 47: Other miscellaneous differences in terms of grammar**

BrE	AmE
How did you entitle your poem	How did you title your poem?
I want you to go.	I want for you to go.
I am good at sport.	I am good at sports.
I have just come back.	I just came back.
I am at present with him	I am presently with him.
We protested against the salary cut.	We protested the salary cut.
I can do it free of charge.	I can do it for free.
Do you study maths?	Do you study math?
Pretty though she may be.	As pretty as she may be.
River Sanaga	Sanaga River
Have you talked to him?	Have you talked with him?

### Chapter Summaries

British English and American English have many variations; these differences affect not just the grammar but also other linguistic aspects such as pronunciation, spelling, vocabulary and

morphology. As a result, the first chapter defined one of the key concepts which is grammar, provided a brief history of how the English Language became one of the official languages of Cameroon, briefly explained the concept of “New Englishes” and its relevance to this study and provided a historical background of British and American English. The chapter also examined the disparities between the two major varieties of English at all linguistic levels.

## CHAPTER TWO

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

#### Introduction

This chapter focuses on the theoretical framework used and the review of literature. The theoretical framework looks at the frame with which data for this work are analysed. The review of literature on its part focuses on some pertinent existing works related to this study.

#### 2.1 THEORETICAL FRAMEWORK

This section reviews the theory that will guide us in the comprehensive analysis of this work's data. This section will discuss two theoretical frameworks: Linguistic Variation and Second Language Acquisition and their relevance to this research study.

##### 2.1.1 Language Variation

The theoretical framework of linguistic variation focuses on the study of the variation that exists within a language or between different languages. This can include differences in pronunciation, grammar, vocabulary, and other aspects of language use. One aspect of linguistic variation is grammatical variation, which refers to the differences in grammatical structures and rules between different dialects or varieties of a language. The study of linguistic variation has been of great interest to linguists and other researchers who seek to understand how and why language use varies across different contexts and populations.

According to Labov (1972), "Linguistic variation is the study of the systematic differences that occur between alternative ways of saying the same thing" (p. 120). This means that linguistic variation is not random, but rather follows certain patterns that can be studied and analysed. Linguistic variation can occur at different levels, including phonological, lexical, and grammatical levels.

One aspect of linguistic variation that is particularly relevant to this study is grammatical variation. In terms of grammatical variation, studies have shown that there are significant differences between British and American English. For example, Quirk et al. (1985) note that "there are a number of grammatical differences between American and British English, some of which are relatively minor and some of which are quite substantial" (p. 3). These differences include variations in verb agreement, use of prepositions, and word order. In the

case of BrE and AmE, there are several grammatical differences, such as the use of verb tenses, prepositions, and articles. For example, BrE tends to use the present perfect tense more frequently than AmE, while AmE tends to use the past simple tense more frequently than BrE. Additionally, there are differences in the use of prepositions, such as "in hospital" in BrE versus "in the hospital" in AmE.

The study of linguistic variation has a long history, dating back to the 19th century. However, it was not until the mid-20th century that the field of sociolinguistics emerged, which focused on the study of language variation in social contexts. One of the key pioneers of sociolinguistics was William Labov, who developed the theory of variationist linguistics. According to Labov, "variation is an inherent property of language, and all linguistic structures are subject to variation" (Labov, 1972, p. 120). He argued that the study of language variation should be based on the analysis of patterns of usage in different social contexts, and that language variation is linked to social factors such as age, gender, and social class.

William Labov developed a framework for studying linguistic variation in the 1960s and 1970s. Labov's work focused on the study of language variation in urban American English, and he developed a methodology for collecting and analysing data that involved the use of sociolinguistic interviews and the study of linguistic variables.

Another important scholar in the field is Lesley Milroy, who has contributed to the study of linguistic variation in the context of social networks. Milroy's work has shown that linguistic variation is affected by social factors such as gender, age, and social class and that individuals tend to use language differently depending on their social networks.

Another influential figure in the study of linguistic variation is the British linguist Peter Trudgill. Trudgill's work has focused on how language use varies across different regions and dialects, and how this variation is shaped by social and cultural factors such as geography, history, and identity. He has argued that linguistic variation is a natural and inevitable aspect of language use and that it reflects the diversity and complexity of human societies.

Despite the significant contributions of Labov and other pioneers of the field, there have been several criticisms of the theoretical framework of linguistic variation. One of the main criticisms is that the focus on social factors in the analysis of language variation neglects the role of individual agency and linguistic creativity. According to Judith Irvine, "the study of

language variation and change has been dominated by a focus on the social context at the expense of linguistic structure and agency" (Irvine, 1998, p. 12).

Another criticism is that the study of language variation has often been limited to the analysis of phonological and lexical features, neglecting the role of grammar in language variation. Some scholars argue that it tends to focus too much on the differences between varieties of language, rather than on the similarities. Others have suggested that the study of linguistic variation can reinforce stereotypes and perpetuate inequalities within society.

The study of grammatical variation poses several challenges, such as the difficulty of defining and measuring grammatical differences between dialects. According to Tagliamonte, "The study of grammatical variation is difficult because it requires a detailed knowledge of the grammatical systems of different dialects, as well as the ability to identify and describe subtle differences in grammar" (Tagliamonte, 2012, p. 47). Another challenge is the lack of standardised methods for the analysis of grammatical variation, which can lead to inconsistencies in the results.

Despite these challenges and criticisms, many authors have made significant contributions to the study of grammatical variation. One such author is Penelope Eckert, who has focused on the analysis of grammatical variation in different social contexts. According to Eckert, "the study of grammatical variation can provide insights into the social and cultural factors that shape language use and identity" (Eckert, 2000, p. 28). Another author who has contributed to this area of research is Walt Wolfram, who has developed the theory of vernacular universals, which suggests that certain grammatical features are common to all dialects of a language,

Research has shown that language acquisition plays a significant role in the development of grammatical variation. According to Bley-Vroman (1990), "the process of second language acquisition involves the gradual internalisation of the rules of the target language, which may differ from the rules of the learner's first language" (p. 4). This means that Cameroon students who have been more exposed to British English as a second language may have a different understanding of grammatical rules as compared to those who have been more exposed to American English.

In investigating awareness of these grammatical differences among Cameroon ESL learners, it is important to consider the role of language contact and language acquisition. As Trudgill (1986) notes, "When speakers of different dialects come into contact, they may influence each



other's speech, leading to a convergence of features" (p. 23). This means that Cameroon students who have been exposed to both British and American English may have developed a hybrid variety that incorporates features from both varieties.

Furthermore, research has shown that language acquisition plays a significant role in the development of grammatical variation. According to Bley-Vroman (1990), "the process of second language acquisition involves the gradual internalisation of the rules of the target language, which may differ from the rules of the learner's first language" (p. 4). This means that Cameroon students who have learned British English as a second language may have a different understanding of grammatical rules from those who have learned American English.

In conclusion, the theoretical framework of linguistic variation with a focus on grammatical variation is highly relevant to this study. This framework will contribute to our understanding of how linguistic variation is perceived and used by speakers of different varieties of English. Linguistic variation refers to the way in which language varies across different contexts, including regional, social, and historical contexts. In the case of BrE and AmE, they are both forms of the English language that have developed over time in different regions, resulting in variations in grammar, vocabulary, pronunciation, and spelling.

### **2.1.2 Second Language Acquisition**

Second language acquisition (SLA) refers to the set of assumptions, principles, and concepts that explain how individuals acquire a second language (L2) after their first language (L1). According to Lightbown and Spada (2013), "SLA is the study of how second languages are learned and the factors that influence the process" (p. 4). This process involves a complex interplay of cognitive, social, and affective factors that shape the way individuals acquire and use an L2.

Several theories of language acquisition have been proposed over the years, including the behaviorist theory, the nativist theory, the interactionist theory, the input processing theory and the social constructivist theory. These theories attempt to explain how individuals acquire language and the processes that are involved in this acquisition.

#### **2.1.2.1 The Input processing theory**

One of the most influential theories of SLA is the input processing theory proposed by VanPatten and colleagues (1990). This theory posits that "learners' process input in a

particular way that determines the nature of their interlanguage representation" (VanPatten et al., 1990, p. 153). In other words, the way in which learners receive and process input (i.e., the language they hear or read) influences how they acquire and use an L2. This theory has important implications for the design of language instruction, as it suggests that learners need to be exposed to comprehensible input that is appropriate to their level of proficiency.

#### **2.1.2.2 The interactionist theory**

The interactionist theory suggests that language acquisition is the result of an interaction between the child's innate abilities and their environment. According to this theory, children learn language through their social interactions with others, and they gradually develop their linguistic abilities through a process of trial and error. As stated by Tomasello (2009), "Children learn language not by being taught the rules of grammar but by participating in communicative interactions with more knowledgeable speakers who provide feedback on their language use" (p. 712).

#### **2.1.2.3 Behaviorism Theory**

The behaviorism theory, which was popularized by B.F. Skinner in the mid-20th century, posits that language is acquired through imitation and reinforcement. According to this theory, children learn language by imitating the speech of their parents and caregivers and reinforcing the correct use of language through positive feedback. Skinner argued that language is a learned behaviour, and that children acquire it through trial and error.

While some researchers have criticized this theory for oversimplifying the process of language acquisition, it has some relevance to this study. However, this theory does not account for the fact that children are able to create new sentences that they have never heard before, which suggests that there may be other mechanisms involved in language acquisition. In the context of this study, it is possible that some students have been exposed to the differences by imitating the speeches of the British and Americans.

#### **2.1.2. 4 The social constructivist theory,**

The social constructivist theory, on the other hand, emphasizes the role of social and cultural factors in language acquisition. According to this theory, language is not only a tool for communication but also a means of expressing cultural identity and social relationships. As stated by Vygotsky (1978), "Language is not only a means of communicating ideas, but also a

means of forming relationships, establishing social status, and expressing cultural identity" (p. 85).

#### **2.1.2.5 The sociocultural theory**

Another influential theory of SLA is the sociocultural theory proposed by Vygotsky (1978). This theory emphasizes the role of social interaction and cultural context in shaping language development. According to this theory, "learning is a social process, and language is a cultural tool that is developed and used in social contexts" (Lightbown & Spada, 2013, p. 27). This theory highlights the importance of communicative competence in language acquisition, as learners need to be able to use language appropriately in different social contexts.

This theory is particularly relevant to this study, as it suggests that the grammatical differences between British and American English may be influenced by social and cultural factors. For example, students who are exposed to British English and American English in their homes or communities may be more likely to be aware of the grammatical differences between British and American English

#### **2.1.2.6 Innateness Theory**

The innateness theory, which was first proposed by Noam Chomsky in the 1950s, posits that humans are born with an innate ability to learn language. According to this theory, children are able to acquire language because they have an inherent understanding of the rules of grammar and syntax. Chomsky argued that the human brain contains a "language acquisition device" that allows children to learn language rapidly and effortlessly. However, other researchers have argued that the innateness theory oversimplifies the process of language acquisition and that it does not take into account the role of environmental factors in language learning.

#### **2.1.2.7 Cognitive Theory**

The cognitive theory, which emerged in the 1960s and 1970s, posits that language acquisition is a complex cognitive process that involves the interaction of various cognitive mechanisms. According to this theory, children learn language by building mental representations of language and gradually refining these representations through exposure to language input.

With regards to investigating awareness of the grammatical differences between British and American English among Cameroon ESL learners, the theoretical framework of SLA

mentioned above provides insights into the factors that may influence language acquisition. For example, the input processing theory suggests that learners need to be exposed to appropriate input that is comprehensible to them, while the sociocultural theory highlights the importance of social interaction and cultural context in shaping language development. Therefore, looks into the types of input that Cameroon ESL learners are exposed to in terms of British and American English.

In the context of this research topic, the interactionist and social constructivist theories suggest that the awareness of grammatical differences between British English and American English is likely to be influenced by a variety of factors, including the students' exposure to both varieties of English, their social interactions with other speakers of English, and their cultural background. For example, students who have had more exposure to British English and American English may be more aware of the grammatical differences between the two varieties; while those who have had more to one be it, British or American may be less aware. Similarly, students who come from a cultural background that places a high value on linguistic accuracy and standardisation may be more likely to be aware of these differences than those who come from a culture that places less emphasis on these factors. This would also influence their usage. We could draw on these theories to account for the awareness of the grammatical differences between British and American English among Cameroon ESL learners.

## **2.2 LITERATURE REVIEW**

The study aims to investigate the extent to which ESL learners of some selected schools in Cameroon are aware of the grammatical differences between British English (BrE) and American English (AmE) and the variety they use more often. To contextualise this research, a comprehensive review of relevant literature was conducted, encompassing studies from Europe, Asia, and Africa. The literature review focuses on various aspects related to vocabulary, phonological, spelling, lexicological and grammatical differences and general attitudes towards BrE and AmE. By examining existing research from diverse continents, this study seeks to ensure that we were not merely rehashing what has already been researched. The review starts with works from Europe then goes down to Asia and finally Africa.

## **2.2.1 Literature from Europe**

### **2.2.1.1 Literature from Turkey**

Yaman (2015) in his work entitled *Exploring ELT students' awareness of the differences between the British and American varieties of English* explored ELT students' awareness of the differences between the British and American varieties of English. His study aimed to determine the awareness of students studying in the Department of English Language Teaching at Ondokuz Mayıs University about the lexical differences between the two most common varieties of English -- American and British English. For this purpose, a short test consisting of two parts was administered to 42 randomly selected undergraduate students studying English Language Teaching. The first part aimed to reveal students' awareness of lexical spelling differences and the second part aimed to reveal their awareness of pronunciation differences. Immediately before his test, the participants were asked whether they preferred American English, British English, or a mixture of the two in their use of English. A numerical analysis of the answers to this preliminary question showed that 22 participants preferred British English, 11 participants preferred American English and the remaining 9 participants preferred a mixture of the two. In the first stage of the researcher's test, the students were asked to identify in writing which type of English each word in 15 word pairs such as apologise-apologize and elevator-lift belonged to. In the second stage of his work, the students were asked to orally vocalise 10 words such as advertisement, schedule and can "t into a voice recorder. Statistical analysis of the total errors made in the first stage showed that there were 5/15 errors per student on average and the word pair with the highest number of errors was fulfillment-fulfilment (33 students). The analysis of the pronunciations in the second stage revealed that none of the students used only American or only British English, but used both in varying proportions. These findings indicate that the participants were not fully aware of the lexical differences between American and British English. Therefore, the results of this study suggested that more time should be devoted to this issue in courses such as Vocabulary and Listening and Pronunciation in the programmed curriculum so that these basic differences can be better understood by students.

### **2.2.1.2 Literature from Sweden**

Hansson (2010) in his work entitled *Awareness of Grammatical Differences between British and American English among young Swedes* investigated the awareness of British and American English among young Swedes. He states that according to the most recent curriculum for the Swedish upper, the students should be able to differentiate between British

and American English. Furthermore, they should be able to keep to one of the varieties, as this is a prerequisite for writing correct texts in English. In his work, he investigated young Swedes' awareness of grammatical differences between British and American Standard English and which variety they use. His investigation was conducted using a questionnaire. The questionnaire was composed of three parts. The first part consisted of sentences written in English that the informants had to judge as written prevailing in British or American English. In the second part, the informants had to translate sentences from Swedish to English, and then judge them as British or American. The third part of the questionnaire comprised questions concerned with language use and attitude, as well as questions on basic information such as the informants' age, education and mother tongue. The results and conclusions showed that nine informants fulfilled the inclusion criteria. The informants' judgments of the sentences in English suggested that they were not entirely able to differentiate between British and American English. Moreover, their translations of the Swedish sentences indicate that the informants mix British and American English. It also shows that they are not aware of which variety they use and the majority do not know whether they prefer British or American English.

Lindell (2014) in her thesis entitled *British or American English? - An investigation of awareness of the differences in British and American vocabulary and spelling* investigates the awareness of the differences in British and American vocabulary and spelling among students attending upper secondary school at the time. His study aimed to investigate what abilities Swedish students possess in order to distinguish between American and British English spelling and vocabulary. His essay contained a limited study, which included a sample of 97 individuals who attended an upper secondary school in Halmstad. His study set out to answer the following questions: what competence, if any, do Swedish students in upper Secondary schools possess to enable them to distinguish between BrE and AmE? To what extent do the current theories and perspectives on SLA inform us as to students' abilities to distinguish between BrE and AmE. The results were gathered and analysed with a quantitative method. The conclusion suggested that Swedish students possess some abilities to distinguish between American and British English. However, none of the participants in the investigation was able to be consistent in their English use or stick to one specific variety of English. All participants mixed American and British English and they did so habitually.

