

Research Article**Relationship between Emotional Intelligence and Exam Anxiety
of Higher Secondary Students***Saliha TOSCU¹ **Abstract**

This study explores Turkish English as a foreign language (EFL) instructors' awareness of the syntactic and morphological variation in British English (BrE) and American English (AmE). The data were collected through a survey which was administered to 38 EFL instructors working at preparatory schools of different universities. The participants were asked to analyze 49 sentence-pairs in the survey to decide whether given sentences were correct or incorrect. The results indicated a) that the participants were better at recognizing the morphology and syntax of BrE than AmE, b) that of all the participants, the ones who were exposed to both varieties were better at recognizing the different uses of the syntactic and morphological forms in BrE and AmE than the ones exposing to the forms only in one variety, c) that the departments the participants graduated from did not have an impact on the recognition of the differences between BrE and AmE in syntax and morphology.

Keywords: Morphology, syntax, british english, american english.

1. INTRODUCTION

English, which derives from “Germanic of Indo-European language family”, has developed many varieties as a result of the influence of different countries and regions (Zhang, 2008, p.69). These varieties are likely to be identified as “British English (BrE), American English (AmE), Australian English, New Zealand English, Canadian English, Indian English, Irish English, etc.” (Zhang, 2008, p.69). Although there are many varieties of English spoken all around the world, British English and American English are the most commonly used ones (Zhang, 2008) and these two varieties bear a big importance because they are considered and taught as target varieties for the speakers of English who learn it in classroom settings (Siemund, Davydov, & Maier, 2012).

British English and American English are distinguished from one another to some extent relating to grammar, vocabulary and pronunciation (Siemund et al., 2012). Tirban, Precup-Stiegelbauer and Patrauta (2012) explain that such differences are natural because people in those two countries spent centuries differently from each other, and they had different cultures and social factors causing differences in language. Namely, although these two varieties basically remained the same, they differed from one another with respect to the points such as pronunciation, spelling, vocabulary and grammar (Gramley & Pätzold, 1992; Rohdenburg & Schlüter, 2009; Siemund et al., 2012).

One factor causing BrE and AmE to differ from one another is the geographic isolation of the continents, and the other factor is likely to be based on the fact that America has always been a nation of immigration (Tirban et al., 2012). Kövecses (2000) explains that American English has developed in three periods named as colonial, national and international, respectively. Kövecses (2000) explains that the first English settlement to America dates back to 1607, and it was in Jamestown. The settlers

Received Date: 10/03/2019

Accepted Date: 12/04/2019

***To cite this article:** Toscu, S. (2019). Instructors' awareness of the syntactic and morphological differences between british and american English. *International e-Journal of Educational Studies (IEJES)*, 3 (6), 116-127. DOI: 10.31458/iej.537842

¹ Dr., Çankaya University, Ankara, Turkey salihatoscu@cankaya.edu.tr

Corresponding Author e-mail address: salihatoscu@cankaya.edu.tr

were Pilgrims who were on a trip across Atlantic, and the group was made of a combination of people within a varied age range from young to old, and with diverse regional, social and occupational backgrounds (Siemund et al., 2012). In this colonial period, there was also the importation of slaves from Africa to America (Kövecses, 2000). In the time of the seventeenth century, new settlers came into the country with an increasing variety of linguistic backgrounds (Siemund et al., 2012). The seventh century was the time when forced labor got common, which increased the settlement of Africans in the country. Also, poverty and famine in Europe in the nineteenth century led an increase in immigration to America (Siemund et al., 2012).

After the Americans gained independence, one way to show independence was to have their language (McCrum, Cram, & MacNeil, 1986). This period is the national period. In the third period, immigrants from all parts of the world arrived in the country. Immigrants from Northern Europe, Southern and Eastern Europe and Spanish-speaking territories came to the USA (Kövecses, 2000). This period stretches from the late nineteenth century to the present.

