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Jihočeská univerzita v Českých Budějovicích
Pedagogická fakulta
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Bakalářská práce

Pronunciation standard awareness
and consistency in Czech speakers of
English:
British vs. American English

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České Budějovice 2021

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Na závěr tímto děkuji mému vedoucímu práce, panu PhDr. Vladislavovi Smolkovi, Ph.D., za jeho ochotu a pomoc při vypracovávání této práce.

České Budějovice,

Podpis:

Anotace

Bakalářská práce se zabývá schopností českých uživatelů angličtiny rozpoznávat rozdíly ve výslovnosti britské a americké angličtiny, a tím, do jaké míry se tato jejich schopnost promítá do jejich vlastní výslovnosti. V první části práce tedy určuji a popisuji hlavní odlišnosti obou těchto regionálních standardů. Ve druhé části pak za pomoci rozhovoru, předložení textu k předčítání a předložení dotazníku k nahrávkám rodilých mluvčích výše zmíněných standardů subjektům, zpracovávám poznatky o zkoumaných proměnných. Závěrem práce je praktické doporučení pro výuku výslovnosti angličtiny v České Republice a uvedení možností rozšíření práce.

Annotation

This Bachelor thesis studies the ability of Czech users of English to distinguish pronunciation aspects of British and American English, and to utilize this in their own speech. In the first part, therefore, I identify and describe the most prominent differences in the two regional standards. In the second part, after working with Czech subjects using a dialogue, a prepared text and a questionnaire about recordings of native British and American speakers, I present findings on the variables explored. The conclusions of this thesis serve as a practical recommendation for the teaching of English pronunciation in Czech schools, and suggest possible ways of broadening the thesis.



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Introduction

Due to the influence of modern communication technologies, pupils and students alike are nowadays subject to a broad spectrum of different regional and social variants of English. When it comes to teaching English in Czech schools, the basic characteristics of the two main regional standards, British English and American English, often seem not to be differentiated. The reason is that even though British English is the usual standard for educational materials, American English, owing to its prominent role in the media and culture generally, has an undeniable influence on students and teachers, as well. Because of that, a learner's speech typically inconsistently combines pronunciation aspects of the two aforementioned regional variants, and, in addition, is affected by the native language, Czech. This inorganic blend, apart from being odd or even confusing to native English speakers, contributes to limited comprehensibility of the speakers.

The aim of this Bachelor thesis, therefore, is to study the degree, to which Czech users of English at three different levels of proficiency in the language are able to recognize the differences in pronunciation between British English (hereafter referred to as General British or GB) and American English (hereafter referred to as General American or GA) and utilize this in their own speech.

The first part of my thesis will be theoretical. Therein, I shall choose and name the most prominent differences between GB and GA pronunciation and, after pointing out other notable differences, list reasons as to why I chose a particular set of those differences for my study.

The study itself will be documented in the second part of the thesis and in its attachments. The purpose of this second part shall be to conduct experiments regarding GB and GA pronunciation with 15 subjects, Czechs studying English, divided equally into three groups based on their level of English proficiency. They will undergo a recorded interview, where they will speak freely on a chosen topic, then they will be recorded reading a prepared text, which includes the aspects of pronunciation in question, and finally be given a questionnaire regarding their evaluation of two recordings of native GB and GA speakers.

The conclusions of this Bachelor thesis will elaborate on the results of the abovementioned study, and, based on that, make recommendations as to what to focus

on when teaching English, especially English pronunciation, in Czech schools. Apart from this, I will outline possible ways to broaden my study and reason why this would be desirable.

1. Theory

1.1 Pronunciation aspects chosen for study

1.1.1 Diphthong [əʊ] vs [oʊ]

One of the most prominent differences in pronunciation between British and American English is the shift that occurred in GA, where in the diphthong [əʊ], the initial quality corresponding to the mid central unrounded vowel [ə] was ultimately replaced by the close-mid back rounded vowel [o].

This change is systematic and can be observed within words such as *so*, *go*, *no* etc.

1.1.2 Rhotic vs non-rhotic “r”¹

Equally easily noticeable is the difference between rhotic GA and generally non-rhotic GB. The term “rhotic accent” essentially means pronouncing the spelt consonant “r”.

This means that GA pronounces every written “r”, opposed to GB, which generally pronounces written “r” only when in a pre-vocalic position.