### **2.2.1.3 Literature from the Netherlands**

Serrarens, (2017) in *American versus British English: Dutch attitude towards standard American English and Received Pronunciation* examined the usage of American and British English in Finnish, Danish, Norwegian and Icelandic international Baccalaureate classes. The purpose of his study was to find out what attitudes Dutch citizens attribute to speakers of Standard American English and Received Pronunciation. His study aimed to answer the following research question: What attitudes do Dutch citizens attribute to speakers of Standard American English and Received Pronunciation? The researcher studied the relationship between the gender of the speaker and the attributed attitudes were studied. This study made use of a mixed subject design with two independent variables: variety of English and gender. Both of these variables had two levels, Received Pronunciation (RP) and Standard American English (SAE), and male and female, respectively. In an experiment, participants were asked to listen to two sound fragments, either of a male or female speaker of SAE or RP and answer questions about the social attractiveness and status of the speakers. The results indicated that Dutch citizens attribute more social attractiveness to speakers of RP than to speakers of SAE. Furthermore, the participants attributed more social attractiveness to male speakers than to female speakers.

### **2.2.1.4 Literature from Norway**

Fakultet (2009) in his work entitled *The Usage of American and British English in Finnish, Danish, Norwegian and Icelandic International Baccalaureate classes* studied the usages and preferences of Nordic International Baccalaureate (IB) students with respect to American (AmE) and British English (BrE). The Nordic countries that participated were Norway, Denmark, Iceland and Finland. His study was only scraping the very surface of American and British English usage in the Nordic countries, as only one school from each Nordic country (excluding Sweden) took part in this study. The researcher sent out copies of the questionnaire to each Nordic school, the teachers were asked to ask their students to fill in the questionnaire, and then they were sent back to him for further analysis. The results were displayed in figures and tables. The results show that the majority of each Nordic class prefers American English to British English. He concludes by saying that there are several reasons for these results, for example, teachers and the media.

Morgner (2021) in his study entitled "The Americanisation of spoken British English: A corpus-based study of the diachronic and synchronic Americanisation of lexis in spoken

British English" examined the influence of American English on spoken British English, specifically focusing on lexical changes over time. The methodology employed in this research was corpus-based, using a large collection of spoken language data to analyze the frequency and usage patterns of Americanized words in British English. The participants in this study were native speakers of British English, including both students and non-students. The findings of the study revealed a significant increase in the use of Americanised words in spoken British English over time, indicating a process of Americanisation. The study also identified specific lexical items that have undergone Americanisation, such as "elevator" replacing "lift" and "apartment" replacing "flat." Based on these findings, it was recommended that further research be conducted to explore the sociolinguistic implications and attitudes towards Americanisation in British English.

## **2.2.2 Literature from Asia**

### **2.2.2.1 Literature from Indonesia**

Samsur (2014) in his work entitled *The Students' Ability in distinguishing between written American and British English* in the 6th Semester of English Literature Department investigated the ability of the students as English learners in distinguishing between written British and American English. His study aimed to know the students' ability in distinguishing between written British and American English and the most difficult aspect of vocabulary, spelling, and grammar. He made use of the quantitative and qualitative methods also called mix method. The mixed method was categorized as a concurrent embedded strategy to collect primary and secondary data from test and open questionnaires. His studies found that the students' ability to distinguish between written British and American English was average with a mean score of 52.43 and the most difficult aspect that the students got in distinguishing between both was the vocabulary aspect. The overall results supposed that the students did not have much understanding of the distinction in the variety of English especially written British and American English.

Yoestara and Wahyuni (2022) did a similar study in their article entitled "University Students' Preferences and Recognition: American English". Their study intended to find out the following: the varieties of English the university students prefer to use in spelling and pronunciation, and their ability to recognise the differences between these varieties in vocabulary. The design of his study was a descriptive design that involved 30 students of the English Department at the University of Serambi Mekkah from various semesters but with an average level of English capability. Questionnaires and oral tests were used as instruments to



find out the students' preferences of English varieties in spelling and pronunciation, while a written test was used to find out the students' ability to recognize the difference in vocabulary within the two varieties. The result of the questionnaire and the oral test was analysed by using a percentage formula to find out which variation was more dominant in both spelling and pronunciation. Meanwhile, the written test result was checked for its true and false answer in order to decide how far the students could recognize the difference in terms of vocabulary between BrE and AmE. The results of their study showed that more than half of the students preferred to use the American English variety in terms of spelling and pronunciation, 60.1% and 55.3% respectively. The results of their study also revealed that 65.2% of university students had the ability to recognize the differences between BrE and AmE in terms of vocabulary.

Ade & Meilina, & Dinar (2021) conducted a research entitled “An Analysis of the Use of British English and American English toward Writing Ability in the Students' Instagram Accounts of Nahdlatul Ulama University of Purwokerto,” The objective of their research was to examine how the use of British English and American English influences the writing ability of students on their Instagram accounts. The methodology employed in this research involved a qualitative analysis of the language used by participants on their Instagram posts. The participants consisted of students from Nahdlatul Ulama University of Purwokerto. The findings of the study revealed that there were variations in the use of British English and American English among the participants. Some students predominantly used British English, while others favoured American English. It was observed that students who were more exposed to British English tended to have better writing skills in that variant, while those who were more exposed to American English demonstrated stronger writing abilities in that variant. Based on these findings, several recommendations were made. Firstly, it is important for educators to provide a balanced exposure to both British English and American English to enhance students' overall writing abilities. This can be achieved through incorporating materials from both variants in language learning curricula. Additionally, it stated that students should be encouraged to engage with authentic materials from both British and American sources to further develop their language skills.

In the study conducted by Agus and Narti (2020) entitled *English Students' Awareness of American English and British English difference*, the objective was to investigate the awareness of English students regarding the differences between American English and British English. The data were collected from two instruments; firstly, the tests about

American English and British English differences in spelling and vocabulary, and secondly, the questionnaire regarding the use and preferences of English varieties by using a qualitative method. The participants in this study were 55 English students at As-syafi'iyah Islamic University who had been learning about grammar, pronunciation, spelling, and vocabulary. The findings revealed that while the majority of the students were aware of the existence of differences between American English and British English, their knowledge about specific linguistic variations was limited. It was observed that students had more exposure to American English due to its dominance in media and popular culture. However, they expressed a desire to learn more about British English to enhance their language skills and cultural understanding. Based on these findings, it was recommended that language educators incorporate both American and British English variations in their teaching materials and provide opportunities for students to engage with authentic materials from both dialects.

Herlinah and Faridah (2021) in their work entitled "Efl Learners' Attitude toward Two Major English Varieties: From Perplexity to Prejudice" examined the attitudes of EFL learners towards American English (AE) and British English (BE), specifically exploring their perceptions of economic benefits and confusion arising from vocabulary differences. The survey, which included 50 university students, utilized an open-ended questionnaire with four questions to gather participants' perspectives. The findings indicate that 50% of the students strongly believe that AE is the most widely accepted form of English worldwide, offering greater social and economic advantages for their future. However, the remaining participants present diverse and conflicting arguments regarding the two varieties. The study emphasizes the importance for English teachers to consider the variances between BE and AE when designing teaching materials, aiming to mitigate confusion and prejudice among EFL learners. By addressing these differences, educators can enhance learners' understanding and promote a more comprehensive grasp of both English varieties.

In the study "A contrastive study between British and American English: A morphological perspective" by Cahyaningtyas (2017), the objective was to compare and analyse the morphological differences between British and American English. The methodology employed in this research involved collecting data from various sources, such as textbooks, dictionaries, and linguistic corpora. The researcher analysed written texts. The findings of the study revealed several significant differences in morphology between British and American English. For instance, there were variations in word formation processes, such as affixation and compounding. Additionally, differences were observed in the use of inflectional

morphemes, particularly in verb conjugation and noun plurals. The study also highlighted discrepancies in spelling conventions, with American English often favouring simplified spellings compared to British English. Based on these findings, the researcher provided recommendations for language learners and educators. It was suggested that learners should be aware of these morphological differences to enhance their understanding and proficiency in both varieties of English.

#### **2.2.2.2 Literature from China**

Zhang (2010) in his Ph.D. thesis entitled *Attitude Beyond the Inner Circle: investigating Hong Kong Students' attitudes towards English Accents* investigated the attitudes of 44 Hong Kong university students with respect to eight varieties of English speech, that is, educated Hong Kong English accent (HKed), the broad Hong Kong accent (HKbr), Received Pronunciation (RP), General American (AmE), Australian English (AusE), Tyneside English (TynE), Philippine English (PE) and Mandarin-accented English (ME). His study employed a range of direct (e.g. interviews) and indirect (e.g., the verbal-guise test) techniques of attitude measurement in order to obtain in-depth information regarding such perceptions. The results of his study suggested that Hong Kong informants have relatively positive attitudes towards HKed. Moreover, ME was evaluated comparatively highly, indicating that it might potentially develop into a ubiquitous 'China English'. His findings stated that AmE was rated even more highly than RP. Overall, though, Hong Kong informants prefer HKed since it is a variety close to RP. Therefore, although the results demonstrate that a certain amount of linguistic self-hatred does exist in Hong Kong, it is not extended to HKed and the broadness of local accents does indeed appear to play a role in Hong Kong people's language attitudes. The ability to identify an accent, as well as a range of social variables tested had no significant effect on informants' attitudes towards the eight varieties of English under investigation.

The study entitled "British and American Phonetic Varieties" conducted by Hosseinzadeh and Kambuziye (2018) aimed to explore the phonetic variations between British and American English. The objective of their work was to analyze the differences in pronunciation between these two varieties of English. In terms of methodology, the researchers employed a comparative analysis approach. They collected data from various sources, including textbooks, research articles, and audio recordings. The findings of the study revealed several significant differences in phonetic features between British and American English. These differences encompassed various aspects such as vowel sounds, consonant sounds, stress

patterns, and intonation. For instance, it was observed that British English tends to have more vowel sounds compared to American English, while American English exhibits a higher degree of rhoticity. Based on their findings, the researchers provided recommendations for language learners and teachers. They emphasized the importance of being aware of these phonetic variations to enhance communication skills and avoid misunderstandings.

### **2.2.2.3 Literature from Iran**

Hosseinzadeh (2015) in his article “British and American phonetic varieties.” analysed the two major varieties of English in respect of their phonetic differences. Although the language of Britain and America is English, there are some pronunciation, vocabulary, spelling, grammatical, idiomatic and other differences between them. In his research, the phonetic differences between these two English varieties have been analysed in terms of their vowels (including monophthongs and diphthongs) and consonants. The method used in his research was comparative whose data have been collected through library and internet sources. He concludes that the obtained results, based on the comparison between British and American pronunciation, will get English language learners to the recognition, conscious knowledge, and correct usage of British and American English.

### **2.2.2.4 Literature from Thailand**

The study titled "An Attitudinal Study of Varieties of English: Voices from Thai University English Learners" by Jindapitak (2010) aimed to investigate the attitudes of Thai university English learners towards different varieties of English. The objective of the study was to explore the participants' perceptions and preferences regarding various English accents and dialects. The methodology employed in this research involved a mixed-methods approach, combining both quantitative and qualitative data collection techniques. The participants of the study were 200 Thai university students who were studying English as a foreign language. The participants were selected through a random sampling technique to ensure representativeness. The findings of the study revealed that the Thai university English learners had diverse attitudes towards different varieties of English. While some participants expressed a preference for native English accents, others showed a preference for non-native accents or variations such as Singlish or Manglish. The study also found that participants' attitudes were influenced by factors such as exposure to different varieties, perceived intelligibility, and social identity. Based on the findings, the study provided several recommendations. Firstly, it suggested that English language educators should expose

learners to a wide range of English accents and dialects to enhance their linguistic competence and cultural understanding. Secondly, it emphasized the importance of promoting an inclusive attitude towards all varieties of English to foster a more tolerant and accepting language learning environment.

### **2.2.2.5 Literature from Japan**

Takagaki (2005) conducted a study entitled "Raising Students' Awareness of the Varieties of English" The study aimed to enhance students' understanding of the different varieties of English through various teaching strategies. The methodology employed in this research involved a combination of classroom observations, interviews, and surveys. The findings of the study indicated that raising students' awareness of the varieties of English positively impacted their language learning process. By exposing students to different accents, dialects, and cultural contexts within the English language, they developed a broader understanding and appreciation for linguistic diversity. Additionally, it was observed that students became more confident in their own language abilities and were able to communicate effectively with speakers from different English-speaking countries. Based on these findings, several recommendations were made. Firstly, it was suggested that teachers should incorporate authentic materials such as videos, audio recordings, and texts from various English-speaking countries to expose students to different accents and dialects. Secondly, creating opportunities for students to interact with native speakers or individuals from different English-speaking backgrounds was recommended to further enhance their understanding of linguistic variations.

### **2.2.3 Literature from Africa**

#### **2.2.3.1 Literature from Algeria**

Safaa (2015) in his work entitled, *British vs. American English for university students Teaching Purposes: The Case of Third-year EFL Students at Tlemcen University* investigates and provides a thorough understanding of the English language and the distinctions between British and American English. The purpose of his work was to investigate Algerian EFL students' awareness and attitudes towards the differences between the linguistic aspects of British and American varieties. His research was based on the following questions: At which level do British and American English mainly differ? Which of the two varieties is more used among our EFL students? Is American English useful for British English purposes? The researcher approached 27 EFL students at the University of Tlemcen through interviews and 7

teachers were asked to answer questionnaires. His work revealed that EFL students used British English in learning while their teachers used a mix of the two varieties in teaching. It also revealed that the majority of students accepted the idea that American English is likely to be beneficial in their learning process and all teachers agreed to use it in ELT.

Biumaza, (2018) conducted a study entitled *British English vs. American English: Tracking Teachers' Use and Students' Attitudes. Case study: Second-year LMD English Students at Chadli Bendjedid University*. His study spotted the light on the inconstant and diversified use of British as well as American varieties by EFL non-native teachers with reference to vocabulary and pronunciation aspects. More particularly, his work investigated whether learners' attitudes towards their teachers using a certain variety are positive or unfavourable. His work set to answer the following research question: Are learners' attitudes towards their teachers using a certain variety positive or unfavourable. 50 EFL students at Chadli Bendjedid University were questioned and 07 teachers belonging to the aforementioned institution were kindly approached through an interview. The overall findings of his study revealed that the majority of the learners' population preferred the use of American English to British English. Concerning instructors, the majority of them mixed between the two variants, yet few teachers voiced their thoughts using a purely American or British accent.

Ashraf and Musleh, (2018) conducted a research entitled "British English and American English: History and Differences". The objectives were to examine the historical background and variations between British English and American English. The methodology employed in this study involved a comprehensive analysis of various linguistic sources, historical documents, and scholarly articles that discussed the evolution and divergence of these two forms of English. The findings of the study revealed significant differences in vocabulary, pronunciation, grammar, and spelling between British English and American English. It was observed that these variations emerged due to historical, cultural, and social factors. The work highlighted that British English has a more conservative approach, while American English tends to adopt new words and expressions more readily. Additionally, it was found that both dialects have influenced each other over time through language contact. Based on the findings, some recommendations were made. Firstly, it was suggested that individuals learning English should be aware of these differences to enhance their language proficiency. Secondly, educators and language instructors should consider incorporating both British and American English variations into their teaching materials to provide a comprehensive understanding of the language

### **2.2.3.2 Literature from Sudan**

Allah (2017) did similar research in Sudan in his dissertation entitled *Investigating the grammatical differences between British and American English and the Impact on EFL learners*. The purpose of his study was to investigate the awareness of university students about grammatical differences between American and British English and to examine the impact of these differences on students. He also explored to what extent the differences were. The researcher used the descriptive analysis method in addition to the experimental method. A test was given to 25 1st year students at the College of Languages at the Sudan University of Science and Technology. The main results reached were that EFL learners weren't able to distinguish between British and American Grammar, and tend to use the British variety more than the American variety. Based on the results, the researcher recommended that American grammar rules should be explained alongside British, and teachers should be trained to use American grammar in the teaching process.

Breima (2011) researched *The impact of the Differences between American English and British English on Sudanese English Learners*. The objective of this study was to investigate the differences between British and American English, and the potential challenges that Sudanese English language learners may face in secondary schools as a result of these differences. The study employed various data-gathering methods, including interviews and questionnaires administered to native speakers, EFL teachers, and experts, as well as a test for EFL learners. The sample for the study comprised two groups: the first group consisted of native speakers (both British and American) residing in Sudan, while the second group consisted of Sudanese ESL learners, specifically third-year students in Elnuhud secondary schools in North Kordofan State. The findings of the study revealed that there are variations between American English and British English across various language levels, and these differences may pose difficulties for individuals using English as a second or foreign language. Based on the findings, the study made several recommendations. Firstly, it suggested that teachers should exercise caution when it comes to American vocabulary, spelling, grammar, and pronunciation, and should undergo training to effectively incorporate the American variety into their teaching methods. Additionally, the study proposed that American grammar rules should be introduced alongside British grammar rules in the Sudanese English Syllabus. By implementing these recommendations, it is anticipated that Sudanese English language learners will be better equipped to navigate the variations between British and American English, thereby enhancing their language proficiency.