1.1. The Significance of the Study

The literature presents a number of studies conducted to investigate awareness, perceptions and attitudes of native or non-native teachers or students at secondary school level or on the variations in pronunciation and accent (Uygun, 2012). There are some studies focusing on the syntactic and morphological variation in BrE and AmE. For example, Hassan (2012) analyzed and presented the differences between the two varieties. Similarly, Zhang (2008) listed the variations between BrE and AmE and suggested that understanding those differences would help learners of English while communicating with native speakers living in the UK or the USA. In addition, Hundt and Smith (2009) explored how the present perfect tense is used in two varieties and pointed out that those adverbs are decreasingly used in the present perfect tense. There are also studies investigating Turkish students' awareness of syntactic or morphological differences between two varieties. For example, Gün (2009) investigated Turkish students' recognition of the lexical differences between BrE and AmE and found out that the students' awareness level of the differences in lexical items is high when the students were exposed to both varieties in school. In another study, Uygun (2012) explored to what extent Turkish pre-service students were aware of syntactic differences between BrE and AmE focusing on the differences in article use, tense and subjunctive form in grammar.

Taking the scarcity of studies investigating teachers' awareness of syntactic and morphological differences between BrE and AmE into consideration, the results of this study may contribute to the literature by revealing the Turkish EFL instructors' recognition of differences in syntax and morphology of BrE and AmE. The findings of this study may have beneficial implications for teacher education programs. As English is a global language today, many varieties of English have come into existence and preparing students for these varieties is teachers' responsibility at schools. However, how prepared Turkish EFL teachers are to teach those varieties to their students or how aware they are of the different varieties of English remains unclear. The findings of this study aim to provide information about Turkish EFL instructors' recognition level of two major varieties of English (BrE and AmE) in terms of the differences in syntax and morphology.

2. METHOD

The primary aim of this study was to reveal English as a Foreign Language (EFL) instructors' awareness of the syntactic and morphological differences between American and British English. In this regard, this study aimed to explore a) the dominant variety which EFL instructors are/ were exposed to, b) the effect of exposure to one variety of English (either British or American) on

instructors' recognition of that variety, c) the impact of the departments EFL instructors graduated from on the recognition of BrE or AmE syntactic and morphological differences. As a result, this study made an attempt to seek answers for the following research questions:

1. To which variety/ varieties of English were EFL instructors mostly exposed?
2. Does the exposure to one variety of English affect the recognition of that variety?
3. To what extent are EFL instructors aware of syntactical and morphological differences between British English and American English?
4. Do the departments the participants graduated from affect their recognition of BrE and AmE differences in syntax and morphology?

2.1. Settings and Participants

This research was carried out through an online questionnaire administered to 38 EFL instructors working at different universities in Turkey. The participants were chosen on a voluntary basis. They were all non-native speakers of English working as instructors at preparatory schools of universities. The participants' ages ranged from 26 to 39 with a mean of 28. The participants' experience of teaching ranged from 4 to 15 with a mean of 5.38. The participants were with varied academic qualifications (See Figure 2). 23% of the participants were holding MA degree, while the majority had BA degree. Also, the participants were from different departments of English studies. Specifically, as can be understood from Figure 1, most of the participants (65%) were a graduate of the faculties of English Language Teaching, while the others were from English Language and Literature, as well as American Language and Literature departments.