When spelt “r”, in GB, precedes a consonant or is the last letter in a word (unless it is a “linking r²”), the vowel preceding it is lengthened, and the “r” omitted, or, in unstressed syllables, replaced by the vowel [ə]: *brother*, *beggar*, *sailor*. The preceding vowel is lengthened in stressed syllables, which results in a diphthong in open syllables (e.g. *fury*) and in simple long vowel in closed syllables (e.g. *fur*). An exception to this system occurs with some common words, in which vowels historically don’t lengthen. These are, for example, *very*, *sorry*, or *curry*.

1.1.3 Differences in stress placement^{3,4}

Another category with evident differences in pronunciation is stress placement. There is, however, no single rule dictating what syllable should be stressed in which of the two standards so I will simply list examples of words with an occurring stress change and comment on its behavior.

¹ Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press, pages 13, 14.

² Linking “r” is an r-sound which is principally heard corresponding to an r letter of the traditional spelling in word-final position immediately before a vowel sound which follows it with complete absence of any rhythmical hiatus (Journal of the International Phonetic Association 1975 Vol. 5 no.1 pp 37- 42.)

³ Examples taken from: *British and American English Pronunciation Differences*. Página personal de Paco Gómez [online]. Dostupné z: <http://www.webpgomez.com/english/404-british-and-american-english-pronunciation-differences> (15.11.2020)

⁴ The listed examples do not represent all words with the same phenomena

a) (Mainly French) loanwords

With two-syllable nouns:

-1st syllable stress in GB but 2nd syllable stress in GA: *adult, bidet, brochure, buffet, café, cliché, coupé, detail, garage, debris*

With three-or-more-syllable nouns:

-2nd syllable stress in GB but last syllable stress in GA: *fiancé, attaché, décolleté*

-2nd syllable stress in GB but 1st syllable stress in GA: *address*

-Last syllable stress in GB but 1st syllable stress in GA: *cigarette, magazine*

b) Ending –ate

With two-syllable words, mainly verbs, with the “-ate” suffix:

-2nd syllable stress in GB but 1st syllable stress in GA: *dictate, donate, locate, migrate*

1.2 Why I chose these aspects

In order for me to explain why I chose the aforementioned aspects, I must first write out the other noticeable aspects, though these won't be elaborated on in my study (for explanation see 1.2.2).

1.2.1 Other notable aspects⁵

a) Vowel [ɒ] vs [ɑ]

When it comes to often short words with a stressed syllable containing spelt “o”, GB tends to pronounce this as an open back vowel with slightly rounded lips, “[ɒ]”. GA, on the other hand, pronounces an open back unrounded sound [ɑ].

b) Change of [æ]

Under certain conditions, though inconsistent, the near-open front unrounded vowel [æ] in GA is replaced by the open back unrounded vowel [ɑ:] in GB.

Some examples of this are: *pass, path, dance, sample, ranch*.

c) [ju:] vs [u:]

GA, expanding upon the change in GB, dropped the [j] before [u:] in more cases, resulting in words such as *tune, student, duty* or *new*, which still keep [j] there.

d) Pronunciation of “flapped t”⁶

⁵ Examples taken from: *British and American English Pronunciation Differences*. Página personal de Paco Gómez [online]. Dostupné z: <http://www.webpgomez.com/english/404-british-and-american-english-pronunciation-differences> (15.11.2020)

⁶ When articulating the flapped /t/ the tongue only gently taps the alveolar ridge, voice is used and the release of air is not as strong as in pronouncing clear /t/. (Navrátilová, M. (2013). Aspects of Pronunciation Teaching: The Influence of American media on Pronunciation of Czech Students. Retrieved December, 2, 2014. (str. 17))

Spelt “t” or “tt” in unstressed syllables of words is pronounced as [t] in GB but as flapped t in GA.

Examples include the following words: *water, better, little*

e) [aɪ] vs [i:]⁷

This difference applies only to the words *either* and *neither*. In GB *either* and *neither* are pronounced with a closing diphthong [aɪ] : [aɪðə] and [naɪðə], however, in GA they are pronounced with a long vowel [i:] – [i:ðr] and [ni:ðr].

f) (Non-)reduction in suffixes

Suffixes “-ary”, “-ory”, “-berry” and “-mony” can cause differences in word-stresses between GB and GA. When it comes to “-ary”, usual pronunciation in GA is [eri], whereas in GB it’s [əri], where the change to [ə], or sometimes even to omitting this vowel, causes shortened pronunciation. This phenomenon can be found similarly in words with the other aforementioned suffixes. In GA, these suffixes behave as if, at least, tertiary stressed, whereas GB generally reduces unstressed syllables more thoroughly.