The study "The Influence of Differences between British English and American English on Sudanese English Language Learners" by Hassan and Allah (2018) aimed to investigate the impact of exposure to British and American English on the language proficiency of Sudanese English language learners. The study had several objectives, including identifying the most common differences between British and American English, determining the level of exposure to both varieties among Sudanese learners, and examining the effects of exposure on learners' language proficiency. The methodology involved a mixed-methods approach, combining both quantitative and qualitative data. The study used a survey questionnaire to collect data on the participants' exposure to British and American English, as well as their language proficiency. Additionally, the researchers conducted interviews with a subset of participants to gain a deeper understanding of their language learning experiences and preferences. The participants were 100 Sudanese English language learners, aged 18-25, who were enrolled in a language institute in Riyadh, Saudi Arabia. The participants were selected based on their proficiency level in English, with 50 participants at the intermediate level and 50 at the advanced level. The study found that the participants had varying levels of exposure to British and American English, with some participants reporting more exposure to one variety than the other. The findings of the study revealed that exposure to both British and American English had a positive impact on the language proficiency of Sudanese learners. The study found that learners who were exposed to both varieties had better language proficiency than those who were exposed to only one variety. Additionally, the study found that learners who were exposed to American English had better proficiency in listening and speaking skills, while those exposed to British English had better proficiency in reading and writing skills. The study's recommendations included the integration of both British and American English in language instruction, as well as the use of authentic materials such as videos, audio recordings, and texts to expose learners to both varieties. The study also recommended that language instructors should be aware of the differences between British and American English and should teach learners the appropriate usage of each variety in different contexts.

### **2.2.3.3 Literature from Nigeria**

Okpe and Onjewu (2016) studied the influence of American English on the mastery of English as a foreign language among some students in Kaduna, Nigeria in their article entitled *The Influence of American English on the Mastery of English as a foreign language among some students in Kaduna, Nigeria*. Their study explored the causes of the confusion as a



means to evolve strategies to minimise them. The researcher administered an essay containing fill in the gaps with options from both British and American English and an unstructured interview. The procedure used for data analysis is the interpretation of the test score and content analysis of the responses to the interview. The researcher concluded that the learners are definitely confused between the two varieties of the English language resulting in American English being a distraction to the British variety. The population of the study comprised students with exposure to learning English as a foreign language for at least 10 years and those who were already at the tertiary level of education. The essays were marked over 10 and allocated one mark for correct entry why while responses to the unstructured interview were interpreted based on inference. This study investigated the perception of British and American English usage among Nigerian undergraduates. The findings revealed that most of the participants were aware of the differences between British and American English, but there were some areas of confusion.

The aim of the research conducted by Akindele (2019) entitled “A Comparative Study of British and American English in Nigeria: Attitudes and Usage” was to investigate the attitudes and usage of British and American English in Nigeria. The study focused on understanding the preferences and perceptions of Nigerians towards these two varieties of English, as well as examining the factors that influence their language choices. To collect data for this study, Akindele employed a mixed-methods approach. Firstly, a questionnaire was administered to a sample population of 500 Nigerian participants, which included both students and professionals from various fields. The questionnaire consisted of both closed-ended and open-ended questions, allowing for quantitative and qualitative analysis. Additionally, interviews were conducted with a smaller subset of participants to gain deeper insights into their attitudes and language use. The findings of the study revealed that while both British and American English are widely used in Nigeria, there is a preference for British English among the Nigerian population. This preference was attributed to historical ties between Nigeria and Britain, as well as the influence of British colonialism. However, it was also observed that American English is gaining popularity, particularly among younger generations influenced by American media and culture. Based on these findings, it is recommended that language educators in Nigeria consider incorporating both British and American English into their curriculum to cater to the diverse language preferences of students. This can help promote linguistic diversity and ensure that learners are equipped with the necessary skills to communicate effectively in different contexts.

The aim of the research conducted by Okoro (2002) in *The Influence of British and American English on Nigerian Students: An Investigation* was to examine the impact of British and American English on Nigerian students. The study focused on the area of language acquisition and how exposure to these two varieties of English affects the linguistic skills and preferences of Nigerian students. To collect data for this research, Okoro employed various techniques. Firstly, a questionnaire was distributed to a sample population of Nigerian students from different educational institutions. The questionnaire consisted of questions related to their exposure to British and American English, their proficiency levels in each variety, and their attitudes towards them. Additionally, interviews were conducted with a subset of participants to gain more in-depth insights into their experiences with both forms of English. The findings of the study revealed that British English had a stronger influence on Nigerian students compared to American English. The majority of participants reported being more exposed to British English through formal education, media, and literature. However, it was also observed that exposure to American English has been increasing over time due to globalisation and the influence of American media. Despite this, participants generally expressed a preference for British English due to its perceived prestige and association with higher social status. Based on these findings, it is recommended that educators in Nigeria consider incorporating more exposure to American English in their curriculum to better prepare students for the globalised world.

#### **2.2.3.4 Literature from Ghana**

Owusu (2014) in his study entitled “Investigating the Impact of British and American English on Ghanaian Students: A Comparative Study” investigated the impact of British and American English on Ghanaian students' language proficiency and academic performance. The study employed a comparative research design, with a sample of 150 Ghanaian students who were randomly assigned to either a British English group or an American English group. The study used a pre-test and post-test design to assess the students' language proficiency and academic performance before and after exposure to the two varieties of English. The findings of the study revealed that both British and American English had a significant impact on the students' language proficiency and academic performance. However, the study found that the impact of the two varieties was not equal. Specifically, the study found that exposure to British English resulted in higher levels of language proficiency and academic performance compared to exposure to American English. Additionally, the study found that the impact of

the two varieties of English on the students' language proficiency and academic performance varied depending on the students' prior knowledge of English. Based on the findings of the study, it was recommended that Ghanaian schools should adopt a balanced approach to teaching English, incorporating both British and American English to enhance the students' language proficiency and academic performance.

The aim of the research conducted by Abena in his work entitled "Perceptions and Attitudes of Ghanaian English Learners towards British and American English: An Investigation" was to explore the perceptions and attitudes of Ghanaian English learners towards British and American English. The study focused on understanding how Ghanaian English learners perceive and evaluate these two varieties of English, as well as their preferences and attitudes towards them. The area of study for this research was language attitudes and perceptions, specifically within the context of English language learning in Ghana. The researcher aimed to investigate the factors that influence Ghanaian English learners' preferences for either British or American English, and whether these preferences are influenced by social, cultural, or educational factors. In terms of data collection techniques, the researcher employed a mixed-methods approach. The study utilised both quantitative and qualitative methods to gather data from the participants. The tools used for data collection included questionnaires and interviews. The questionnaires were designed to collect quantitative data on participants' preferences for British or American English, while the interviews provided an opportunity for participants to express their attitudes and perceptions in more depth. The participants in this study were Ghanaian English learners from various educational institutions in Ghana. The population consisted of both students and teachers who were actively engaged in learning or teaching English as a second language. The findings of the study revealed that Ghanaian English learners generally had positive attitudes towards both British and American English. However, there were some variations in their preferences based on factors such as exposure, familiarity, and personal experiences. The study also found that social and cultural influences played a significant role in shaping participants' perceptions and attitudes towards British and American English. Based on the findings, it was recommended that English language educators in Ghana take into consideration the preferences and attitudes of Ghanaian English learners towards British and American English when designing language learning materials and curriculum.

### **2.2.3.5 Literature from Kenya**

The aim of the research conducted by Wambui (2018) in the study titled *Investigating the Perception and Usage of British and American English among Kenyan Students* was to explore the perception and usage of British and American English among Kenyan students. The study focused on examining the attitudes, preferences, and patterns of language use among Kenyan students when it comes to these two varieties of English. The area of study for this research was language and linguistics, specifically focusing on sociolinguistics and language variation. The study aimed to investigate how Kenyan students perceive and utilize British and American English in their daily lives, including their preferences in terms of pronunciation, vocabulary, and grammar. To collect data for this research, Wambui employed a mixed-methods approach. The researcher utilized both qualitative and quantitative techniques to gather comprehensive insights into the perception and usage of British and American English among Kenyan students. The tools used for data collection included questionnaires, interviews, and language tests. The participants in this study were a diverse group of Kenyan students from various educational institutions across different regions of Kenya. The findings of the study revealed that Kenyan students generally have a positive perception of both British and American English. However, there were variations in their preferences for certain linguistic features such as pronunciation and vocabulary. Some participants showed a stronger inclination towards British English, while others leaned more towards American English. The study also highlighted that exposure to media, education system influences, and personal experiences played significant roles in shaping the students' perceptions and usage patterns. Based on the results, it was recommended that language educators in Kenya consider incorporating both British and American English varieties into their curriculum to cater to the diverse preferences of students.

### **2.2.3.6 Literature from Burundi**

Ndayisaba (2019) in his work entitled “The impact of British English and American English on Burundian English learners: A comparative study” aimed to investigate the impact of British and American English on Burundian English learners' language proficiency, cognitive development, and cultural identity. The study aimed to compare the effects of exposure to these two varieties of English on the learners' linguistic and cognitive abilities, as well as their attitudes towards the languages. The study focused on the impact of British and American English on Burundian English learners in Burundi, a country where both varieties are widely spoken. The study examines the learners' exposure to these varieties in different contexts,

such as education, media, and social interactions. The study employed a mixed-methods approach, combining quantitative and qualitative data collection techniques. The participants were 150 Burundian English learners aged between 10 and 18 years old, who are enrolled in primary and secondary schools in Bujumbura, the capital city of Burundi. The data collection tools included a questionnaire, interviews, and language proficiency tests. The study found that exposure to British English had a positive impact on the learners' linguistic proficiency, particularly in grammar and vocabulary acquisition. On the other hand, exposure to American English has a positive impact on the learners' cognitive development, particularly in creativity and critical thinking skills. The study also revealed that the learners' cultural identity is influenced by their exposure to both varieties of English, with some learners adopting more Westernized cultural values and others maintaining their traditional Burundian values. The study recommended that educators and policymakers in Burundi should consider the benefits of exposing learners to both British and American English, as both varieties have unique strengths that can contribute to the learners' linguistic and cognitive development.

Niyonzima (2009) in his work entitled “Investigating the Awareness and Usage of British and American English in Burundi” aimed at exploring the level of awareness and usage of British and American English in the context of Burundi. The study focused on examining the knowledge and preferences of English language learners in Burundi regarding these two major varieties of English. The area of study encompassed language education and sociolinguistics, specifically investigating language variation and attitudes towards different English dialects. To collect data for the study, Niyonzima employed a mixed-methods approach. Firstly, a survey questionnaire was administered to a sample population consisting of English language learners in Burundi. The questionnaire included items related to participants' awareness of British and American English, their preferences for one variety over the other, and their reasons for choosing a particular variety. Additionally, interviews were conducted with a subset of participants to gain deeper insights into their language attitudes and usage patterns. The findings of the study revealed that while there was a general awareness among English language learners in Burundi about the existence of both British and American English, there was a clear preference for American English. Participants cited various reasons for this preference, including exposure to American media and cultural influence. Moreover, the study highlighted that participants' choice of variety was influenced by factors such as perceived prestige, ease of understanding, and personal preferences. Based on these findings, it was recommended that language educators in Burundi take into account

learners' preferences and provide exposure to both British and American English varieties to ensure a well-rounded linguistic education.

### **2.2.3.7 Literature from Cameroon**

Esou & Suzanne (2019) conducted research on “Consistency in native varieties: a perception of British and American usage in Cameroon.” With the use of a questionnaire and a reading test, their study set out to examine consistency in BrE taking a sample population of one hundred and twenty-four respondents, representative of Cameroonian speakers of English. Data from the two tests revealed that the respondents obtained a general performance mean score of 54.17%, indicative that Cameroonian speakers of English are inconsistent in the recommended BrE variety due to teachers’ lack of knowledge of the native variety they teach, lack of mastery of the differences between the two native varieties, interference from AmE, learners’ lack of knowledge of the variety they are learning, lack of simultaneous teaching of BrE and AmE, learning English informally through various media sources, among others. In his study, the simple random method of the probability sampling technique was initially envisaged to collect data for this study during the 2019/2020 school year, though the convenience sampling of the non-probability technique was applied also due to the coming of the COVID-19 pandemic. The researcher confirms that access to the population was either limited or restricted, making it difficult to randomly sample a large population. Where possible, all the readily accessible respondents of the target schools/institutions were sampled. Twenty-one francophone secondary school learners of English, thirty Anglophone secondary school learners of English, eleven third-year English students of the University of Yaoundé I, sixteen fourth-year bilingual student-teachers of ENS Yaoundé, seventeen primary school teachers marking the First School Leaving Certificate (FSLC) 2020 examination session, twelve secondary and high school teachers of English/Anglais, and seventeen pedagogic inspectors in charge of the teaching of English and the promotion of bilingualism. In all, there were one hundred and twenty-four respondents. His findings reveal that there is inconsistency by the sampled students, teachers and pedagogues in the usage of British English and American English.

### **Contribution of the present study to research**

This present work focuses only on the grammatical differences between BrE and AmE. A majority of the works reviewed above left out the grammatical differences or touched it to an extent on the grounds that they are few and therefore not very important. As a result,

whenever there is any study conducted on the awareness of American and British English, grammar is under looked and even when grammar is included, researchers keep stating the same differences all the time. For example, differences in terms of punctuation, subordinators and adverbs are seldom included. Thus, this study differs from previous studies particularly in its focus on grammar and its broader coverage of grammatical categories. While other studies have examined differences between BrE and AmE in vocabulary, pronunciation, spelling, and to some extent, grammar, this research solely concentrates on grammar and the study encompasses a wider range of grammatical categories than those previously explored. Additionally, this research employs a distinct scope, which sets it apart from previous studies. The specific methodology and approach used in my investigation differ from those employed by other researchers. By focusing exclusively on grammar and adopting a unique scope, the study provides a fresh perspective on the topic and contributes new insights to the existing body of knowledge.

### **Chapter Summary**

This chapter consists of two sections that address two significant aspects in research. The first section provides a comprehensive review of the theoretical approaches employed in analysing the data for this study. By examining these theoretical frameworks, this chapter establishes a solid foundation for the data analysis process, ensuring its credibility. The second section focuses on highlighting relevant existing literature. This literature review serves multiple purposes. Firstly, it ensures that the current study is not merely a repetition of previous research, emphasising its originality and contribution to the field. Secondly, it aims to identify and explore studies that are closely related to the present research, including an evaluation of their strengths, weaknesses, and areas that have yet to be explored. The primary objective of this literature review is to situate the current study within the existing body of knowledge, demonstrating its contributions and building upon the work of previous researchers. By conducting a thorough review, this chapter ensures that the research is well-informed and provides a solid basis for the subsequent chapters of the study.

## **CHAPTER THREE**

### **METHODS OF DATA COLLECTION AND METHOD OF DATA ANALYSES**

#### **Introduction**

This section presents the methodology used in carrying out this study. Greenfield (1996) thinks methodology is "a set of methods, techniques and instruments used by a researcher in view of getting certain research objectives" (p.10). This section of the study thus, focuses on the sources of data (3.1), the population of the study (3.2), reasons for the choice of schools and classes (3.3), and the justification of the research instruments (3.4). This chapter also handles the description of the different methods of data collection, which include questionnaires, a test, interviews and classroom observation (3.5). It further describes the data collection procedure proper in detail (3.6). The chapter concludes with a description of the method of data analysis (3.7 and the difficulties encountered (3.8).

#### **3.1 Sources of data**

Two data source types were targeted in this study: primary sources and secondary sources. For primary sources, production tasks or tests, observation, interview and questionnaire were employed in this study. For secondary sources, extensive reading of up-to-date documentation linked to this topic such as linguistic and educational journals, research papers and dissertations, language teaching resources and other educational publications was necessary.

#### **3.2 Population of the Study**

This study focuses on ESL learners studying under the Anglophone sub-system of education. The research specifically targets 100 students who enrolled for the 2022/2023 academic year in G.B.H.S Etoug-Ebe (Lycée Bilingue d'Etoug-Ebe), The Multipurpose Bilingual Complex "Colombes d'Or," and Saint Joseph Mission High School. From G.B.H.S Etoug-Ebe, 50 students were selected, comprising 25 upper-sixth arts students and 25 upper sixth science students. The Multipurpose Bilingual Complex "Les Colombes d'or" provided 22 participants, including 13 students from USA and 12 students from USA. Saint Joseph Mission High School contributed 25 students, consisting of five students from USA, 15 students from the USA and 5 commercial students. The inclusion of commercial students was to supplement the participant pool, as they were not readily available on the selected day. Therefore, the total number of participants in this research is 100. The variation in the number



of students per school is due to differences in school population, with some schools being less populated than the other schools. Additionally, the participants were selected based on convenience and availability, with G.B.H.S Etoug-Ebe having more willing participants.

The three chosen schools represent the three categories of schools in Cameroon: government or public, private, and mission institutions. While G.B.H.S Etoug-Ebe and The Multipurpose Bilingual Complex Colombes d'or offer both the Anglophone and Francophone sub-systems of education, this study solely focuses on the Anglophone section.