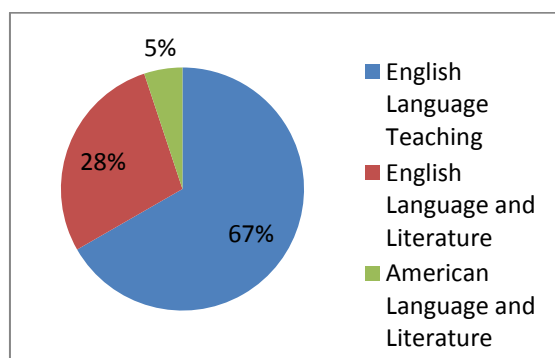


Figure 1. Departments

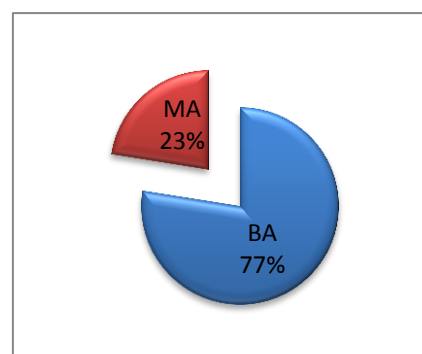


Figure 2. Academic Qualifications

2.2. Data Collection Procedures

The data were collected via a survey which was prepared from different sources (Algeo, 2006; Cambridge Advanced Learners' Dictionary, 2008; Collins Cobuild Advanced Learners' Dictionary, 2006; Gramley & Pätzold, 1992; Finnie, Frain, Hill, & Thomas, 2010). Depending on the categories which were in the scope of research in this study, the survey items involving the syntactic and morphological differences between BrE and AmE were prepared (the details are as given in section 2.2.1 *Instrument* below). Three researchers, each of whom was holding PhD degree in English Language Teaching, were asked to give feedback on the survey. Depending on their feedback, necessary changes were made on the survey, and it was delivered online to the participants. Each participant took the survey individually, and the data collection took one week.

2.2.1. Instrument

The survey included two parts. The first part was used to get demographic information of the participants while the second part was used to reveal the participants' awareness of the syntactic and morphological differences between AmE and BrE. In the second part, a test which involved 49-sentence pairs was used. In the test, each sentence pair was prepared by taking the differences between BrE and AmE into consideration. The participants were requested to make a decision on the correctness of the items, so they decided whether the sentence pairs given were correct or incorrect. Also, the participants were given a choice to state 'not sure' when they were not certain about the correctness of the given item. Although most of the test items were correct in each of the varieties, some of the items were deliberately given in the incorrect form to distract the subjects. For example, a number of verbs ending in a nasal (dream, lean) or an /l/ (spill) are used in two ways in the past simple tense. They get either '-ed' or '-t'. AmE is more likely to have the regular form and BrE to have the form with '-t' (Gramley & Pätzold, 1992). However, some verbs end in /m, n, l/, but they do not take both forms. For example, there is only irregular 'meant' in both varieties, just as there is only regular 'quelled' and 'teamed' (Gramley & Pätzold, 1992). Namely, the test items involved, for example, forms such as 'meaned' although such a form does not exist in either variety. The syntactic and morphological forms, the differences of which the survey items aimed to reveal were as listed below:

- Use of prepositions
- Tense (Past Simple vs. Present Perfect/ Past Simple vs. Past Perfect)
- Use of subjunctive mood
- Articles/ Determiners (omission/ position)
- Nouns (spelling/ concord / singular & plural nouns)
- Verbs (spelling, regular vs. irregular)

2.3. Data Analysis Procedures

The data which were gathered via the instrument mentioned above were analyzed by the means of the Statistical Package of Social Sciences (SPSS) version 17.0. The reliability of the 49-item-survey was checked via the *Cronbach's Alpha* on the SPSS. The results showed that the *Cronbach's Alpha* was .84, suggesting good internal consistency reliability. The data gathered through the survey were analyzed quantitatively on the SPSS by the means of the tests such as descriptive statistics, one paired *t*-test and one-way ANOVA.

3. FINDINGS

In this section, the results of the statistical tests performed to find out the research questions addressed in this study were given with their interpretation and discussion based on the information presented in the literature.

The findings related to the exposure to the variety of English was based on the participants' self-reports in the survey. Figure 3 below indicates the variety of English to which the participants were or are dominantly exposed.

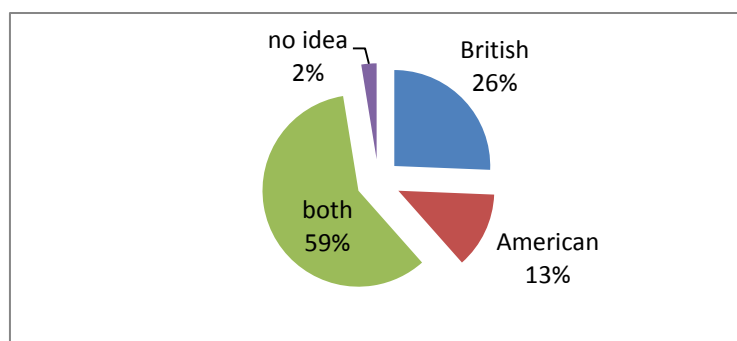


Figure 3. The variety of English to which the participants were/ are dominantly exposed

As it is indicated in the figure above, a big number of the participants stated to be exposed to both of the varieties (BrE and AmE). On the other hand, the number of the participants indicating their exposure to only one variety was small. Namely, only 13% of the participants stated an exposure to only AmE, while 26% of all reported their exposure to only BrE. Taking the result from the participants' reports regarding their exposure to the varieties investigated in this study as a basis, it was aimed to explore the influence of the exposure to one variety/ varieties on the participants' recognition of it/ them (if any). For this purpose, the total scores of EFL instructors in BrE and AmE questions were calculated separately on the SPSS, and a one-way ANOVA was performed to see whether or not there were any differences among the participants. Table 1 shows the groups of participants by the variety they were exposed to and the groups' mean scores for the BrE and AmE questions in the test.