1.2.2 Reasoning

As you can see, there are many distinguishing features when it comes to GB and GA pronunciation, nevertheless, I had to choose carefully and only pick the three ones most reflective of the subjects’ abilities due to the nature of my work. As this is a Bachelor thesis, there is a limited time and volume to it, which is why this is one of the areas I’m going to mention in the work’s conclusion in regard to things that could be more elaborated on and where the study can potentially expand. It is also why I chose the diphthong change, the stress placement changes and the difference in pronunciation, when it comes to the consonant “r”.

By picking these three aspects, I was able to include all three main distinguishing areas, vowels, consonants and stress, while at the same time not overloading my thesis unduly with elements, only choosing the most relevant changes from all three categories.

Finally, as to my reasoning for these three being the most relevant and reflective of the subjects’ abilities, it is because they carry two essential characteristics. One, they all are significant differences between GB and GA, which makes them relevant, and two, each one of them reflects a different level of the speaker’s language proficiency. The difference between a rhotic and non-rhotic accent is the most obvious, the change in

⁷ Navrátilová, M. (2013). Aspects of Pronunciation Teaching: The Influence of American Media on Pronunciation of Czech Students. Retrieved December, 2, 2014. (str. 14)

diphthongs [əʊ] and [oʊ] is harder for a non-native speaker to recognize and the stress placement, though a significant difference for a native speaker, should prove very difficult to notice. This assures that I can study not only the learners' ability to tell the differences in pronunciation between GB and GA, but also the degree to which a particular group, based on their language proficiency level, is able to do it. Thanks to this, I'm certain that the aspects I chose indeed reflect the subjects' abilities.

1.3 Text created to include the relevant aspects

The text that I'll have my study subjects read was made in accordance with my theoretical findings and goes as follows:

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1.3.1 Studied aspects to be found in the text

- a) Diphthong [əʊ] vs [oʊ] (marked red)
-represented in words: *so, go, no, though, crow, romantic, promotions*
- b) Rhotic vs non-rhotic (marked yellow)
-represented in words: *hard, born, hurt, taller, there, search, were, for, other, girl, character, wherever, warmth, poor, garage, remembered, before, ever*
- c) Differences in stress placement (marked green)
-French loanwords represented in words: *adult, detail, garage, fiancé, address, cigarette, magazines*
-“-ate” suffix represented in words: *dictated, locate, donate, migrate, translate*

1.4 Questionnaire One

Questionnaire One's purpose is to explore the subjects' general knowledge about differences in GA and GB pronunciation. Questionnaire One, as well as Questionnaire

Two, is written in Czech. The reason is that the subjects may not be able to communicate their knowledge properly in English and this would influence the results in an undesirable way. The English version of this questionnaire is to be found in Attachments as Attachment 1. Questionnaire One contains the following question:

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

1.4 Questionnaire Two

Questionnaire Two serves to determine the subject's ability to differentiate the aspects studied and to determine which of the two recordings falls under which regional accent. It is to be found in Attachments as Attachment 2. Questionnaire Two contains the following questions:

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč?

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

3. Všimli jste si rozdílu v důzdech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

1.5 Methodology

This section serves to specify the methods I used in order to conduct my study. I'm going to describe the whole process of the study, the way I carried it out, and outline the specific methods used.

First, based on the aspects of pronunciation chosen in Part 1, I prepared approximately a half-page text containing these aspects frequently enough to be relevant, and I had one native GB speaker and one native GA speaker record themselves reading this text.

After that, I devised a questionnaire regarding the recordings of the text to determine the ability of Czech learners of English to identify pronunciation differences between the two different accents.

Next, I found 15 Czechs who are currently learning English and divided them into three groups based on their current level. These Czechs will be referred to as “subjects” from now on, and the three levels of competence correspond to A2 to B1, B2 and C1, respectively, according to the Cambridge English classification.

In the study itself, I used the observation method first. I had the subjects speak in English (and recorded them) on topics such as their family, favorite hobby and wishes for the future for about 5 minutes.

Then I used the same method to record them reading the prepared text (via 1.3). This observation method also used recording technology.