### **3.3 Reason for the Choice of schools and Classes**

Data was collected from the aforementioned schools for various purposes. These schools were selected not only because they represent the three types of schools in Cameroon, but also because they are among the most popular in their respective categories in Yaoundé. G.B.H.S Etoug-Ebe is a well-known secondary school in Yaoundé, located in a neighbourhood with a higher population of Anglophone Cameroonians than Francophone Cameroonians. Yaoundé is a unique city that brings together people from diverse cultural and linguistic backgrounds, so choosing a school from this area would likely provide a more representative sample.

Colombes d'or is a private lay school situated at Ngousso, specifically at Balla, Ngousso in Yaoundé. This school was chosen because the identified problem was observed there. Additionally, the researcher is an English Language and Literature teacher at this school. As the saying goes, "Charity begins at home," so it was natural for the researcher to conduct the research in his familiar environment. Colombes d'or has been in existence for over a decade and has a reputation for producing good results in the General Certificate of Education.

Saint Joseph Mission High School is located near the Handicap Centre, also known as Centre des handicapés or simply "Centre." It is renowned for providing quality education and achieving excellent results at the G.C.E. Given that the school fees at this mission school are higher compared to other schools, it is likely that students from affluent families attend. This could potentially bring about some variation in the quality of students tested for this research.

The decision to specifically work with upper-sixth students was based on several reasons. Firstly, their Language Proficiency: Upper sixth students are typically the most advanced English language learners in secondary schools. They have been studying English for many years and have likely developed a strong foundation in the language. This level of proficiency

allows for a more detailed analysis of grammatical differences between British and American English.

Secondly, upper-sixth students may have had more exposure to different varieties of English and are more likely to exhibit a range of grammatical features influenced by both British and American English. Their linguistic maturity enables them to demonstrate a higher level of grammatical competence, making their language usage more representative of the grammatical differences being investigated.

### **3.4 Justification of the research instruments**

The mixed method was used in this study. This includes a language test, observation, interviews and a questionnaire.

**Language Test:** A language test is a common instrument used in research to assess language proficiency and knowledge. In this study, the language test helps determine if the students have a basic understanding of the differences between British and American English.

"The use of a language test is essential for assessing the language proficiency and knowledge of the participants. According to Brown (2003), language tests help to evaluate the linguistic competence of individuals and provide valuable information on their strengths and weaknesses. In this study, the language test will be used to assess the extent to which the participants are aware of the grammatical differences between British and American English."

**Questionnaire:** A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, preferences or opinions. Questionnaires can be used to collect quantitative and/or qualitative information. In the context of this study, questionnaires are used to collect data regarding the usage or preference towards British and American English.

**Interviews:** Interviews are a valuable research instrument that allows researchers to gather detailed and in-depth information on a particular topic. In this study, interviews will help understand the teachers' perspectives and experiences with British and American English.

"Interviews are a useful tool for gathering detailed and in-depth information on a particular topic. According to Creswell (2014), interviews are particularly useful for exploring participants' personal experiences, attitudes, and beliefs. In this study, interviews will be used

to gain insights into the teachers' awareness and understanding of the grammatical differences between British and American English."

**Observation:** Observation is a research instrument that involves watching and recording participants' behaviour in natural settings. In this study, observation helps observe how students use British and American English in their daily interactions.

"Observation is a valuable method for collecting data on participants' behaviours in natural settings. According to Bogdan and Biklen (2007), observation is a useful tool for studying social behaviour and interaction. In this study, observation will be used to observe how the participants use British and American English in their daily interactions, providing valuable information on how language is used in practice."

Overall, the use of multiple research instruments (language test, interviews, questionnaires and observation) provides a comprehensive understanding of this study

### **1.3 Description of methods of data collection**

#### **3.5.1 Test**

To assess the awareness of grammatical differences between British English and American English, a comprehensive test covering various aspects of grammar was administered to the classes in this study. According to Gall et Al (2020, p. 132), a test is used to measure an individual's knowledge, skills, or depth of understanding within a curriculum domain. Answering the question achievement test shows the extent to which an individual has mastered the specific skills in a formal learning situation. The researcher designed a test to be completed by 100 upper sixth students, including both arts and science students. The test consisted of 50 questions, aiming to cover a wide range of grammatical categories. These categories encompassed disparities in nouns, genitives, pronouns, prepositions, verbs, past participle forms of verbs, tenses, adverbs, conjunctions (subordinators), tag questions, adjectives, punctuations, and other miscellaneous aspects. Each question had two parts: the British English expression and the American English expression. Students were instructed to write "BrE" after the expression they considered to be in British English and "AmE" after the expression they considered to be in American English, within the space provided in round brackets. Additionally, they were asked to tick the expressions they frequently used, aiming to determine which variety (British or American English) the students preferred. In case they did not know the answer, students were instructed to write, "I don't know" after the brackets. By

employing this test, the researcher aimed to comprehensively assess the students' knowledge and awareness of the grammatical differences between British English and American English. Specifically, the information required was the institution of learning, class, gender and name of student.

### **3.5.2 Questionnaire**

Questionnaires are considered important instruments in doing classroom research by Richard and Lockhart (1995, p. 10) because they reveal data "regarding effective characteristics of teaching and learning, such as beliefs, attitudes, motivation, and preferences." Again, surveys make it possible for teachers and researchers to swiftly gather a lot of high-quality data. Additionally, it is quite affordable for a large sample (Krathwohl, 1998). It is important to note that questionnaires are one of the most popular ways to gather data and are simple to assess for reliability. Reliability in the sense that the same outcome is likely to be obtained in a variety of implementations, resulting in the results' reliability (Leftwich, 2007). However, despite the advantages of questionnaires, they are viewed as inadequate for analyzing complex patterns of interaction or complicated social relationships.

The questionnaire and the test were intertwined, as they could not be set apart. After providing the answers to the questions, which consisted in writing BrE after what they considered British English expressions and AmE after what they considered American English expressions in the space within the round brackets, they were asked to tick the expressions they used frequently and write down any they used besides that. There were 50 questions.

### **3.5.3 Observation**

The observation method was employed as one of the data collection techniques in this research study. This method involved direct observation of ESL learners in their classrooms and outside during break. The purpose of using observation was to gather first-hand information about the students' awareness of the grammatical differences between British and American English in their natural learning environment.

The data collection process involved visiting three different secondary schools in Cameroon for this study. The sample was chosen to ensure representation from different schools, considering factors such as geographical location. During the observation sessions, the researcher was present in the classroom, silently observing the students' interactions,

activities, and language usage related to British and American English grammar. The researcher took detailed notes, where the students demonstrated awareness or lack of awareness regarding these grammatical differences.

The observations were conducted over a specific period, allowing for multiple sessions in each school to capture a comprehensive understanding of the students' knowledge and behaviours. The researcher maintained a neutral and non-participatory role during the observations to minimize any potential influence on the students' responses. To enhance the reliability of the data, the researcher used an observation guide developed specifically for this study. The guide included predetermined categories and indicators to focus the observation process and ensure consistency in data collection. These categories encompassed various grammatical aspects where differences between British and American English are commonly encountered.

Overall, the observation method provided valuable insights into the students' level of awareness regarding the grammatical distinctions between British and American English. The data collected through this method complemented other data collection techniques employed in this research, contributing to a comprehensive understanding of the research topic.

#### **3.5.4 Interview**

The following procedures were involved in the collection of data through interviews:

**Contacting Participants:** We initially reached out to potential participants, specifically 5 secondary school teachers who had experience teaching English. We explained the purpose and scope of the research and requested their voluntary participation. Once they agreed, we scheduled interview sessions at a mutually convenient time.

**Informed Consent:** Before conducting the interviews, we sent each teacher an informed consent form via WhatsApp. The form outlined the purpose of the research, assured confidentiality, and obtained their consent to participate. We emphasized that participation was voluntary.

**Interview Protocol:** To ensure consistency and structure in the interviews, we developed an interview protocol. The protocol contained a series of open-ended questions related to the topic of British and American English usage in secondary schools. The questions aimed to

gather insights on the teachers' perspectives, experiences, and observations regarding language variations.

**Online or Phone Interviews:** Using WhatsApp, we conducted online or phone interviews with each teacher individually. I began by explaining the purpose of the study and assuring them that their responses would remain anonymous and confidential. We followed the interview protocol, asking the questions and encouraging them to elaborate on their responses. We adopted an empathetic and non-judgmental approach to create a comfortable environment for open and honest discussions.

**Recording and Transcription:** With the participants' consent, we recorded the interviews using WhatsApp's audio recording feature and phone call recording app. This allowed me to focus on actively listening and engaging with the participants during the interviews. After each interview, I transcribed some audio recordings verbatim, ensuring accurate representation of the participants' responses.

### **3.6 Data Collection Proper**

Data collection for this study spanned over a period of approximately 2 months, during which we diligently followed standard procedures. To ensure ethical considerations were met, we initiated contact with the authorities of the school under study, providing them with a clear explanation of the research purpose and assuring them of the confidentiality of any gathered information. In a meeting with the principal and other school authorities, we emphasised that the study was purely academic in nature and aimed to contribute to the awareness and improvement of both teachers and students.

Participation in the study was entirely voluntary, with no financial incentives involved. The informants willingly agreed to take part, understanding the potential benefits of the research. For data collection, the informants were administered the test. To maintain the integrity of the investigation, the students were instructed to answer the test individually and return it immediately. This approach aimed to prevent any further online investigations or consultations with classmates, ensuring that the responses were based solely on the students' own knowledge and understanding. Throughout the process, we carefully observed the students' communication before, during, and after the test, noting any relevant observations.

### **3.6.1 Data Collection from the Various Schools**

The first school where data was collected was Colombes d'Or. This process went smoothly as the researcher is a teacher of English Language and Literature in English at the school. I initiated contact with the principal and explained my intentions for the research. The principal showed great interest and granted permission to proceed. The test was administered successfully at the school.

The second school visited was G.B.H.S Etoug-ebe. However, it took approximately 6 weeks to fully collect data from this school. On the first visit, which happened to be on a Wednesday, the principal was unavailable. I met the Vice Principal instead, who requested that I return the following week. Unfortunately, data collection was not possible during that visit as the students were taking their second evaluation. The principal then asked me to come back the week after. Thankfully, on that subsequent visit, I was able to meet the Vice Principal. To ensure a representative sample, at least one student from each class in upper sixth arts and science was randomly selected, resulting in a total of 50 students. It was ensured that no student left the room until they had completed the test.

In Saint Joseph, a similar procedure was followed, with the exception that the school has a smaller student population compared to the other schools. As a result, the number of students in upper sixth was also lower. However, the same three tools were successfully utilized in all the classes.

### **3.7 Method of Data analysis**

Data analysis is defined as the "systematic process of inspecting, cleaning, transforming, and modeling data" to extract valuable information and support decision-making (Larose & Larose, 2019, p. 3). It involves utilizing statistical techniques, visualisation tools, and computational methods to uncover meaningful insights from data sets. This section will outline the specific methodology employed in the analysis of the data collected.

#### **Test**

The data collected from the students' test was marked to assess their ability to differentiate between British and American English. It is important to note that a response was considered correct only if it contained both British and American English expressions, indicated by receiving two ticks. Conversely, responses that were incorrect were those that were marked by

x (wrong) twice. Those that included a similar variety in both parentheses to receive at least one tick were classified as null. Cases where students did not attempt the question were also considered null. Once the responses were marked, they were categorized based on the grammatical category they fell under. It is important to note that the analysis focused on individual responses rather than individual students. This means that a student could have multiple responses within a category. For example, the modal verbs category had four questions, resulting in 400 responses when multiplied by the 100 students. These responses were classified as correct, incorrect, or null

The categorised responses were organized into tables, with each response type represented in a separate row. The tables consisted of columns indicating the frequencies and percentages for each response type. This procedure was repeated for all sixteen grammatical categories. It is noteworthy that the data was collected from three distinct schools, but it was analyzed as a combined group of 100 students rather than being analysed separately for each school. To calculate the percentages, the total number of responses categorised as correct, incorrect, and null were divided by the overall number of responses and then multiplied by 100. For instance, if there were 400 correct responses within a specific grammatical category out of a total of 700 responses, the calculation would be as follows:  $(400 / 700) \times 100$ .

After presenting the results for each category, a general table and chart were created to summarise the overall awareness of the students. This table and chart incorporated all the grammatical categories and provided statistics on the frequency and percentage of each response type. The process involved summing up the counts for each response type and dividing them by the total number of responses. The resulting values were then multiplied by 100. Finally, the data was interpreted, and potential findings were derived from the analysis.

To enhance the representation and interpretation of the data percentages, we followed the general rounding rules and in one case, which we used a different approach called round half up” or round half towards positive infinity. In this method, you round up when the decimal part is 0.5 or greater, and round down when it is less than 0.5.

## **Questionnaire**

In this study, a questionnaire consisting of 50 questions (American and British English expressions per question) was administered to a group of 100 students. Each question had two expressions, one in British English and the other in American English. The purpose of the



questionnaire was to determine the students' preference between the two expressions by asking them to tick the one they used more frequently and to write any expressions they used other than the expressions mentioned.

Due to the large number of questions and participants, it was not feasible to analyse the data question by question. Instead, the data was categorized into grammatical categories such as verbs, adjectives, prepositions, subordinating conjunctions, coordinating conjunctions, modal verbs, interrogative pronouns and so on. Each category contained one or more questions related to that specific grammatical aspect.

To conduct the analysis, the frequency of responses within each category was considered rather than the number of students. For instance, if there were 7 questions related to prepositions, the total number of responses for that category would be calculated by multiplying 7 (number of questions) by 100 (total number of students), resulting in 700 responses. By categorizing the data in this manner, it became easier to identify patterns and preferences within specific grammatical categories. This approach allows for a more comprehensive analysis of the students' language usage.

The analysis procedure involved calculating the frequency of responses for each grammatical category. This information could then be used to determine which expressions within each category were preferred or used more frequently by the majority of students. By comparing the frequencies between British and American English expressions within each category, it is possible to identify any significant differences in usage.

For example, if within the verb category, the British English expression received a higher frequency of responses compared to its American English counterpart, it can be inferred that students generally prefer using British English verbs. This process is repeated for each grammatical category to obtain a comprehensive understanding of language preferences among the participants.

To determine the percentage of responses favouring British English within a specific category, we divided the number of responses favoring British English by the total number of responses for that category and multiplied the result by 100. For instance, if within the verb category, there were two questions and 150 responses favored British English, we calculated  $(150 / 200) \times 100$  to obtain the percentage.

By following this analysis procedure for each category, we were able to determine the overall usage for British or American English expressions within different grammatical categories based on the students' responses. The information was later represented with the use of tables and a chart for the general frequency where we had a column for varieties, Frequency and percentages. To calculate the percentages, the total number of responses categorized as BrE, AmE, and null for each variety were divided by the overall number of responses and then multiplied by 100. For instance, if there were 400 responses that favoured British English within a specific grammatical category out of a total of 700 responses, the calculation would be as follows:  $(400 / 700) \times 100$ .

## **Interview**

**Data Analysis:** Once all the interviews were conducted and transcribed, we organised the data systematically. We assigned unique identifiers to each participant to maintain confidentiality and traceability. We then reviewed the transcriptions and identified recurring themes, patterns, and noteworthy insights that emerged from the interviews.

**Thematic Analysis:** Following a thematic analysis approach, we coded the transcriptions by identifying meaningful segments and assigning relevant codes to them. This process involved carefully reviewing the responses, identifying common themes, and categorizing the data accordingly. We used a coding scheme to ensure consistency and accuracy in the analysis.

**Coding:** To identify key themes and factors, we applied a coding scheme to the interview data. We carefully reviewed each response and assigned appropriate codes to segments that represented recurring ideas or concepts. This allowed us to categorize the data based on two main themes such as "**Teachers' Awareness on Language Variations**" and "**Factors Influencing Student Preferences.**"

**Data Interpretation:** After coding the data, we interpreted the findings by examining the themes and patterns that emerged. We analyzed the teachers' perspectives, experiences, and observations related to British and American English usage in secondary schools. We explored the similarities and differences in their responses and considered any notable variations.

### 3.8 Difficulties Encountered

In the course of this research, the researcher encountered several challenges. The following are some difficulties the researcher faced:

**Access to Schools:** Gaining permission and securing access to the three schools from which we collected data was a challenge. A school like G.B.H.S Etoug-ebe had specific protocols and requirements for conducting research on their premises. The researcher paid many visits to the schools. The researcher visited one of the schools 4 times. This was G.B.H.S Etoug-ebe. Given that, it is a government school and there are many procedures. I had to follow all of them to the book. The researcher visited the school sometimes and could not meet the principal. Given that the principal is at the helm of a secondary school, only she could give permission to proceed. Therefore, I needed to meet her at all costs. Not only were all of these financially costly but also were also time taking.

**Participant Recruitment:** Recruiting an adequate number of students and teachers to participate in this research was challenging. It required coordination with school authorities, to ensure the availability and willingness of participants.

**Time Constraints:** Conducting interviews with teachers was time-consuming. Coordinating schedules, arranging suitable time slots, and ensuring that participants are available was challenging, especially considering their academic commitments and other responsibilities.