Table 1. The mean of participants' scores according to the variety they were exposed to.

	N	BrE		AmE	
		Mean	SD	Mean	SD
British	10	32.00	4.78	28.20	5.20
American	5	30.40	7.44	27.80	5.93
Both	22	33,73	4.36	29.95	5.71
Not sure	1	28.00		25.00	
Total	38	32.68	4.94	29.08	5.50

120

As the table above indicates, the participants who stated that they were/ are exposed to both BrE and AmE scored higher in the test administered to them. Also, the results showed that the total mean score of AmE questions ($M= 29.08$, $SD= 5.50$) were lower than BrE ($M=32.68$, $SD= 4.94$). Therefore, it may be concluded that the participants recognized the BrE forms in the survey items better than AmE forms. However, the one-way repeated measures ANOVA did not indicate a statistically significant difference between the groups in terms of the scores the participants took from BrE ($F(3, 37) = 1.05$, $p > .0005$, multivariate eta squared=.09) and AmE forms ($F(3, 37) = .52$, $p > .0005$, multivariate eta squared=.05) in the survey.

3.1. EFL Instructors' Awareness of Syntactic and Morphological Differences between BrE and AmE

The sentence pairs in the questionnaire were prepared regarding different syntactic and morphological forms in BrE and AmE in the scope of this study. Depending on the participants' responses to the survey, a total score was given to the participants for their correct answers to the forms. Thus, the participants' recognition of those forms was aimed to be revealed. In order to explore

the variety, the syntactic and morphological forms of which the participants were more aware, a paired samples *t*-test was performed, and the findings were as seen in Table 2 below:

Table 2. The comparison of the participants' scores for the questions of BrE and AmE syntax and morphology

	M	SD	T-test		
			Df	T	p (two-tailed)
BrE Syntax and Morphology	31.34	4.77	37	6.22	.000
AmE Syntax and Morphology	26.63	5.15			

The results showed that the participants' scores of BrE ($M = 31.34$, $SD = 4.77$) and AmE ($M = 26.63$, $SD = 5.15$) differed statistically significantly from each other, $t(37) = 6.22$, $p = .000$. Considering the higher mean scores of the forms in BrE, it might be assumed that the participants did recognize the BrE forms more than AmE. Subsequently, in order to reveal which syntactical forms the participants could identify specifically, a descriptive statistic test was performed on the SPSS. The participants' scores were analyzed in the categories as can be seen in Table 3 below.

Table 3. The categories of the syntactic and morphological forms

	N	AmE		BrE	
		Mean	SD	Mean	SD
Tense	38	3.03	1.59	4.50	.76
Prepositions	38	6.61	1.64	9.26	1.62
Subjunctive Mood	38	1.65	.99	2.44	.72
Plural	38	2.56	.80	2.50	.95
Articles	38	2.97	1.05	3.50	1.10
Regular and irregular verbs	38	5.11	1.35	4.55	1.52
Spelling of the words	38	4.71	1.04	4.59	1.13

A paired-samples *t*-test was performed on the SPSS to reveal whether or not the differences between the BrE and AmE were statistically significant from each other regarding the syntactic and morphological forms listed above. The findings of each form were presented respectively below.

3.1.1. The differences between BrE and AmE in tenses

The use of the present perfect tense is interpreted somewhat differently in two varieties. While there is basic agreement, AmE speakers may choose to use the past simple tense in sentences with the adverbs *yet*, *just*, *already*, all of which would almost automatically trigger the use of the present perfect tense in BrE (Algeo, 2006; Gramley & Pätzold, 1992). Also, in order to indicate the outcome of a past action, British people use the present perfect tense while American people use either present perfect tense or simple past tense. With respect to the differences between BrE and AmE, the results from the tests did indicate statistically significant difference between the use in BrE ($M = 4.50$, $SD = .76$) and AmE ($M = 3.03$, $SD = 1.59$), $t(37) = 5.72$, $p = .000$ (two-tailed). Thus, such a result suggests that the participants in this study did not recognize the use of the adverbs of *yet*, *just*, *already* in the past simple tense or the use of the past simple tense to express the resultative past as proper to use in AmE. Instead, most of the participants were prone to consider the appropriateness of the use of those adverbs and the resultative past with the present perfect tense since the participants considered their use in AmE as incorrect in the survey.