Finally, I used the method of questioning, providing the subjects first with questionnaire 1 (see 1.4) and upon completion with questionnaire 2 (see 1.5) to read through, playing them the two aforementioned recordings of native speakers and having them fill out questionnaire 2 accordingly. This method was therefore written questioning.

In the following chapter, I will comment and elaborate on the data I gathered using these procedures.

2. Conducted study⁸

In this chapter, I am describing individual results of my study, divided into four parts, the dialogue, the prepared text and the two questionnaires. In each part, I describe results of three groups of subjects, each consisting of five correspondents numbered one to five, where, subjects of the same number belonging in the same group are always the same subject. The three groups were put together according to the subjects' reported level of English and named accordingly.

2.1 Dialogue

This part reflects the subjects' ability to use the studied aspects of GA and GB pronunciation in their own speech, and the degree to which they're able to be consistent with this pronunciation.

2.1.1 Study group A2-B1

a) Subject 1

Subject pronounced all three studied aspects consistently with pronunciation leaning towards GA, however, the influence of Czech was very apparent in the pronunciation of "r".

b) Subject 2

Subject pronounced the letter "r", the same way one would in Czech, that is, with tongue vibration. The two other studied aspects, the diphthong [əʊ] / [oʊ] and stress placement were generally leaning towards the GA pronunciation, however, there were occurrences, in which Czech pronunciation rules were applied, resulting in a Czech stress placement, rather than that of GA or GB.

c) Subject 3

Subject pronounced the letter "r", the same way one would in Czech. The two other studied aspects, the diphthong [əʊ] / [oʊ] and stress placement were generally leaning towards the GA pronunciation but the influence of Czech was still apparent.

d) Subject 4

Subject's pronunciation is very inconsistent and mostly Czech, seemingly being extremely stressed out.

e) Subject 5

⁸ Where the brackets "[]" contain a non-standard English phoneme, this references Czech pronunciation.

Subject pronounced all three studied aspects consistently with pronunciation leaning towards GA, however, the influence of Czech was sometimes very apparent in the pronunciation of “r”. S5 also sometimes pronounced the letter “o” as [o], as one would in Czech.

2.1.2 Study group B2

a) Subject 1

Subject pronounced the letter “r” generally in accordance with the GA accent but sometimes, S1 would pronounce it more so as one would in Czech. The two other studied aspects, the diphthong [əʊ] / [oʊ] and stress placement were generally leaning towards the GA pronunciation, however, there were occurrences, in which the diphthong was pronounced as [o] due to the Czech influence on the subject’s speech.

b) Subject 2

Subject pronounced the letter “r” generally in accordance with the GA accent but quite often, S2 would pronounce it more so as one would in Czech. The two other studied aspects, the diphthong [əʊ] / [oʊ] and stress placement were generally leaning heavily towards the GA pronunciation.

c) Subject 3

Subject seemed to have tried very much to speak with the GA accent but, in putting too much stress on each syllable, S3 ended up often pronouncing the letter “r” more so as one would in Czech, and the diphthong [əʊ] / [oʊ] more so as one would with the GB accent. In general, their pronunciation sounded too forced to be able to make out a consistent pattern, when it came to stress placement.

d) Subject 4

Subject pronounced all three studied aspects consistently leaning towards the GA accent, however, the influence of Czech was still apparent.

e) Subject 5

Subject pronounced all three studied aspects consistently leaning towards the GA accent, however, the influence of Czech was still apparent, as S5 sometimes pronounced the letter “r” more so as one would in Czech. There were also occurrences, in which Czech pronunciation rules were applied, resulting in a Czech stress placement, rather than that of GA or GB.

2.1.3 Study group C1

a) Subject 1

Subject pronounced all three studied aspects consistently leaning heavily towards the GA accent, however, there were occurrences, in which the diphthong was pronounced as [o] due to the Czech influence on the subject's speech.

b) Subject 2

Subject pronounced all three studied aspects consistently leaning heavily towards the GA accent.

c) Subject 3

Subject pronounced all three studied aspects consistently with the GA accent.

d) Subject 4

Subject pronounced all three studied aspects consistently leaning heavily towards the GA accent.

e) Subject 5

Subject seemed to have tried to speak with the GB accent, however, whenever S5's speech sped up or S5 lost focus on it, it shifted towards GA. Therefore, all studied aspects were sometimes pronounced in accordance with the GA pronunciation and sometimes more so with the GB pronunciation. Most consistent was the pronunciation of "r", which was pronounced with the GB accent most of the times.