**Participant Engagement:** Given that the test was very broad (50 questions), maintaining participant interest and engagement throughout the test process was a difficulty. Some students had limited time or competing priorities, which affected their willingness to actively participate, provide accurate responses, or complete the assigned tasks. Administering a 50-question test was time-consuming, and some students experienced fatigue and loss of focus as the test progressed. Some students complained that it was too broad. Some recalcitrant students even took the test paper but did not do the task.

**Language Proficiency:** Since this research involves investigating grammatical differences between British English and American English, language proficiency was an issue. Some students openly declared that they were not aware and that they were not willing to take the test.

## **Chapter Summary**

This chapter was concerned with the research design that guided this study. Focus was on the area of study, the target population, the method of data collection and the method of data analysis. Also, there were some highlights on the difficulties faced in the course of the research.

## CHAPTER FOUR

### DATA ANALYSIS

#### Introduction

This chapter focuses on analysing the data collected and presenting the findings obtained from students' and teachers' responses regarding their awareness and preference towards British and American English grammar. The data collected from three different schools were combined and analyzed using tables and charts. The responses were categorized, and the data for each category were presented in tables. Finally, an overview of the overall findings is provided. The research aimed to answer two main questions: Firstly, to what extent are ESL learners in Cameroon able to distinguish between British and American English grammar? Secondly, which variety do the students use more frequently in their interactions? Therefore, the presentations are divided into two phases. The first phase examines the extent to which ESL learners can differentiate between British and American grammar, while the second phase explores which variety they use more frequently. To strengthen and quantify the results obtained, tables, frequencies, and percentages were utilized. This chapter also addresses teachers' perspectives and finally, the discussion of findings.

#### 4.1 Analysis of Data Collected from the Test

##### 4.1.1 Awareness of prepositions among ESL learners

The investigation shows that a total of 700 responses were collected and analysed to determine the extent of this distinction.

**Table 48: Illustration of Awareness of Prepositions**

RESPONSE TYPE	FREQUENCY	PERCENTAGE
Correct	286	<b>40.9%</b>
Incorrect	364	<b>52%</b>
Null	50	<b>7.1%</b>
Total	700	<b>100%</b>

## Questions

- 1) A) He is **in school**  
B) He is **at school**
- 2) A) He **wrote** me.  
B) He **wrote to** me
- 3) A) The laptop **is on** sale.  
B) The laptop **is in a** sale.
- 4) A) I'll see you **on** the weekend.  
B) I'll see you **at** the weekend.
- 5) A) Papa wants to talk **with** you.  
B) Papa wants to **talk** to you.
- 6) A) I'm visiting her tomorrow.  
B) I'm visiting with her tomorrow.
- 7) A) I'll see **you on Monday**.  
B) I'll see **you Monday**.

The results showed that out of the 700 responses, 286 (40.9%) were able to correctly differentiate between the two varieties of English. On the other hand, 364 respondents (52%) were categorised as incorrect, indicating that they could not distinguish between British and American English. Additionally, 50 responses (7.1%) fell into the "null" category. This group consisted of individuals who did not attempt the questions or those who wrote down both varieties in brackets and still received a tick for their response instead of two. These participants also demonstrated an inability to distinguish between British and American English. To summarise, the statistics reveal that a significant portion of ESL learners in some schools in Cameroon struggle to differentiate between British and American English. Only 40.85% of the responses were categorised as able to accurately identify the distinctions, while 52% could not do so, and 7.14% did not attempt or provided ambiguous responses.

### 4.1.2 Survey of Orthography Awareness

To find out the level of awareness as far as orthography is concerned, 700 responses were collected and examined.

**Table 49: Illustration of Awareness of Orthography**

RESPONSE TYPE	FREQUENCY	PERCENTAGE
Correct	318	45.3%
Incorrect	313	44.8%
Null	69	9.9%
Total	700	100%

### Questions

- 1) A) I don't have **transport** fare.  
B) I don't have **transportation** fare. ( )
- 2) A) John is good at **sports**. ( )  
B) John is good at **sport**. ( )
- 3) A) Good **accommodation** is hard to find here. ( )  
B) Good **accomodations** are hard to find here. ( )
- 4) A) The **Sanaga River** is the longest river in Cameroon. ( )  
B) The **River Sanaga** is the longest river in Cameroon. ( )
- 5) A) Our school has got many **buses**. ( )  
B) Our School has got many **busses**. ( )
- 6) A) We agreed to pay for the motorcycle in four **instalments** ( )  
B) We agreed to pay for the motorcycle in four **installments** ( )
- 7) A) The rebel's only form of **defense** against the soldier's guns was sticks and stones ( )  
B) The rebel's only form of **defence** against the soldier's guns was sticks and stones

The result suggests that out of the 700 responses, 318 of them, which accounts for approximately 45.3% of the total, were categorized as correct. This means that these students were able to accurately differentiate between British and American English. They demonstrated a good understanding of the variations in spelling, between the two varieties. On the other hand, 313 responses, equivalent to around 44.8% of the total, were categorised as incorrect. These students were unable to distinguish between British and American English and showed a lack of awareness regarding the differences in usage and pronunciation. Additionally, 69 responses, representing approximately 9.9% of the total, were categorized as "null." This category includes students who did not attempt the questions or those who wrote similar varieties in brackets just to receive a tick out of two. These students also demonstrated an inability to distinguish between British and American English. Overall, these statistics indicate that a significant portion of ESL learners of some schools in Cameroon struggle with

differentiating between British and American English. While almost half of the respondents were able to correctly identify the distinctions.

#### 4.1.3 Phrasal Verbs Awareness

100 responses were collected from 100 students to determine the extent to which secondary students are able to distinguish between British and American English in terms of phrasal verbs. We obtained the following results:

**Table 50: Illustration of Awareness of Phrasal verbs among ESL learners**

RESPONSE TYPES	FREQUENCY	PERCENTAGE
Correct	40	<b>40%</b>
Incorrect	51	<b>51%</b>
Null	9	<b>9%</b>
Total	100	<b>100%</b>

#### Question

- 1) A) I would like to **check up** on something.
- B) I would like to **check out** on something.

The study has proven that out of the total responses, 40 of them, accounting for 40% of the sample, were categorised as correct. This means that these students demonstrated a clear understanding and were able to accurately differentiate between British and American English in relation to phrasal verbs. On the other hand, 51 responses, representing 51 (51%) of the sample, were categorized as incorrect. These students displayed an inability to distinguish between the two language varieties when it came to phrasal verbs.

Furthermore, 9 responses, equivalent to 9% of the sample, were classified as "null." This category represents cases where students either did not attempt to differentiate between the language varieties or provided incomplete responses, making it difficult to determine their ability to distinguish between British and American English in terms of phrasal verbs. It indicates that a significant proportion of the participants struggled to differentiate between British and American English, particularly in the context of phrasal verbs. However, it is noteworthy that a smaller percentage of students demonstrated an accurate understanding of this linguistic distinction.



#### 4.1.4 Awareness of Article

In this investigation focused on ESL learners in Cameroon, 100 responses were collected and analysed to assess their ability to distinguish between British and American English in terms of article. The table below illustrates the results.

**Table 51: Demonstration of Awareness of Article**

<b>RESPONSE TYPES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Correct	40	<b>40%</b>
Incorrect	50	<b>50%</b>
Null	10	<b>10%</b>
Total	100	<b>100%</b>

- 1) A) What do you want to become **in future**?
- B) What do you want to become **in the future**?

Out of the 100 responses, 40 (40%) were categorised as correct. This indicates that 40% of the students demonstrated a clear understanding and were able to accurately distinguish between British and American English in relation to articles. On the other hand, 50 responses (50%) were categorised as incorrect. This means that half of the students were unable to differentiate between the two language varieties when it came to articles. Additionally, 10 responses (10%) were classified as "null." This category represents cases where students either did not attempt to differentiate between the language varieties or provided incomplete responses, which suggests that the students involved were not able to distinguish between British and American English in terms of articles. It reveals that a substantial proportion of the participants were able to accurately differentiate between British and American English in relation to articles. However, an equal percentage of students struggled to make this distinction. Furthermore, a smaller portion of the responses fell into the "null" category.

#### 4.1.5 Awareness of Interrogative pronouns

**Table 52: Illustration of Awareness of Interrogative pronouns**

<b>RESPONSE TYPES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Correct	22	<b>22%</b>
Incorrect	73	<b>73%</b>
Null	5	<b>5%</b>
Total	100	<b>100%</b>

- 1) A) **Whom** do you want to see?
- B) **Who** do you want to see?

The study found that out of the total sample size of 100 respondents, 22% (n=22) correctly distinguished between British and American English. These respondents demonstrated an accurate understanding of the differences between the two dialects. However, the majority of respondents, 73% (n=74), were unable to distinguish between British and American English. This group exhibited a lack of awareness or knowledge regarding the distinctions between the two dialects.

Furthermore, a small percentage of respondents, 5% (n=5), provided incomplete or null responses, indicating that they did not attempt to differentiate between British and American English or their responses were insufficient to make a conclusive determination. These findings suggest that the overall ability of the surveyed ESL learners to differentiate between British and American English is limited, with a notable majority unable to accurately distinguish between the two dialects.

#### 4.1.6 Awareness of Adverbs

**Table 53: Representation of Awareness of Adverbs**

<b>RESPONSE TYPES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Correct	76	<b>76%</b>
Incorrect	18	<b>18%</b>
Null	6	<b>6%</b>
Total	100	<b>100%</b>

#### Question

- 1) A) It's **really** good.
- B) It's **real** good.

The study found that out of the total sample size of 100 respondents, 76% (n=76) were able to correctly distinguish between British and American English with respect to adverbs. These respondents demonstrated an accurate understanding of the differences in adverb usage between the two varieties. However, a smaller proportion of respondents, 18% (n=18), were unable to differentiate between British and American English in terms of adverbs. This group exhibited a lack of awareness or knowledge regarding the specific variations in adverb usage

between the two varieties. Furthermore, a small percentage of respondents, 6% (n=6), provided incomplete or null responses, indicating that they did not attempt to differentiate between British and American English in terms of adverbs or their responses were insufficient to make a conclusive determination. These findings suggest that the majority of ESL learners in the selected schools in Cameroon possess the ability to distinguish between British and American English in terms of adverbs. However, a notable minority of students lack this ability, indicating that further attention and instruction may be necessary to enhance their understanding of the variations in adverb usage between the two varieties.

#### 4.1.7 Awareness of Subordinating Conjunctions

The study included 300 responses from a sample of 100 ESL learners regarding their level of awareness of the differences in terms of subordinating conjunctions. The following results were revealed in this study.

**Table 54: Illustration of Awareness of Subordinating Conjunctions**

RESPONSE TYPES	FREQUENCY	PERCENTAGE
Correct	95	31.7%
Incorrect	180	60%
Null	25	8.3%
Total	300	100%

#### Questions

- 1) A) It's not **so far as** I thought it was (    ).  
     B) It's not **as far as** I thought it was. (    )
- 2) A) **So long as** you are happy, we'll stay. (    )  
     B) **As long as** you are happy, we'll stay. (    )
- 3) A) **As I said**, I am not going to the cinema today. (    )  
     B) **Like I said**, I am not going to the cinema today. (    )

Out of these respondents, 300 responses were collected to evaluate their ability to distinguish between British and American English subordinators. Among the collected responses, 95 (31.7%) were correct, indicating that the students were able to accurately differentiate between British and American English subordinators. These respondents demonstrated a solid understanding of the distinctions in subordinator usage between the two dialects. On the other hand, 180 responses (60%) were incorrect, suggesting that a majority of the students were unable to distinguish between British and American English subordinators. This group

exhibited a lack of awareness or knowledge regarding the specific variations in subordinator usage between the two dialects. Furthermore, 25 responses (8.3%) were null, either due to the students not attempting to differentiate or providing incomplete responses. These null responses indicate that the students did not make a conclusive distinction between British and American English subordinators. Thus, were not able to distinguish between the two varieties. These findings suggest that the ability of ESL learners in the selected schools to distinguish between British and American English subordinators is limited. Further attention and instruction may be necessary to enhance their understanding of the variations in subordinator usage between the two varieties.

#### 4.1.8 Awareness of Punctuation differences

The study included responses from a sample of 100 ESL learners, which resulted in a total of 600 collected responses to evaluate their ability to distinguish between British and American English punctuation.

**Table 55: Students’ Awareness of Punctuation differences**

<b>RESPONSE TYPES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Correct	278	<b>46.3%</b>
Incorrect	241	<b>40.2%</b>
Null	81	<b>13.5%</b>
Total	600	<b>100%</b>

#### Questions

- 1) A) The cover has red, **white** and blue flowers.  
B) The cover has red, **white**, and blue flowers.
- 2) A) I wish to see **Dr.** Collins.  
B) I wish to see **Dr** Collins.
- 3) A) The party is at **12.00**.  
B) The party is at **12:00**.
- 4) A) The **post-war** government had the enormous task of reconstructing the city.  
B) The **postwar** government had the enormous task of reconstructing the city.
- 5) A) The Cameroonian authorities **co-operated** with the Nigerian police in finding the terrorists.  
B) The Cameroonian authorities **cooperated** with the Nigerian police in finding the terrorists.
- 6) A) Kamal said, “She went to the park”.  
B) Kamal said, ‘She went to the park’.

Out of the 600 collected responses, 285 (46.3%) were correct, indicating that the students were able to accurately differentiate between British and American English punctuation. These respondents demonstrated a strong understanding of the differences in punctuation usage between the two dialects. On the other hand, 248 responses (40.2%) were incorrect, suggesting that a significant portion of the students were unable to distinguish between British and American English punctuation. This group exhibited a lack of awareness or knowledge regarding the specific variations in punctuation usage between the two varieties. Furthermore, 82 responses (13.5%) were null, either because the students did not attempt to differentiate or provided incomplete responses. These null responses indicate that the students did not make a conclusive distinction between British and American English punctuation. Overall, these findings suggest that the ability of the sample population to distinguish between British and American English punctuation is limited. There is a need for further attention to enhance their understanding of the variations in punctuation usage between the two varieties.

#### 4.1.9 Awareness of Miscellaneous Aspects

The investigation shows that a total of 600 responses were collected from the participants regarding the extent to which these participants are able to distinguish between the two variants in terms of miscellaneous aspects.

**Table 56: Illustration of Awareness of Miscellaneous Aspects**

<b>RESPONSE TYPES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Correct	292	<b>48.7%</b>
Incorrect	249	<b>41.5%</b>
Null	59	<b>9.8%</b>
Total	600	<b>100%</b>

#### Questions

- 1) A) The car looks like a nice one.  
B) The car looks a nice one.
- 2) A) He has a **fever**.  
B) He has got a **temperature**.
- 3) A) He suggested that I buy a piece of land.  
B) He suggested me to buy a piece of land.
- 4) A) Trying to advise this child is just like **flogging** a dead horse.  
B) Trying to advise this child is just like **beating** a dead horse.
- 5) A) We'd like **you to do** this now.  
B) We'd like **for you to do** this now.

- 6) A) The **Sanaga River** is the longest river in Cameroon  
 B) The **River Sanaga** is the longest river in Cameroon

Out of the 600 responses, 292 (48.7%) were correctly able to distinguish between British and American English. These responses demonstrated a clear understanding of the differences between the two varieties. On the other hand, 249 (41.5%) of the responses were incorrect, indicating that the participants were unable to distinguish between British and American English accurately. These responses showed a lack of awareness or confusion regarding the distinguishing features of the two language varieties. Additionally, 59 (9.8%) of the responses were considered null as they either did not attempt or provided incomplete responses. As a result, the participants were unable to demonstrate their ability to distinguish between British and American English due to insufficient or missing information. These statistics provide valuable insights into the proficiency levels of ESL learners in these three schools when it comes to discerning between British and American English in relation to miscellaneous aspects. The findings suggest that while a significant portion of the participants were able to distinguish between the two varieties, a notable proportion struggled or did not attempt to do so.

#### 4.1.10 Awareness of Past participle forms

700 responses were collected and examined with respect to the students' level of awareness as far past forms and past participle forms are concerned.

**Table 57: Illustration of Awareness of Past and participle forms**

RESPONSE TYPES	FREQUENCY	PERCENTAGE
Correct	152	<b>38%</b>
Incorrect	202	<b>50.5%</b>
Null	46	<b>11.5%</b>
Total	400	<b>100%</b>

#### Questions

- 1) A) He's **got** a bad cold.  
 B) He's **gotten** a bad cold.
- 2) A) He learnt a lot from your teachings.  
 B) He learned a lot from your teachings.
- 3) A) The charges against him were never **proved** in court.

- B) The charges against him were never **proven** in court.
- 4) A) The prisoners **pleaded** for mercy.  
B) The prisoners **pled** for mercy.

Out of a total of 400 responses, 152 responses (38%) were classified as correct. These responses indicate that the students demonstrated the ability to successfully differentiate between the two variations of English. Conversely, 202 responses (50.5%) were categorised as incorrect. These responses suggest that the students faced challenges in distinguishing between British and American English in relation to past participles. In addition, 46 responses (11.5%) were classified as null. These responses included cases where students either did not attempt to distinguish between the two variations or provided incomplete responses. As a result, it was not possible to determine whether they could distinguish between British and American English. One could also suggest they were not able to distinguish between the two varieties.