3.1.2. The differences between AmE and BrE in the use of prepositions

The next category having a statistically significant difference between the forms in the BrE and AmE belonged to the use of prepositions in both varieties. The differences in the use of prepositions in BrE and AmE are handled in two ways: a) different prepositions are used across the varieties, b) while one variety uses a preposition; the other one omits it (Algeo, 2006; Zhang, 2008). A descriptive statistics test showed that the participants could recognize the use of prepositions in the BrE ($M= 9.26$, $SD= 1.62$) more than in the AmE ($M= 6.61$, $SD= 1.64$) and their scores to the questions regarding the use of the prepositions in both varieties were statistically significant from each other, $t(37) = 7.887$, $p= .000$ (two-tailed). Such a result indicated that the participants marked the questions which differ from one variety to another in terms of the use of prepositions as ‘*incorrect*’. To illustrate, AmE, for example, frequently uses *after* (*It’s twenty after nine*) while BrE uses only the shared form *past*, or as in another example, in AmE, while using ‘*home*’ as an adverb in a sentence, a preposition is not used. However, a preposition precedes the word ‘*home*’ in BrE (Hassan, 2012). Also, AmE usage is much more prone to leave the preposition out altogether in time expressions such as *Tuesdays*, where BrE has *on Tuesdays* (Hassan, 2012). AmE also omits prepositions more freely in time expressions, as in ‘*She starts work (on) Monday*’. Looking at the results here from the test, it might be assumed that the participants recognized the use of the prepositions in AmE less than BrE.

3.1.3. The differences between AmE and BrE in the use of subjunctive mood

A subjunctive construction is used to express, for example, a request, necessity, requirement, choice, etc. and it involves a subordinate clause whose verb is variably a modal, present subjunctive, or indicative (Algeo, 2006). While subjunctive is common and used in the everyday language in AmE, it is widely used in written form of communication in BrE.

They **suggest/ recommend** that Peter **be** at the meeting tomorrow. (AmE)

It is important/ mandatory that you **not miss** any classes. (AmE)

What BrE uses in its place is either *putative should*, which is also possible in AmE, or *indicative*, which is impossible in AmE (Gramley & Pätzold, 1992).

It is mandatory that you **should not miss** any classes. (BrE & AmE)

It is mandatory that you **don’t miss** any classes. (BrE)

The statistics indicated that the participants did not recognize the use of present subjunctive in AmE ($M= 2.44$, $SD= .72$), while the use of indicative or should in subjunctive has a high mean score ($M= 1.66$, $SD = .64$), $t(37) = 3.81$, $p= .001$ (two-tailed). Considering the finding here, it might be suggested that the participants, in general, were not aware of the use of subjunctive mood in AmE. Rather, the participants tended to indicate the sentences involving ‘*should*’ and ‘*indicative*’ as correct, whereas the subjunctive mood involving the present subjunctive was not recognized.

3.1.4. The differences between AmE and BrE in the use of collective nouns

The survey items investigating the use of nouns involved how the collective nouns are seen in both varieties. Algeo (2006) explains that in BrE, the collective nouns such as team, government, council or board are regarded as plurals and follow a subject-verb agreement accordingly. On the other

hand, the collective nouns are almost never construed as plural in AmE. Instead, they are regarded as singular. The participants in the study were asked to decide whether the sentence pairs such as ‘*The team have made good progress.*’ vs ‘*The team has made good progress.*’ were correct or not. When the participants’ responses were analyzed, it was found that the participants did not tend to use the plural concord as in the BrE ($M=.74, SD=.76$). It was understood that the participants were more prone to use the collective nouns with singular concord ($M= 1.84, SD= .37$) and the difference between the mean scores belonging to the use of collective nouns with the plural concord and singular concord was statistically significant, $t(37) = 8.19, p= .000$. The result here gives an insight about the participants’ recognition of the plural concord. Since singular concord is also possible in the BrE but rarer than as it is in the AmE, it is not possible to assert that the participants pursued the use in the AmE, but it was understood that the participants were not aware of the use of plural concord in BrE and construe its use as incorrect.