2.2 Text created to include the relevant aspects

Here, I elaborate on the subjects' speech, when reading the prepared paragraph, considering the way they pronounce words that embody the studied aspects, as well as their consistency therein.

2.2.1 Study group A2-B1

a) Subject 1

Subject pronounced all three studied aspects consistently with pronunciation leaning towards GA, however, the influence of Czech was very apparent. This was most prominent in the pronunciation of "r" and slightly so in the pronunciation of the diphthong [əʊ] / [oʊ], too.

b) Subject 2

Subject's speech was heavily influenced by Czech. The first studied aspect, the pronunciation of the letter "r", was overwhelmingly Czech. When it comes to the second aspect, stress placement, S2 consistently used GA pronunciation with the exception of the word "garage", which S2 pronounced with the GB accent and the word "migrate", which was influenced by Czech with the "i" being pronounced as [i]. The

pronunciation of the letter “o”, being the last studied aspect, was leaning towards GA but Czech influence was apparent again, as the subject pronounced “o” in the word “crow” as [au].

c) Subject 3

Subject’s speech was heavily influenced by Czech. The first studied aspect, the pronunciation of the letter “r”, was overwhelmingly Czech. When it comes to the second aspect, stress placement, S3 consistently used GA pronunciation with the exception of the words “garage” and “adult”, which S3 pronounced with the GB accent and the word “migrate”, which was influenced by Czech with the “i” being pronounced as [i]. The pronunciation of the letter “o”, being the last studied aspect”, was leaning very much towards GA.

d) Subject 4

Subject’s speech was very inconsistent and the most prominent pronunciation was Czech.

e) Subject 5

Subject pronounced all three studied aspects consistently with pronunciation leaning towards GA, however, the influence of Czech was very apparent. This was most prominent in the pronunciation of “r” and slightly so in the pronunciation of the diphthong [əʊ] / [oʊ], too.

2.2.2 Study group B2

a) Subject 1

Subject pronounced two of the studied aspects consistently with pronunciation leaning heavily towards GA, however, the influence of Czech was very apparent, when it came to stress placement.

b) Subject 2

Subject tried to pronounce all three studied aspects in accordance with the GA accent, however, Czech influence was apparent in the pronunciation of “r” and the diphthong [əʊ] / [oʊ], and S2 had to correct themselves, when pronouncing the word “garage” with the GB accent first and pronouncing “o” in the word “crow” as [au] first, too.

c) Subject 3

Subject’s speech was very much leaning towards the GA pronunciation. The first studied aspect, the pronunciation of the letter “r”, was, however, noticeably influenced by Czech. When it comes to the second aspect, stress placement, S3 consistently used

GA pronunciation. The pronunciation of the diphthong [əʊ] / [oʊ], being the last studied aspect, was leaning towards GA but S3 tried so much to put emphasis on pronouncing it correctly that it often sounded more in accordance with the GB accent.

d) Subject 4

Subject's speech was very much leaning towards the GA pronunciation. The first studied aspect, the pronunciation of the letter "r", was influenced a bit by Czech but this influence was barely noticeable. When it comes to the second aspect, stress placement, S4 used GA pronunciation but there were quite a few exceptions, for example the words "adult" and "donate", which S4 pronounced leaning more towards the GB accent and the word "migrate", which was influenced by Czech with the "i" being pronounced as [i]. The pronunciation of the diphthong [əʊ] / [oʊ], being the last studied aspect, was leaning heavily towards GA but the subject pronounced "o" in the word "crow" as [au].

e) Subject 5

Subject's speech was very much leaning towards the GA pronunciation. The first studied aspect, the pronunciation of the letter "r", was in accordance with the GA pronunciation. When it comes to the second aspect, stress placement, S5 consistently used GA pronunciation with the exception of the words "adult" and "donate", which was somewhere in the middle between the two studied accents and the word "migrate", which was influenced by Czech with the "i" being pronounced as [i]. The pronunciation of the diphthong [əʊ] / [oʊ], being the last studied aspect, was leaning towards GA but the subject pronounced "o" in the word "crow" as [au] once.