#### 4.1.11 Awareness of Modal Verbs

This category had 4 questions. Thus, resulting in 400 responses registered regarding the students' level of awareness vis-à-vis modal verbs.

**Table 58: Illustration of Awareness of Modal Verbs**

RESPONSE TYPES	FREQUENCY	PERCENTAGE
Correct	90	22.5%
Incorrect	288	72%
Null	22	5.5%
Total	400	100%

#### Questions

- 1) A) **Should** we always tell you to shut the door?  
B) **Would** we always tell you to shut the door?
- 2) A) I **shall** go to church tomorrow.  
B) I **will** go to church tomorrow.
- 3) A) You **oughtn't** have done the work.  
B) You **shouldn't** have done the work.
- 4) A) **Shall** I drink this now?  
B) **Should** I drink this now?

The investigation suggests that out of a total of 400 responses, 90 responses (22.5%) were classified as correct. These responses indicate that the students demonstrated the ability to successfully differentiate between the two variations of English in terms of modal verbs. On the other hand, 288 responses (72%) were categorised as incorrect. These responses suggest that the majority of students faced challenges in distinguishing between British and American English when it comes to modal verbs.

Additionally, 22 responses (5.5%) were classified as null. These responses included cases where students either did not attempt to distinguish between the two variations, provided incomplete responses, or simply wrote, "I don't know." Consequently, it was not possible to determine whether they could distinguish between British and American English in terms of modal verbs. Even though, it could also suggest that they were not able to distinguish between the two varieties.

#### 4.1.12 Awareness of Tense disparities

**Table 59: Illustration of Awareness of Tense disparities**

<b>RESPONSE TYPES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Correct	134	<b>44.7%</b>
Incorrect	141	<b>47%</b>
Null	25	<b>8.3%</b>
Total	300	<b>100%</b>

#### Questions

- 1) A) We **haven't told** them about the incident yet.  
B) We **didn't tell** them about the incident yet.
- 2) A) I wish I **would have done** it.  
B) I wish I **had done** it.
- 3) A) He just finished the lunch.  
B) He has just finished the lunch.

Out of a total of 300 responses, 134 responses (44.7%) were classified as correct. These responses indicate that the students demonstrated the ability to successfully differentiate between the two variations of English in terms of modal verbs. On the other hand, 141 responses (47%) were categorised as incorrect. These responses suggest that a significant portion of students faced challenges in distinguishing between British and American English when it comes to modal verbs. Additionally, 25 responses (8.3%) were classified as null.



These responses included cases where students either did not attempt to distinguish between the two variations, provided incomplete responses, or simply wrote "I don't know." Consequently, it was not possible to determine whether they could distinguish between British and American English in terms of modal verbs.

#### 4.1.13 Awareness of Verbs

**Table 60: Illustration of Awareness of Verbs**

<b>RESPONSE TYPES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Correct	35	<b>35%</b>
Incorrect	54	<b>54%</b>
Null	11	<b>11%</b>
Total	100	<b>100%</b>

#### Question

- 1) A) How did you **title** your poem?
- B) How did you **entitle** your poem?

The data collected from the investigation indicate that out of the 100 responses obtained, 35 responses (35%) correctly distinguished between British and American English in terms of verbs. These students demonstrated an understanding of the differences and were able to accurately identify the appropriate usage. On the other hand, the majority of the respondents, 54 out of 100 (54%), were unable to distinguish between British and American English in terms of modal verbs. These students exhibited difficulties in recognising and utilising the appropriate modal verb forms specific to each variety of English. Additionally, a small portion of the participants, 11 out of 100 (11%), did not attempt to distinguish between British and American English or provided incomplete responses. These respondents either wrote "I don't know" or did not provide the required information to assess their level of understanding. These statistics provide insights into the students' proficiency in differentiating between British and American English verbs, highlighting the challenges they face in this aspect of language learning.

#### 4.1.14 Awareness of Tag questions

**Table 61: Awareness of Tag questions**

RESPONSE TYPES	FREQUENCY	PERCENTAGE
Correct	42	<b>42%</b>
Incorrect	50	<b>50%</b>
Null	8	<b>8%</b>
Total	100	<b>100%</b>

#### Questions

- 1) A) They did not do it, **didn't they?**  
B) They did not do it, **did they?**

The data collected from the investigation indicate that out of the 100 responses obtained, 42 responses (42%) correctly distinguished between British and American English in terms of question tags. These students demonstrated an understanding of the differences and were able to accurately identify the appropriate modal verb forms specific to each variety of English. On the other hand, 50 out of 100 responses (50%) indicated that the students were unable to distinguish between British and American English in terms of verbs. These students exhibited difficulties in recognizing the appropriate modal verb forms specific to each variety of English, resulting in incorrect identification.

Additionally, 11 out of 100 responses (11%) were classified as null. These responses included students who did not attempt to distinguish between British and American English or provided incomplete responses. Some students simply wrote "I don't know," which indicates a lack of knowledge or understanding in this area.

#### 4.1.15 Awareness of Coordinating Conjunctions

**Table 62: Representation of Coordinating Conjunctions Awareness**

#### Questions

RESPONSE TYPES	FREQUENCY	PERCENTAGE
Correct	86	<b>86%</b>
Incorrect	11	<b>11%</b>
Null	3	<b>3%</b>
Total	100	<b>100%</b>

- 1) A) Come and take your book.
- B) Come take your book.

A total of 100 responses were collected from the participants. Among these responses, 86% (86/100) were classified as correct, indicating that the students were able to successfully distinguish between the two varieties of English. Additionally, 11% (11/100) of the responses were classified as incorrect, suggesting that some students struggled to differentiate between British and American English in terms of coordinating conjunctions. Furthermore, 3% (3/100) of the responses fell into the null category, which includes incomplete or "I don't know" responses. These statistics provide insights into the students' proficiency and awareness of the differences between British and American English in the context of coordinating conjunctions.

#### 4.1.16 Awareness of adjectives

**Table 63: Students' Awareness of Adjectives**

<b>RESPONSE TYPES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Correct	141	<b>70.5%</b>
Incorrect	40	<b>20%</b>
Null	19	<b>9.5%</b>
Total	200	<b>100%</b>

#### Questions

- 1) A) Is that all the better you can do?  
     B) Can't you do any better than that?
- 2) A) This one is different **from** the last one.  
     B) This one is different **than** the last one.

According to this investigation, a total of 200 responses were collected from the ESL learners. Among these responses, 141 (70.5%) were correctly able to distinguish between British and American English in terms of adjectives. These responses demonstrated a satisfactory level of understanding and accuracy in identifying the linguistic differences between the two varieties. On the other hand, 40 responses (20%) were incorrect, indicating that the students were unable to distinguish between British and American English in terms of adjectives. These responses reflected a lack of awareness or confusion regarding the specific linguistic features that differentiate the two varieties of English. Furthermore, 19 responses (9.5%) fell into the null category. These responses either did not attempt to differentiate between British and American English adjectives or provided incomplete responses. Some students may have simply indicated "I don't know" as their answer, suggesting a limited understanding or lack of

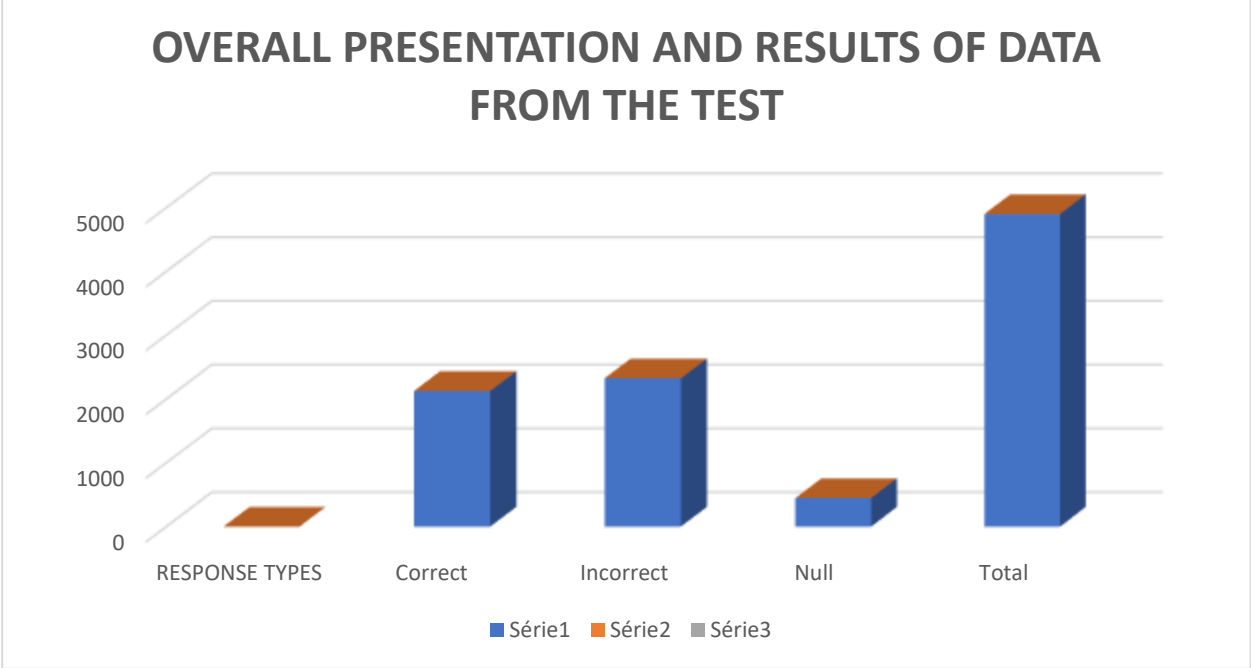
familiarity with the topic. The findings suggest that a significant majority of students possess the ability to differentiate between the two varieties to some extent, while a notable proportion struggle with this task. These results highlight the importance of further investigation and potential interventions to enhance language awareness and proficiency among ESL learners in Cameroon.

**4.1.17 Overall presentation and results of data from the test**

The table below sums up the statistics of each category as far as awareness is concerned. It is noteworthy that one of the objectives of this study was to investigate the extent to which Cameroon ESL learners are able to distinguish between British and American English grammar. The following results on general awareness were obtained:

**Table 64: Overall presentation and results of data from the test**

RESPONSE TYPES	GENERAL FREQUENCY	GENERAL PERCENTAGES
Correct	2127	43.40%
Incorrect	2325	47.44%
Null	448	9.14%
Total	4900	100%



**Figure 1: Overall presentation and results of data from the test**

The general statistics obtained from this study as presented in the table and chart for awareness reveal the following:

**1. Correct Responses:** Out of a total of 4900 responses, 2127 were categorised as correct, accounting for 43.40% of the total. These responses indicate that the students were able to accurately identify and differentiate between the grammatical differences in British and American English. This suggests a reasonable level of understanding and knowledge among the students regarding these distinctions.

**2. Incorrect Responses:** The study found that 2325 out of 4900 responses were categorised as incorrect, representing 47.44% of the total. These responses indicate that a significant portion of the students struggled to accurately identify or differentiate between the grammatical differences in British and American English. This suggests a lack of understanding or confusion among these students when it comes to recognising these distinctions.

**3. Null Responses:** The study also identified 448 out of 4900 responses as null, accounting for 9.14% of the total. These null responses include instances where students either stated "I don't know," provided incomplete responses, or did not attempt to answer at all. These types of responses indicate a lack of awareness or knowledge about the grammatical differences between British and American English among a portion of the student population.

Overall, these statistics provide insights into the general awareness and understanding of grammatical differences between British and American English among ESL learners of some schools in Cameroon. While a significant number of students demonstrated correct responses, indicating a good grasp of these distinctions, there is also a notable proportion who provided incorrect answers or did not attempt to answer at all. Thus, could not distinguish between the grammatical differences.

## 4.2 Analysis of data collected from the questionnaire

### 4.2.1 Usage of prepositions among students

To determine which variety the students use more frequently in terms of prepositions, 700 responses were gathered.

**Table 65: Illustration of Usage of prepositions**

VARIETY	FREQUENCY	PERCENTAGE
BrE	190	27.1%
AmE	450	64.2%
Null	60	8.7%
Total	<b>700</b>	<b>100%</b>

Out of the 700 responses gathered, it was found that 450 responses (64.2%) employed American English, while 190 responses (27.1%) favoured British English. Interestingly, 8.7% of the responses utilised a "Null" category, representing the usage of Cameroon English or simply wrong grammar.

The statistics indicate that a majority of the surveyed Cameroon ESL learners use American English, followed by British English, while a smaller percentage use “null” probably pertaining to Cameroon English. The influence of the media and technology, educational resources, historical factors, and cultural diversity within Cameroon could all contribute to these language preferences. What may also account for this is the fact that American English tends to have simpler and more consistent rules for prepositions compared to British English. This can make it easier for students to understand and apply them correctly.

It's worth noting that the presence of a "Null" category, representing Cameroon English, indicates the existence of a distinct linguistic variety that may be influenced by local languages, cultural nuances, and regional dialects. This suggests that Cameroon English has its own unique characteristics and usage patterns, further emphasising the diversity of English language usage in the country. We had expressions like “I’ll see you over the weekend, I’ll see you during the weekend, by week end instead of.... the British and American varieties.

### 4.2.3 Usage of Orthography

A total of 600 responses were collected to investigate usage of the two major variants as far as orthography is concerned.

**Table 66: Illustration of Usage of Orthography**

VARIETY	FREQUENCY	PERCENTAGE
BrE	269	44.1%
AmE	331	55.9%
Null	0	0%
Total	<b>600</b>	<b>100%</b>

The results indicate that British English is slightly more prevalent than American English. Out of the total of 600 responses, 331 responses (approximately 44.1%) indicated a preference for American English, while 269 responses (approximately 52.9%) preferred British English. Notably, there were no responses indicating the use of Cameroon English, which is likely the

result of the educational system's emphasis on teaching either British or American English rather than a distinct local variation.

The statistics suggest that there is a significant presence of both British and American English among ESL learners among the surveyed population. The preference for British English, albeit by a small margin, could be attributed to historical factors. Cameroon was a former British colony, and as a result, as led to a greater exposure and familiarity with British English among the students. On the other hand, due to its global influence, American English spellings are more commonly encountered and accepted in international contexts. Students may prefer American English spellings to align with global standards and facilitate communication across borders. The extensive exposure to American media and educational materials can lead Cameroonians students to adopt American English spellings more frequently.

#### 4.2.4 Phrasal Verb Usage

100 responses were collected from 100 students to investigate which variety students use more frequent. The results are represented in a table below.

**Table 67: Representation of Usage of phrasal verbs**

Variety	Frequency	Percentage
BrE	50	55%
AmE	45	45%
Null	5	5%
Total	100	100%

Out of the 100 responses collected, it was found that 50 responses (50%) exhibited a preference for British English, while 45 responses (45%) showed a preference for American English. Additionally, 5 responses (5%) did not align with either British or American English and were classified as Null, indicating the usage of Cameroon English.

It can be inferred that British English was favoured by half of the participants, whereas American English was favoured by a slightly lower proportion. These percentages suggest that both varieties are present to a significant extent in the linguistic repertoire of the students. The existence of a Null category implies that some students might employ a localised form of English unique to Cameroon, which might incorporate elements from various sources.

#### 4.2.5 Usage of articles

In this investigation focused on ESL learners in some schools in Cameroon, 100 responses were collected and analysed to find out the students' preference in terms of article.

**Table 68: Illustration of Usage of Articles**

VARIETY	FREQUENCY	PERCENTAGE
BrE	89	89%
AmE	11	11%
Null	00	0%
<b>Total</b>	<b>100</b>	<b>100</b>

It has been revealed through the investigation that among ESL learners in Cameroon, British English is more commonly used than American English. Out of 100 responses, 89 of them indicated the use of British English, which accounts for approximately 89% of the total responses. On the other hand, American English was mentioned in only 11 responses, representing approximately 11% of the total.

These statistics suggest a clear preference for British English among the surveyed ESL learners in Cameroon. This preference could be attributed to the prominence of British English in educational materials used in Cameroon's educational system.

#### 4.2.6 Usage of interrogative Pronouns

In the category of prepositions, 100 responses were collected to determine which variety students use more. The following results were obtained:

**Table 69: Usage of interrogative Pronouns**

VARIETY	FREQUENCY	PERCENTAGE
<b>BrE</b>	5	5%
<b>AmE</b>	95	95%
<b>Null</b>	0	0%
<b>Total</b>	<b>100</b>	<b>100%</b>

From the investigation, it appears that in the category of interrogative pronouns, the majority of ESL learners in Cameroon use American English more frequently than British English. Out of the total 100 responses, 90 of them (95%) indicate the use of American English interrogative pronouns. This suggests that a significant majority of the students prefer and utilise the American English form of interrogative pronouns in their speech and writing.