3.1.5. The differences between AmE and BrE in the use of articles

There are also differences in the use of articles ‘*a/ an*’ and ‘*the*’ between BrE and AmE. For example, the use of the article ‘*the*’ differs from BrE to AmE. BrE may use ‘*the*’ in certain expressions of time where AmE would have no determiner (Algeo, 2006). Thus, ‘*all the afternoon*’ in BrE is used as ‘*all afternoon*’ in AmE (without the use of *the*) or the expression of ‘*in the night*’ in BrE is used as ‘*at night*’ in AmE without using *the* in the phrase.

Additionally, BrE and AmE differ from each other in the use of articles (*a/an*) with ‘*half*’. In BrE, ‘*half*’ is followed by *a/ an* while it is preceded by them in AmE. Thus, in BrE, *half a dozen* or *half an hour* is used as *a half dozen* or *a half hour* in AmE (Zhang, 2008). When the participants’ recognition of such usages was tested on the SPSS, it was explored that the participants did recognize the use in BrE ($M= 3.50, SD= 1.11$) more than the article use in AmE ($M= 2.97, SD= 1.05$), $t(37) = 2.21, p= .03$ (two-tailed). It suggests that the participants were prone to use the articles as they appear in BrE more than AmE.

3.1.6. The differences between AmE and BrE in the regular and irregular verbs

A number of verbs ending in a nasal (*dream, lean*) or an /l/ (*spill*) take ‘*-ed*’ and ‘*-t*’ in the past tense or past participle forms (See Table 4). AmE is more likely to have the regular form and BrE to have the form with ‘*-t*’ (Gramley & Pätzold, 1992). However, it happens with the exception of some verbs. The verbs ending in /m, n, l/ do not have two forms, there is only irregular ‘*meant*’ in both varieties, for example, just as there is only regular ‘*quelled*’ and ‘*teamed*’ (Gramley & Pätzold, 1992, p.283).

Table 4. Some examples of the past forms of the verbs ending in a nasal or l

	BrE	AmE
Lean	Leant/ Leaned	Leaned
Dream	Dreamt/ Dreamed	Dreamed
Dwell	Dwelt/ Dwelled	Dwelled
Kneel	Knelt/ Kneeled	Kneeled
Learn	Learnt/ Learned	Learned
Spell	Spelt/ Spelled	Spelled
Spill	Spilt/ Spilled	Spilled
Spoil	Spoilt/ Spoiled	Spoiled

Also, there is a tendency in AmE to use past tense forms which are not standard. This is especially the case with the pattern ‘*sprung*’ for ‘*sprang*’ (also *sung*, *sunk*, *stunk*) (Gramley & Pätzold, 1992).

Examples:

	BrE	AmE
Spring	The lid of the box sprang shut.	The lid of the box sprung shut. The lid of the box sprung shut.
Sink	Enemy aircraft sank two battleships.	Enemy aircraft sank two battleships. Enemy aircraft sunk two battleships.
Stink	The woman next to me sprayed on some perfume and stank out.	The woman next to me sprayed on some perfume and stank out. The woman next to me sprayed on some perfume and stunk out.

(Cambridge Advanced Learners’ Dictionary, 2008)

In order to reveal the participants’ recognition of the uses of irregular verbs in both varieties, a paired samples *t*-test was performed on the SPSS. The findings indicated that there was a statistically significant difference between the participants’ recognition of the irregular verbs in BrE ($M= 4.55$, $SD= 1.52$) and in AmE ($M= 5.11$, $SD= 1.35$), $t(37) = 1.98$, $p= 0.5$. Considering the finding here, it might be asserted that the participants in the study tended to use the irregular verbs as they are common in the AmE. Namely, the participants’ responses showed that the participants tended to indicate the forms such as ‘*leant*’, ‘*dreamt*’ or ‘*spoilt*’ as incorrect in comparison to ‘*leaned*’, ‘*dreamed*’ or ‘*spoiled*’.

