Abstract

The thesis aims to provide new information on lexical dialectal variation amongst EFL students. The theoretical part focuses on the description of lexical dialectal variation alongside with the scrutiny of British and American English and their "language power" throughout the last century. The globalised world favours the use of American English whilst academic institutions still support the use of British English. The practical part consists of three questionnaires whose answers will shed light on the non-natives' use of English and their dialectal preference of English – the basis of the "Euro-English" dialect – through lexeme choice. The questionnaires also consist of sociological part which will be used to find the motives behind both the general level of lexical dialectal preference (the total number of lexemes of each dialect) and the specific level (the number of lexemes of each dialect in each individual sentence). The results have shown that there are three notions that have impact on students' lexical dialectal choices. Subjects who get most of their English input from school tend to prefer BrE lexical dialectal variants whilst subjects who rank internet and social media as the most impactful resource for their English tend to use more AmE lexical dialectal variants. The third notion that influences the subjects' lexical dialectal choice is the preferred dialectal variant of the subjects' teacher.

Keywords: lexical dialectal variation, language power, English as a foreign language, Euro-English, British English, American English