In contrast, only 5 out of the 100 responses (5%) reflect the use of British English interrogative pronouns. This indicates that a very small proportion of the students adhere to the British English grammar rules for interrogative pronouns. None of the 100 responses fall under the category “Null”, implying that there were no instances where the students used interrogative pronouns specific to Cameroon English. This suggests that the students have not exhibited any distinct patterns or deviations from American or British English when it comes to interrogative pronouns.

#### 4.2.7 Survey on Usage of Adverbs

As far as usage of adverbs is concerned, 100 responses were collected from 100 students regarding their usage of adverbs. The results have been displayed in the table below.

**Table 70: Illustration of Usage of Adverbs**

VARIETY	FREQUENCY	PERCENTAGE
BrE	95	95%
AmE	5	5%
Null	0	0%
Total	<b>100</b>	<b>100%</b>

From the table, it is obvious that 5% (5 responses) utilised American English, while 95% (95 responses) demonstrated the use of British English. There were no instances (0%) of what could be categorised as Cameroon English.

These statistics indicate a notable preference for British English among the surveyed ESL learners when it comes to adverb usage. This inclination could potentially be attributed to the influence of the education system in Cameroon, which has historically emphasised British English as the primary variety taught in schools. The curriculum, textbooks, and instructional materials predominantly follow British English norms, thereby familiarising students with its adverbial forms and usage. While individual exposure to American English through movies, music, and the internet, may exist.

#### 4.2.8 Usage of Subordinating Conjunctions

300 responses were gathered from 100 respondents in this study concerning their usage of subordinating conjunctions. We derived the following results:

**Table 71: Respondents' Usage of Subordinating Conjunctions**

VARIETY	FREQUENCY	PERCENTAGE
BrE	80	26.7%
AmE	218	72.7%
Null	2	0.6%
Total	<b>300</b>	<b>100%</b>

The study has proven that out of the 300 responses, 218 (72.7%) were categorised as using American English in terms of subordinating conjunctions. This indicates that the majority of the students tend to favour American English usage in this category. Among the 300 responses, 80 (26.7%) were categorised as using British English for subordinating conjunctions. While this represents a significant portion of the responses, it indicates a lower usage compared to American English in this particular category. Only 2 out of the 300 responses (0.6%) were classified as null, which might suggest the usage of a variety of English that is specific to Cameroon. It is important to note that this percentage is relatively small compared to the other two categories.

#### **4.2.9 Usage of punctuation**

600 responses were collected from 100 students of three different schools in Yaoundé. The investigation revealed the following:

**Table 72: Illustration of punctuation Usage**

Variety	Frequency of Responses	Percentage
BrE	330	55%
AmE	270	45%
Null	0	0%
Total	600	100%

The result of the investigation shows that out of the 600 responses from the surveyed ESL learners in some schools in Yaoundé, 45% (270 responses) used American English, while 55% (330 responses) used British English. It is important to note that no responses (0%) used is referred to as "Null," which suggests that the students did not use a distinct variety of English that could be categorised as Cameroon English. These statistics indicate that there is a preference for British English among the ESL learners in Cameroon in terms of prepositions, with a higher percentage of students using British English compared to American English.

The preference for British English could be attributed to the fact that British English is used more commonly taught at schools and used in official documents and communication.

#### 4.2.10 Usage of miscellaneous Aspects

The survey included 100 ESL learners who provided 600 responses regarding their preferences vis-à-vis BrE and AmE.

**Table 73: Respondent’s Usage of miscellaneous Aspects**

VARIETY	FREQUENCY	PERCENTAGE
<b>BrE</b>	379	63.2%
<b>AmE</b>	216	36%
<b>Null</b>	5	0.8%
<b>Total</b>	600	100%

From the investigation, the majority of students, 216 out of 600 (63.2%), indicated a preference for British English. A smaller proportion, 36 responses (36%), indicated a preference for American English. Interestingly, a very small number of respondents, only 5 (0.8%), used a variety of English known as "Null," which is specific to Cameroon. This table provides a clear visual representation of the language preferences among the surveyed students, showcasing the dominance of British English when it comes to other aspects, followed by American English and the relatively rare usage of the unique Cameroon English variety referred to as "Null."

#### 4.2.11 Usage of past forms and past participle forms

700 responses were from 100 students collected regarding usage of past forms and past participle forms in this survey. The following results were obtained:

**Table 74: Student’s Usage of past forms and past participle forms**

VARIETY	FREQUENCY	PERCENTAGE
<b>BrE</b>	150	37.5%
<b>AmE</b>	250	62.5%
<b>Null</b>	0	0
<b>Total</b>	<b>400</b>	<b>100%</b>

Out of the 700 responses collected, it was found that 250 responses (62.5%) predominantly employed American English, while 150 responses (37.5%) mainly utilised British English.

Notably, none of the responses (0%) indicated the use of Null, which could potentially represent Cameroon English, a variety specific to the region.

To elaborate further, in terms of the past participle, a majority of the students (62.5%) favoured American English, which suggests a higher inclination toward American language conventions. Conversely, a significant but smaller proportion (37.5%) of the students demonstrated a preference for British English, indicating a notable influence of British language norms. It is important to note that the absence of any responses indicating the use of Null suggests that there are only two past participle forms utilised among the surveyed ESL learners.

#### 4.2.12 Usage of Modal Verbs

The survey involved 100 students who provided 400 responses. 4 questions fell under this category. The results are as follows:

**Table 75: Illustration of Usage of Modal Verbs**

VARIETY	FREQUENCY	PERCENTAGE
BrE	110	27.5%
AmE	270	67.5%
Null	20	5%
<b>Total</b>	<b>400</b>	<b>100%</b>

Out of the total 400 responses, 270 of them (67.5%) indicate the use of American English subordinating conjunctions. This suggests that a significant portion of the students favour American English grammar and syntax in their usage of subordinating conjunctions. Of the 400 responses, 110 (27.5%) reflect the use of British English subordinating conjunctions. While this percentage is lower than that of American English, it still indicates that a notable portion of the students adhere to British English grammar rules for subordinating conjunctions. The remaining 20 responses (5%) fall under the category of "Null," which is likely representative of Cameroon English. These responses suggest that a smaller portion of the students may use a form of English that is specific to Cameroon, which may deviate from the rules of both American and British English.

#### 4.2.13 Tense Usage

The survey suggests that 300 responses from Cameroon ESL learners were gathered as evidence. This will be illustrated in the table below.

**Table 76: Tense Usage**

<b>VARIETY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
BrE	158	52.7%
AmE	142	47.3%
Null	0	0%
<b>Total</b>	<b>300</b>	<b>100%</b>

The evidence gathered suggests that out of 300 responses from Cameroon ESL learners, 142 responses (47.5%) were in American English, while 158 responses (52.66%) were in British English. There were no responses recorded in what was likely Cameroon English, accounting for 0% of the total. These statistics suggest that both British and American English are widely used among the surveyed ESL learners, with a slight majority favouring British English. The preference for British English could be attributed to historical and cultural factors, as Cameroon was colonised by the British. As a result, British English have had a more significant influence on the country's education system. On the other hand, the presence of American English among the students' responses indicates the impact of American culture, media, and technology on language usage. American movies, music, and the internet have made American English more accessible and popular worldwide, including in Cameroon.

#### 4.2.13 Usage of Verbs

**Table 77: Illustration of Verb Usage**

<b>VARIETY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>BrE</b>	<b>55</b>	<b>55%</b>
<b>AmE</b>	<b>45</b>	<b>45%</b>
<b>Null</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>100</b>	<b>100%</b>

Out of the 100 responses analysed, it was observed that 45 responses (45%) predominantly employed American English, while 55 responses (55%) primarily utilised British English. Notably, none of the responses (0%) indicated the use of "Null". These statistics reveal that among the surveyed ESL learners, both British and American English are used, albeit with a slightly higher frequency of British English. One possible reason for this usage pattern could be the remnants of British as results of colonisation. English may have left a stronger imprint on the linguistic preferences of the population, including the younger generation of students in secondary schools.

#### 4.2.14 Usage of tag questions

**Table 78: Usage of tag questions**

VARIETY	FREQUENCY	PERCENTAGE
BrE	85	85%
AmE	15	15%
Null	0	0%
Total	<b>100</b>	<b>100%</b>

Out of the 100 responses from the surveyed ESL learners, 15 responses (15%) used American English, while 85 responses (85%) used British English. None of the responses (0%) used is referred to as "Null". The overwhelming majority of students using British English suggests that it is the more commonly used variety in terms of tag questions among the surveyed ESL learners in Cameroon. This could be attributed to the educational system in Cameroon it may have a curriculum that primarily focuses on British English. Even though no student mentioned any "Null" a wrong statement or statement that could be specific to Cameroonians, it is important to note that after observation, the researcher came to realise that there were specific tags like "na?" and "right," which the students used in their interactions.

#### 4.2.15 Coordinating conjunction Usage

**Table 79: Illustration of Coordinating Conjunction Usage**

VARIETY	FREQUENCY	PERCENTAGE
BrE	91	91%
AmE	9	9%
Null	00	0%
Total	<b>100</b>	<b>100</b>

According to the investigation, it is evident that the majority of ESL learners in Cameroon favour British English over American English. Out of the 100 responses collected in the survey, a significant 91% (91 out of 100) indicated the use of British English, while American English was mentioned in only 9% (9 out of 100) of the responses. These statistics suggest a strong inclination towards British English among the surveyed ESL learners. This preference could be attributed historical ties between Cameroon and the United Kingdom, It is worth noting that no responses indicated the use of a distinct variety known as "Cameroon English." This absence suggests that Cameroon English may not be widely recognised or commonly used among the surveyed ESL learners in terms of conjunctions.

#### 4.2.16 Usage of Adjectives

**Table 80: Usage of Adjectives**

<b>VARIETY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>BrE</b>	<b>134</b>	<b>67%</b>
<b>AmE</b>	<b>60</b>	<b>30%</b>
<b>Null</b>	<b>6</b>	<b>3%</b>
<b>Total</b>	<b>200</b>	<b>100%</b>

The statistics show that British English is more commonly used by the selected ESL learners in Cameroon, followed by American English and a smaller percentage of responses that could be classified as Cameroon English. Out of the 200 total responses, 134 of them (67%) were categorised as British English. This indicates that a majority of the students expressed their preferences or usage patterns in line with British English norms. The second most prevalent variety mentioned by the students was American English. Out of the 200 responses, 60 (30%) were categorised as American English.

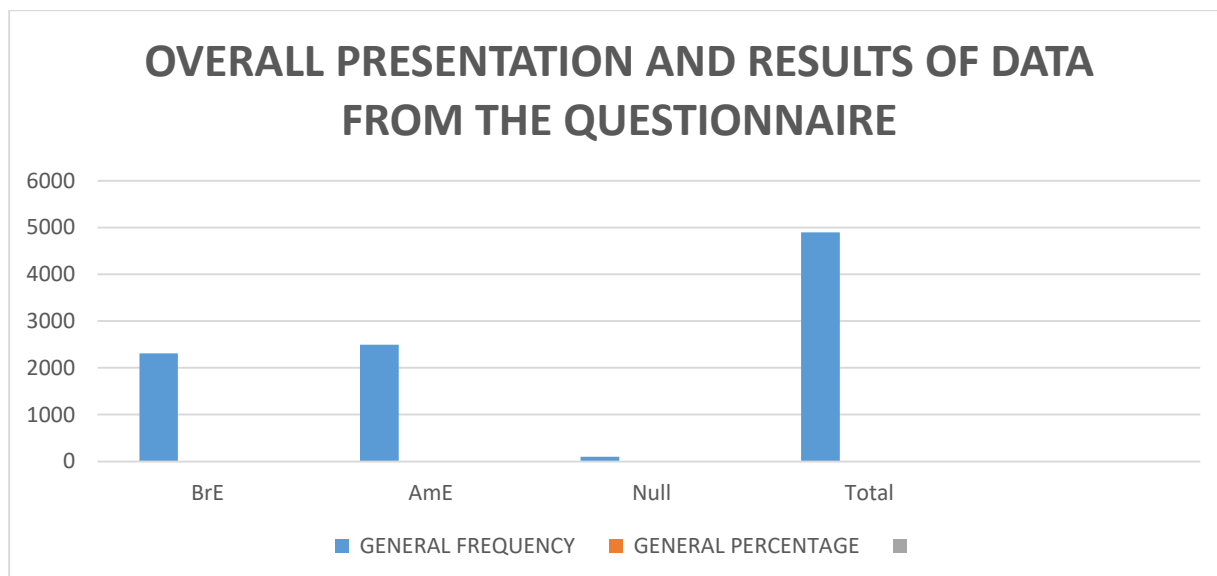
A smaller percentage of responses, 6 out of 100 (3%), were classified as "Null," indicating that they possibly represent Cameroon English. These responses have shown characteristics specific to the local context and deviated from both British and American English norms.

#### 4.2.17 Overall presentation and results of data from the questionnaire

The table below sums up the statistics of each category as far as usage is concerned. It is worth noting that one of the objectives of this study was to find out which variety students used more frequently in their interactions and written works. The following results were obtained:

**Table 81: General statistics of usage in terms of grammar**

<b>VARIETY</b>	<b>GENERAL FREQUENCY</b>	<b>GENERAL PERCENTAGE</b>
Br E	2310	<b>47.10%</b>
AmE	2492	<b>50.90%</b>
Null	98	<b>2%</b>
<b>Total</b>	<b>4900</b>	<b>100%</b>



**Figure 2: Overall presentation and results of data from the questionnaire**

The findings on the above table and chart reveal that among the 4900 responses, a significant proportion (2310) displayed a preference for British English. Specifically, 47.10% of the responses were categorised as using British English more frequently. On the other hand, 2492 responses, a slightly higher percentage of 50.90% indicated a preference for American English. These results suggest that American English was slightly more prevalent among the surveyed students. Furthermore, a small percentage of 2% accounting for 98 responses, fell into a null category, indicating instances where the language used could not be clearly identified as either British or American English. This could be attributed to the use of alternative English varieties, such as Cameroon English, or simply the presence of incorrect grammar.

#### **4.3 “Teachers' perception and awareness of the grammatical differences between British and American English”**

The present study aimed to investigate the extent to which ESL learners are able to distinguish between British English (BrE) and American English (AmE) in terms of grammar, as well as identifying which varieties the students use more frequently. In addition to the quantitative methods employed, qualitative data from interviews with teachers were collected to gain deeper insights into the awareness and perceptions surrounding BrE and AmE among the teaching community. The interviews provided valuable qualitative data that shed light on the teachers' perspectives related to BrE and AmE. Through thematic analysis, several key



themes emerged from the interview data, providing a nuanced understanding of the teachers' awareness:

**Varied Awareness Levels:** The interviews revealed a range of awareness levels among the teachers regarding the distinctions between BrE and AmE in terms of grammar. While some teachers demonstrated an understanding of the grammatical differences, others had a more limited awareness, often citing difficulties in keeping up with evolving language trends.

#### **4.3.1 Awareness and Instruction**

**Influence of Teaching Materials:** Many teachers highlighted the influence of teaching materials on students' exposure to BrE and AmE. They expressed concerns about the prevalence of AmE in popular media and its potential impact on students' language usage, which may contribute to a higher frequency of AmE in their linguistic repertoire.

**Classroom Practices:** In the interview, there were also questions pertaining to classroom practices regarding students' awareness of BrE and AmE. Teachers who actively incorporated examples from both varieties in their lessons were more likely to foster students' ability to distinguish between the two. However, limited time and curriculum constraints were cited as barriers to providing comprehensive instruction on the distinctions.

#### **4.3.2 Factors influencing Language Preferences**

##### **Theme 1: Exposure to BrE and AmE**

The interviews revealed that students' exposure to BrE and AmE varied considerably. Many teachers reported a high level of exposure to AmE through popular culture, music, movies, and online content. This exposure often influenced their language usage, resulting in a greater frequency of AmE in their daily conversations. In contrast, exposure to BrE was primarily through formal educational settings, textbooks, historical factors and British media.

The qualitative insights provided by the teachers shed light on the factors influencing students' language preferences. Teachers consistently identified exposure to media, such as television shows, movies, and online content, as a significant influence on students' language choices. Many students displayed a preference for AmE, primarily due to its prevalence in popular culture and media consumption. However, a subset of students demonstrated a stronger inclination towards BrE, often influenced by the educational system.

## **Theme 2: Classroom Instruction and Teacher Influence**

The teachers highlighted the role of classroom instruction in shaping the students' awareness of BrE and AmE. Teachers that actively discussed the differences between the two varieties and provided a few examples from both BrE and AmE felt more equipped to recognise and use them appropriately.

In examining the teachers' ability to distinguish between BrE and AmE, the interview findings contribute valuable qualitative insights that complement the quantitative results. They provide a deeper understanding of the contextual factors influencing students' language usage, the challenges faced by teachers in addressing these variations.

### **4.4 Discussion of Findings**

The present study aimed to investigate both the extent to which secondary students in Cameroon are able to distinguish between British and American English and determine which variety they use more frequently in their interactions. The findings shed light on the language preferences, proficiency levels, and perceptual abilities among the students in this context.