3.1.7. The differences between AmE and BrE in the spelling of the words

There are differences in spelling of some words in BrE and AmE. The differences arise as a result of the sound of the words. Thus, the words which end in *-ise*, *-our*, *-tre* or *-logue* in BrE appear ending as *-ize*, *-or*, *-ter* or *-log* respectively in AmE (Hassan, 2012). To illustrate, the spelling of the words such as *specialise*, *catalogue*, *centre*, *labour* in BrE is as *specialize*, *catalog*, *center*, and *labor* in AmE.

The words with the same meaning with different spelling in the varieties of English discussed in this paper are not restricted to the ones explained here. Some other examples of words, the spelling of which varies from BrE to AmE although their spelling does not comply with the rules above, are as given in Table 5 below.

Table 5. Some examples of the words whose spelling varies from BrE to AmE

BrE	AmE
Cheque	Check
Defence	Defense
Jeweller	Jeweler
Nickle	Nickel
Programme	Program
Skilful/Skillful	Skillful
Storey	Story
Traveller	Traveler
Tyre	Tire

(Hassan, 2012, p. 412)

When the participants' recognition of the spelling differences between BrE and AmE was analyzed on the SPSS, the findings from the statistical tests showed that there was not a statistically significant difference between the participants' recognition of the spelling of the words in BrE ($M=4.58$, $SD=1.13$) and in AmE ($M=4.71$, $SD=1.03$), $t(37) = .50$, $p = .62$. Thus, it is likely to assert that the participants were aware of the different ways of the spelling of the words addressed to them in the survey because they did recognize both of the ways to spell the words, and they did not indicate any of them as incorrect. Such a result might be interpreted with the result obtained from the analysis of the descriptive statistics test which was based on the participants' self-reports about the variety to which they were mostly exposed. Since the participants asserted in the survey that they were exposed to both of the varieties, this might have increased their awareness of the words with different spelling. However, the interpretation should be made with caution as more research was required to reveal whether or not they knew the variety in which the word is used.

3.2. The Impact of the Participants' Departments on their Recognition of the Syntactic and Morphological Differences in BrE and AmE

The participants in this study were from three different departments. 67% of the participants graduated from ELT department, 28 % English Language and Literature Department and 5% American Language and Literature Department. In order to reveal whether there were any differences among the participants in their awareness of BrE and AmE syntax and morphology depending on the differences in the participants' departments; a one-way ANOVA was conducted on the SPSS. The results are as in Table 6 below:

Table 6. The mean of the participants' scores according to the departments they graduated from.

	N	BrE		AmE	
		Mean	SD	Mean	SD
English Lang. Teach.	25	32.04	3.69	26.64	5.11
English Lang. Lit.	11	30.72	5.29	26.64	4.92
American Lang. Lit.	2	26.00	12.73	26.50	10.60
Total	38	31.34	4.69	26.63	5.15

The one-way ANOVA test did not indicate a statistically significant difference in the participants' recognition of the differences between BrE ($F(3, 35) = 1.67$, $p > .0005$) and AmE ($F(3, 35) = .001$, $p > .0005$). Thus, the result suggests that the departments the participants graduated from did not have an impact on their recognition of the forms used differently in both of the varieties of English. However, when the mean scores were analyzed, it was explored that the participants who graduated from ELT departments were better at recognizing the BrE forms than the participants who graduated from other departments. Nevertheless, taking the small sample size of this study into consideration, generalizing the result that graduates of ELT are more aware of the syntactic and morphological differences between BrE and AmE than the graduates of other departments to all ELT graduates is not possible. Therefore, more research is necessary to explore whether or not the course content, the materials, for example, provided in the departments, or the students' educational background brought about such a result.

4. DISCUSSION and CONCLUSION

Depending on the findings drawn from this study, the extent to which the participants were aware of the two dominant varieties of English (BrE and AmE) was revealed. The study showed that EFL instructors were better at recognizing the British syntax and morphology than AmE syntax and morphology. In regard to this, the results from this study additionally showed that EFL instructors who

were exposed to both varieties (BrE and AmE) were better at recognizing the syntactic and morphological forms both in BrE and AmE. Therefore, the study raises the possibility that exposing EFL instructors to more varieties help them to recognize the differences in different English varieties.