2.2.3 Study group C1

a) Subject 1

Subject pronounced all three studied aspects consistently with the GA pronunciation, the only exception being the word "crow", in which S1 pronounced "o" as [au].

b) Subject 2

Subject pronounced all three studied aspects consistently with the GA pronunciation, the only exceptions being the word "motivation", in which S2 pronounced "o" as [o] and pronouncing the word "donate" more in accordance with the GB pronunciation.

c) Subject 3

Subject pronounced all three studied aspects consistently with the GA pronunciation, the only exceptions being the word "crow", in which S3 pronounced "o" as [a] and

pronouncing the word “address” somewhere in the middle between the two studied accents.

d) Subject 4

Subject pronounced all three studied aspects consistently with the GA pronunciation, the only exceptions being the word “crow”, in which S4 pronounced “o” once correctly and once as [au] and pronouncing the words “romantic” and “motivation” more in accordance with the Czech [o].

e) Subject 5

Subject had a tendency to lean towards the GB pronunciation, mainly when it came to pronouncing the letter “r”, however, sometimes, the pronunciation was somewhere in between the two studied accents. The same can be said about their pronunciation of the diphthong [əʊ] / [oʊ], which S5 also pronounced as [au] in the word “crow”. The last studied aspect, stress placement, was used more in accordance with the GA accent but for example the word “adult” was pronounced with the GB accent.

2.3 Questionnaire One

The goal of Questionnaire One was to find out which differences in pronunciation between GA and GB the subjects are aware of on their own.

2.3.1 Study group A2-B1

a) Subject 1

Subject recognized a difference between GA and GB in the pronunciation of “r”, however, described it as a “shortening” of words, rather than a change of the quality of the phoneme.

b) Subject 2

Subject didn’t come up with any differences in pronunciation between GA and GB.

c) Subject 3

Subject recognized a difference between GA and GB in the pronunciation of “r” and “o” and gave the examples “water” and “bottle” but wasn’t able to describe the difference.

d) Subject 4

Subject recognized a difference between GA and GB in the pronunciation of “a” in the word “plants” and described it partly correctly.

e) Subject 5

Subject didn't come up with any actual differences in pronunciation between GA and GB.

2.3.2 Study group B2

a) Subject 1

Subject recognized a difference between GA and GB in the pronunciation of "r", however, S1 described it as GB "not pronouncing it at all". Furthermore, S1 recognized a difference in the pronunciation of "a" in the word "dance", which S1 described as being pronounced as "e" in GA and "a" in GB.

b) Subject 2

Subject didn't come up with any actual differences in pronunciation between GA and GB.

c) Subject 3

Subject recognized a difference between GA and GB in the pronunciation of "r", however, S3 described it as GB "not pronouncing it at all", here S3 supplied the word "car" as an example. Furthermore, S3 recognized a difference in the pronunciation of "o" in the word "sock", where S3 described the difference as it being pronounced as [ɒ] in GB and something between [ɒ] and [ɑ:] in GA, and in the word "hope", where S3 described the difference as it being pronounced as [oo] in GA and as [əʊ] in GB. Lastly, S3 recognized a difference in the pronunciation of "t", with the difference being that where GB pronounces it as [t], GA pronounces it as [d] in the word "beautiful" and sometimes doesn't pronounce it at all, for example in words "wanted", "advantage", or "international", where the letter "t" is preceded by the letter "n" and followed by a vowel.

d) Subject 4

Subject recognized a difference between GA and GB in the pronunciation of "o" with an example in the word "God", however, S4 did not provide an explanation of the difference.

e) Subject 5

Subject recognized a difference between GA and GB in the pronunciation of "r" and described it as being pronounced at the end of words in GA but not in GB. Then they recognized a difference, when it comes to the pronunciation of "o", where GB reportedly pronounces it as [ʌ]. They also named a difference, where in words that end with "ile" GB pronounces this ending as [aɪ], whereas GA as [əl], S5 stated. Lastly, S5

recognized a difference in the pronunciation of “t”, with the difference being that where GB pronounces it as [t], GA pronounces it as [d].

2.3.3 Study group C1

a) Subject 1

Subject recognized a difference in the pronunciation of “o”, which S1 described as being pronounced as [ɒ] in GB and [ʌ] in GA but S1 didn’t provide any examples. S1 also recognized a difference in the pronunciation of “t”, which S1 described as being pronounced as [t] in GB and often [d] in GA but here S1 didn’t provide any examples, either.

b) Subject 2

Subject didn’t come up with any actual differences in pronunciation between GA and GB.