The first phase of this chapter aimed to explore the ability of Cameroonian secondary students to differentiate between British and American English grammar. The findings revealed that a considerable number of students demonstrated proficiency in distinguishing between the two variants, while a significant minority struggled to make accurate distinctions. Additionally, a small proportion of students either did not attempt or provided incomplete responses, making it difficult to determine their ability to differentiate between the two forms of English.

The results suggest that a substantial portion of the surveyed population possesses the necessary linguistic competence to identify grammatical differences between British and American English. According to the teacher's interviewed, observer and other educators, this finding aligns with the notion that exposure to English language instruction in schools, coupled with other language learning resources such as books, television, and the internet, may contribute to the development of students' awareness of the divergent grammatical features present in these two variants. However, it is important to note that a significant majority of students encountered difficulties in distinguishing between British and American English grammar. The null responses, where students either did not attempt to differentiate or provided incomplete responses, indicate a lack of awareness about the differences between

British and American English and among ESL learners and thus, a need for improved instructional approaches that focus on raising students' awareness of grammatical distinctions between British and American English. The interview the researcher conducted revealed that some teachers were facing difficulties in providing the grammatical differences that exist between British and American English. This could be one possible factor for the students' inability in distinguishing between the two variants.

Several factors could also account for the results observed in the study regarding the inability of secondary students in Cameroon to distinguish between British and American English grammar. The interview and the researcher's observation revealed that the factors may include the following:

Firstly, the extent to which students have been exposed to both British and American English could significantly affect their ability to differentiate between the two. Students who have had limited exposure to either variant may find it more challenging to identify the grammatical distinctions. Secondly, the content and focus of the English language curriculum in Cameroon can play a crucial role in students' ability to recognise the differences between British and American English grammar. If the curriculum predominantly emphasises one variant over the other or does not provide explicit instruction on the grammatical nuances between the two, students may struggle to make accurate distinctions. Thirdly, the teaching methods employed by English language instructors can influence students' comprehension and retention of grammatical differences. If teachers primarily rely on traditional instructional approaches that do not actively engage students in comparative analysis between British and American English, students may have difficulty grasping the distinctions. This is true as a number of teachers who were interviewed did not do this. Also, each student has unique linguistic abilities, learning styles, and language backgrounds. These individual differences can impact their aptitude for recognizing grammatical distinctions between British and American English. Factors such as prior language learning experiences, cognitive abilities, and motivation can affect students' performance in this regard. One of the factors that may have made students proficient in differentiating between these two variants is cultural preferences, societal norms, and historical ties, as it can influence students' exposure and familiarity with either British or American English. Factors such as language preferences within families, communities, or educational institutions may contribute to variations in students' ability to distinguish between the two variants.

The second phase of the study examined the data collected from the questionnaire on usage of British English or American English among the surveyed learners. A significant proportion of the responses displayed a preference for British English and this was in terms of Phrasal verbs, articles, adverbs, punctuation, miscellaneous aspects, tense, verbs, tag questions, coordinating conjunctions and adjectives; while a slightly higher percentage used American English more frequently. This was especially observed at the level of prepositions, orthography, interrogative pronouns, subordinating conjunctions, past participle forms and modal verbs. This suggests that American English was slightly more prevalent among the surveyed students. Additionally, some responses could not be clearly categorised as either British or American English, possibly due to the use of alternative English varieties like Cameroon English or incorrect grammar. This suggest that Cameroon ESL learners use a mix of British, American, and Cameroon English in their language. This implies that they are incorporating various elements and expressions from these three linguistic traditions into their speech and writing.

Several factors could account for this observed linguistic mixture. Firstly, the widespread influence of American culture through media, such as music, movies, and television shows, has contributed significantly to the adoption of American English expressions and grammatical structures. American pop culture has had a significant impact on global linguistic trends, and Cameroon is no exception. Secondly, according to some interviewees and the researcher's personal observation as a Cameroonian, the historical ties between Cameroon and Britain have established British English as a prominent influence in the country's education system. British English has traditionally been taught and used in schools, particularly in formal settings. However, the slightly lower frequency of British English in the students' language usage suggests a possible shift towards embracing American English. Additionally, the students' language preferences may be influenced by personal factors, such as exposure to different language sources, social interactions with peers, and individual language aptitude. Factors like the availability of educational resources, teachers' linguistic backgrounds, and regional variations within Cameroon could also contribute to the observed language mixture.

Albeit not the main focus of this study, from the responses one could observe expressions that were neither British nor American structures but which were specific to some Cameroonians and could be termed Cameroon English. The linguistic landscape of Cameroon plays a crucial role in the emergence of a distinct variety known as Cameroon English. This localised

form of English, influenced by local languages and cultural expressions, has developed as a unique linguistic identity among Cameroonians. While it may not be as prevalent as British or American English, Cameroon English represents the cultural and linguistic diversity of the country. The following responses were detected from the expressions as probably pertaining to Cameroon English. As Ayafor (2015) would ask: “Cameroon English: One of the new Englishes or a fallen standard?” (p.59)

#### **4.5 Supposed CamE expressions obtained from the students’ responses alongside British English and American English.**

**Table 82: Supposed CamE expressions obtained from the students’ responses alongside British English and American English.**

<b>British English</b>	<b>American English</b>	<b>Supposed Cameroon English</b>
Would we always tell you to shut the door? (Question 3)	Should we always tell you to shut the door?	Must we always tell you to shut the door?
It's not so far as I thought. (Question 33)	It's not as far as I thought.	It's not that far/ It's not too far as I thought.
Can't you do any better than that? (Question 29)	Is that all the better you can do?	Is that all you can do? /Can't you do better than that?
I have no time. (Question 19)	I don't have any time.	I don't have time.
I would like to check up on something. Q. 25	I would like to check out on something.	I would like to check on something
He has got a temperature. Q. 18	He has a fever.	He has fever.
He suggested me to buy a piece of land. Q. 20	He suggested that I buy a piece of land.	He suggested that I should buy a piece of land.

It is imperative that students are instructed on these distinctions to ensure consistency with their chosen variety (British or American) in various assessments and examinations. Inconsistencies in language usage can result in misinterpretation, potentially leading to penalties imposed by examiners or markers. Moreover, educators who lack knowledge of alternative expressions may perceive students' written work as erroneous English. Hence, incorporating instruction on these variances is crucial to enhance students' linguistic competence and avoid potential disadvantages in academic evaluations.

This research aimed to answer the following research questions:

- What are the grammatical differences that exist between BrE and AmE?

The grammatical differences have been discussed in details in chapter one of this work. It was found that grammatical variation in this language occurs at the level of prepositions, verbs, punctuation, articles, interrogative pronouns, subordinators, coordinators, adjectives, adverbs, nouns, past participles, modal verbs, tag questions, tenses, genitives and other miscellaneous aspects.

- To what extent are ESL learners in Cameroon able to distinguish between British and American English Grammar?

The ability of Cameroon ESL learners to distinguish between British English and American English grammar varies. While a significant portion of students demonstrates proficiency in differentiating between the two variants, there is also a significant majority of students that struggle to make distinctions between BrE and AmE grammar.

- Which variety do these students tend to use more?

Although the students employ a mixture of both American English and British English, it is however, important to note that Cameroon ESL learners tend to use more frequently American English in their interactions and written works. This description acknowledges the dominant influence of American English while acknowledging other varieties as well.

### **Chapter Summary**

The findings of this investigation reflect the current linguistic landscape among ESL learners in Cameroon in relation to British and American English and even Cam E to an extent. However, language preferences and usage patterns can be dynamic and subject to change over time. Further research and continued monitoring of language trends will help provide a more comprehensive understanding of the linguistic dynamics in Cameroon. This chapter presented the data that was collected from both set of participants including teachers and students. This chapter provided the analysis and finally, the discussion of findings.

## GENERAL CONCLUSION

### Summary of Work

The purpose of this research was to examine the grammatical differences between British English and American English and investigate the awareness and usage of these differences among some ESL learners in Cameroon. The study aimed to contribute to English language teaching and learning in Cameroon by benefiting various stakeholders such as teachers, students, pedagogy and curriculum designers, textbook makers, and language policy makers.

The research utilised both quantitative and qualitative research designs. The data were collected from Upper-sixth arts and science students from three schools. A student test was designed to assess the students' abilities and awareness of the grammatical distinctions between British and American English, providing quantitative data. Additionally, direct observation of ESL learners in their natural learning environment was conducted to gather qualitative data on their awareness of the grammatical differences and a questionnaire was used as a tool to collect data regarding the students' preference or usage. The theoretical frameworks used were Language variation and Second Language Acquisition.

The findings revealed that grammatical variation between British English and American English occurs in various aspects such as prepositions, verbs, punctuation, articles, interrogative pronouns, subordinators, coordinators, adjectives, adverbs, nouns, past participles, modal verbs, tag questions, tenses, genitives, and other miscellaneous aspects. The research also demonstrated that while some students showed proficiency in differentiating between the two variants, a significant majority struggled to make such distinctions.

Furthermore, the study found that although ESL learners in Cameroon use a mixture of both British and American English, there is a tendency to use American English more frequently in their interactions and written works. This highlights the dominant influence of American English in the context of Cameroon, while also acknowledging the presence of other varieties. The research contributes to the existing knowledge on grammatical differences between British English and American English, particularly in the context of Cameroon. It provides insights for students, language teachers, curriculum designers, and policymakers to consider when developing English language teaching materials and policies.

However, it is important to acknowledge the limitations of the study. The research-- although on purpose-- focused solely on grammatical aspects and did not extensively explore other linguistic domains. Additionally, the sample size was limited to upper-sixth students in three schools in Yaoundé, Cameroon, which may limit the generalisability of the findings. Further research with a larger and more diverse sample would be beneficial to gain a more comprehensive understanding of the topic.

### **Pedagogical Implications**

In today's globalised world, the ability to differentiate between different varieties of English has become increasingly important. This study aims to address this issue by examining the ability of ESL learners in Cameroon to distinguish between British and American English. Additionally, it seeks to identify which variety is more commonly used by students in their interactions and written work. While similar studies have been conducted in various contexts, this research focuses exclusively on grammatical differences, providing a comprehensive perspective. The findings of this study will contribute to our understanding of language preferences and usage patterns among Cameroonian students.

The objective of this study was to determine the ability of ESL learners in Cameroon to differentiate between British and American English. The research also aimed to identify which variety is more frequently used by students in their interactions and written work. The analysis focused on the grammatical differences between British and American English. Similar studies have been conducted with objectives aligning with this research, often incorporating additional elements such as attitudes, perspectives, and preferences. The findings varied, with the majority of studies indicating that some students could distinguish between different English variants, while others could not. Approximately half of the reviewed works suggested a preference for British English among many students, although a significant portion also favoured American English. In terms of attitudes, participants exhibited a more positive response towards American English than British English. It's important to note that the majority of the studies reviewed did not originate from Cameroon. Only two works are from Cameroon. This study is unique as it exclusively focuses on grammatical differences, examining all grammatical aspects with a set of 50 questions, providing a comprehensive perspective. The results suggest that the differences between British and American English span almost all grammatical categories. Furthermore, it reveals that a significant majority of students struggled to distinguish between the two variants, while



a small portion could differentiate between British and American English. The study indicates that a significant majority of students predominantly use American English in their interactions and written assignments, while a noticeable proportion prefer British English, with a small group utilising Cameroon English.

Based on the findings mentioned, here are some implications when considering the theoretical frameworks of linguistic (grammatical) variation and second language acquisition:

**Linguistic Variation:** The study's results support the notion that there are significant grammatical differences between British and American English. This aligns with the linguistic variation framework, which suggests that language varies across different regions and dialects. The study highlights the need to acknowledge and address these variations to ensure effective communication and understanding.

**Second Language Acquisition:** The study's findings indicate that a majority of students struggle to distinguish between British and American English, while a small proportion can differentiate between the two variants. This finding is relevant to the framework of second language acquisition, as it suggests that learners may encounter difficulties in acquiring language variations. Educators and language learners should be aware of these challenges and provide adequate support and guidance to facilitate language acquisition.

The study reveals that a significant majority of students predominantly use American English in their interactions and written assignments, while a noticeable proportion prefer British English. According to one of the theories of Second Language Acquisition this observation can be attributed to factors such as exposure, personal preferences, and cultural influences. Understanding these preferences and usage patterns can inform language teaching methods and curriculum development, ensuring a more inclusive and comprehensive approach to language learning.

The study also mentions a small group of students utilising Cameroon English. This highlights the significance of considering local varieties and dialects within the study's context. The theoretical frameworks of linguistic variation and second language acquisition should account for the existence and influence of local linguistic norms, enabling a more inclusive understanding and analysis of language use. The implications of this study suggest that the theoretical frameworks used in this work rhyme with the findings.

## **Recommendations to stake holders**

Based on the findings of this research study, the recommendations are as follows:

**Curricular adjustments:** The results suggest a need to incorporate explicit instruction on the grammatical differences between British and American English into the language curriculum for ESL learners in Cameroon. This could involve designing specific lessons or modules that highlight and explain these differences, providing ample practice opportunities, and offering guidance on when to use each variant.

**Awareness-raising activities:** Teachers can engage students in activities that raise their awareness of the distinctions between British and American English. This may include exposing them to authentic materials, such as videos, audio recordings, or texts in both variants and encouraging discussions on the observed differences. By making students more conscious of these variations, they can develop a better understanding and appreciation of both forms of English.

**Authentic exposure:** It is crucial to expose students to a range of authentic materials from both British and American sources. This can be achieved by incorporating diverse resources such as literature, movies, TV shows, websites, and social media content that highlights the linguistic characteristics of each variant. Regular exposure to these materials can help students develop a more nuanced understanding of the differences and increase their familiarity with both forms.

**Language practice:** In order to enhance students' ability to distinguish between British and American English, it is essential to provide ample practice opportunities. This can be achieved through interactive activities, role-plays, quizzes, and exercises that specifically target grammatical differences. Additionally, encouraging students to engage in language exchanges or online conversations with native speakers of both variants can further facilitate their exposure to and practice of the different forms.

**Teacher training:** Teachers should receive appropriate training and professional development to effectively address the grammatical differences between British and American English. This training can equip teachers with the necessary knowledge and skills to create engaging and effective instructional materials, as well as to provide accurate explanations and guidance to students.

**Assessments:** Assessments should be designed to include tasks that require students to demonstrate their understanding and application of the grammatical differences between British and American English. This can be done through exercises, quizzes, or writing assignments that specifically test students' ability to identify and use the appropriate variant.

By implementing these pedagogic implications, educators can help students in Cameroon become more aware of the grammatical distinctions between British and American English, enhance their language proficiency, and develop a more balanced and comprehensive understanding of the English language as a whole.

## **SUGGESTIONS FOR FURTHER RESEARCH**

This work is an investigation of awareness and usage of the grammatical differences between British and American English among ESL learners. This work has shed light on the linguistic variations within these two major varieties. While this work has provided valuable insights into the usage patterns of students, there are several avenues for research. The following are a few suggestions:

**Comparative Analysis of Language Proficiency:** A comparative analysis can be conducted on language proficiency levels in British English and American English among ESL learners in Cameroon. This research can involve language assessments, such as grammar tests, listening comprehension, and speaking tasks, to determine the students' proficiency in each variety and identify areas of improvement.

**Teaching Approaches and Materials:** Investigate the effectiveness of different teaching approaches and materials in raising awareness of grammatical differences between British English and American English. Compare the outcomes of traditional classroom instruction, technology-based learning, and immersive language programs to identify the most effective methods for enhancing students' awareness and understanding of these language variations.

**Language Attitudes and Perceptions:** Explore the language attitudes and perceptions of Cameroon ESL learners towards British English and American English. Investigate the factors that shape these attitudes, such as exposure to media, cultural influences, and language preferences.

**Language Variation in Context:** Examine how the awareness of grammatical differences between British English and American English influences language use and communication

in specific contexts, such as academic settings, professional environments, or social interactions. This research can help understand how students navigate between these language variations and adapt their language use accordingly.

**Impact on Language Proficiency:** Investigate the impact of awareness and understanding of grammatical differences on overall language proficiency and communicative competence. Explore whether students who are more aware of these variations demonstrate higher language proficiency levels and better communication skills in English.

**Teacher Training and Pedagogy:** Focus on the professional development of English language teachers in Cameroon regarding the teaching of British English and American English. Assess the teachers' knowledge, preparation, and instructional practices in addressing the grammatical differences between the two varieties. Explore the impact of targeted teacher training programs on students' awareness and understanding of these language variations.

**Other linguistic elements:** While this study has explored several grammatical differences, it is important to acknowledge its limitations. Future research can delve further into specific linguistic features such as differences in phonology, vocabulary, morphology and spelling and expand the scope of investigation to encompass a broader range.

**Different scope:** This study was about ESL learners in some selected schools in Yaoundé. Further research can delve into the EFL learners' community and even go beyond Yaoundé to provide a more comprehensive understanding of the topic.

By addressing these research gaps, we can gain a more comprehensive understanding of the dynamics of British and American English usage among ESL learners.

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