Farrell and Martin (2009) draw attention to the importance of knowing all varieties of English for educators because teachers have the responsibility for preparing their learners to act in an intercultural world. Thus, knowing Standard English (British or American) is not adequate, the educators require knowing more about the language so that they can prepare their learners for the international world, and that their learners can communicate with people speaking different varieties of English (Farrell & Martin, 2009). Therefore, the study suggests that there is a need to prepare the teachers for the differences in English.

English is a global language spreading fast all around the world and its varieties are increasing all around the world. Quirk (1990) states that it is important to use a common standard of written and spoken English. This is crucial in international communication. In such a world, Farrell and Martin (2009) underscore the importance of being aware of British and American English including all the other varieties of English. This is especially essential to make students ready for communication with the speakers of English who speak different varieties of English (Farrell & Martin, 2009). Thus, as Heyl and McCarthy (2003) explain, institutions educating language educators take over a key role in graduating teachers “who think globally, have international experience, demonstrate foreign language competence and are able to incorporate global dimension to their teaching” (p.3).

In the present study, the participants having exposed to both varieties scored better in BrE and AmE questions. Such a result may suggest that teacher education programs should prepare their students for dialect diversities. In class, teachers should teach the Standard English. It may be either BrE or AmE depending on the requirements of the institution, teachers’ personal choice, or the necessity of meeting the needs (such as finding a job). However, with the expanding use of English all around the world as a global language, teachers are expected to have awareness not only for the standard varieties of English, but also even for non-native varieties of English (Farrell & Martin, 2009; Uygun, 2012).

5. REFERENCES

- Algeo, J. (2006). *British or american english? A handbook of word and grammar patterns*. UK: Cambridge University Press.
- Cambridge Advanced Learners’ Dictionary (2008). Cambridge University Press.
- Colins Cobuild Advanced Learners’ English Dictionary (2006). Harper Colins.
- Farrell, T. & Martin, S. (2009). To teach standard english or world englishes: A balanced approach to instruction. *Teaching Forum*, 2, 2-7.
- Finnie, R., Frain, C., Hill, D. H., & Thomas, K. (2010). *Top grammar: From basic to upper intermediate*. Helbling Languages.
- Gramley, S. & Pätzold, K. M. (1992). *A survey of modern english*. London: Routledge.
- Gün, B. (2009). Are teachers fully prepared to teach different varieties of English?: A case study in Turkey. *English as an International Language Journal*, 5, 164-175.
- Hassan, F. S. (2012). Syntactical and morphological differences in british and american english. *Language in India*, 12(1).
- Heyl, J. D. & McCarthy, J. (2003). International education and teacher preparation in the U.S. Paper presented at the national conference on Global Challenges and U.S. Higher Education: National Needs and Policy Implications. Duke University, Durham, NC. Retrieved from the Duke University Center for International Studies website: http://ducis.jhfc.duke.edu/archives/globalchallenges/pdf/hey_l_abstract.pdf
- Hundt, M. & Smith, N. (2009). The present perfect in British and American English: Has there been any change, recently? *ICAME Journal*, 33, 45-63.
- Kövecses, Z. (2000). *American english: An introduction*. Toronto: Broadview Press,
- McCrum, R., Cran, W., & MacNeil, R. (1986). *The story of english*. London: BBC publications.

- Rohdenburg, G. & Schlüter, J. (2009). *One language, two grammars: Differences between british and american english*. UK: Cambridge University Press
- Siemund, P., Davydova, J., & Maier, G. (2012). *The amazing world of englishes: A practical introduction*. Germany: Walter de Gurter.
- Tirban, N., Precup-Stiegelbauer, L. R., & Patrauta, T. (2012). The major differences between British English and American English in written and oral communication. *Communication, Context, Interdisciplinarity* (pp.985-990). Tirgu-Mureş, Romania: Universitatea Petru Maior.
- Uygun, D. (2012). Awareness of grammatical variations in English dialects: A survey of Turkish pre-service EFL teachers. In Azamat Akbarov and Vivian Cook (Eds) *Contemporary Foreign Language Education: Linking Theory into Practice*, (pp.199-206). Sarajevo: IBU Publications.
- Zhang, B. (2008). On grammatical differences between daily british and american english. *Asian Social Science*, 4(6).