c) Subject 3

Subject recognized a difference in the pronunciation of “a” in the word “can’t”, where S3 described the difference as it being pronounced as [ɑ:] in GB and [e] in GA. S3 also recognized a difference between GA and GB in the pronunciation of “r”, for example in the word “water”, but didn’t provide any actual description. Furthermore, S3 recognized a difference in the pronunciation of “o” in the word “project”, where S3 described the difference as it being pronounced as [oʊ] in GB and [ɑ:] in GA. Lastly, S3 saw a difference in the pronunciation of “g” in the word “algae”, where S3 described the difference as it being pronounced as [g] in GB and [dʒ] in GA.

d) Subject 4

Subject didn’t come up with any concrete differences in pronunciation between GA and GB.

e) Subject 5

Subject recognized a difference in the pronunciation of “r”, but described it as not being pronounced in GB, when in the word-final position. S5 also recognized a difference in the pronunciation of “a” in the word “water”, where GB reportedly pronounces it as [ɒ].

2.4 Questionnaire Two

This questionnaire is meant to test the subjects’ ability to find the differences studied in pronunciation between GA and GB, when listening to two recordings, each of a native speaker of one of these accents. In these recordings, the two native speakers read the same prepared text the subjects were recorded reading earlier.

2.4.1 Study group A2-B1

a) Subject 1

Subject was able to match the speakers with their respective accents.

S1 did see a difference in the pronunciation of “r” and observed it correctly but described it as GA putting more stress on the letter “r” than GB. S1 quoted one example from the given paragraph, “more”.

S1 was able to recognize a difference in stress placement in the word “translate”, however, S1 described it as being pronounced more “fluently” by the GB speaker.

S1 wasn’t able to recognize any differences in the pronunciation of the diphthong [əʊ] / [oo].

S1 didn’t come up with any other differences in pronunciation.

b) Subject 2

Subject was able to match the speakers with their respective accents.

S2 did see a difference in the pronunciation of “r” and observed it correctly but described it as GA pronouncing it and GB not doing so. S2 quoted two examples from the given paragraph, “born” and “poor”.

S2 was able to recognize a difference in stress placement in the word “garage”, which S2 didn’t comment on.

S2 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” in the studied words as [oo] and GB as [əʊ] but didn’t supply any examples.

S2 didn’t come up with any other differences in pronunciation.

c) Subject 3

Subject was able to match the speakers with their respective accents.

S3 did see a difference in the pronunciation of “r” and observed it correctly but described it as GA pronouncing it more clearly. S3 quoted two examples from the given paragraph, “taller” and “poor”.

S3 was able to recognize a difference in stress placement in the word “cigarette” but described it incorrectly.

S3 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” in the studied words as [oo] and GB as [əʊ] and gave one word as an example, “crow”.

S3 noticed a difference in pronunciation of the letter “i” in the word “direction” but described the difference incorrectly.

d) Subject 4

Subject wasn’t able to match the speakers with their respective accents.

S4 did see a difference in the pronunciation of “r” and observed it correctly but described it in reverse. S4 quoted two examples from the given paragraph, “girl” and “poor”.

S4 was able to recognize a difference in stress placement in the words “cigarette” and “magazines” but described it incorrectly.

S4 wasn’t able to recognize any differences in the pronunciation of “o” in the studied words.

S4 didn’t come up with any other differences in pronunciation.

e) Subject 5

Subject was able to match the speakers with their respective accents.

Subject stated that S5 recognized a difference in the pronunciation of “r” in the words “romantic” and “poor” but did not describe this difference.

S5 wasn’t able to recognize a difference in stress placement.

S5 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” as [oʊ] and GB as [əʊ] and gave multiple words as examples, “only”, “so” and “own”.

S5 didn’t come up with any other differences in pronunciation.

2.4.2 Study group B2

a) Subject 1

Subject was able to match the speakers with their respective accents.

S1 did see a difference in the pronunciation of “r” and observed it correctly but described it as GA pronouncing it and GB not doing so. S1 quoted multiple examples from the given paragraph, “born”, “hard” and “poor”.

S1 wasn’t able to recognize any differences in stress placement.

S1 wasn’t able to recognize any differences in the pronunciation of the diphthong [əʊ] / [oʊ] in the text.

S1 stated the difference that S1 noticed in the pronunciation of “a” in the word “dance”, which S1 described as being pronounced as [e] in GA and [ʌ] in GB.

b) Subject 2

Subject was able to match the speakers with their respective accents.

S2 did see a difference in the pronunciation of “r” and observed it correctly but described it as GA putting more stress on the letter “r” than GB. S2 quoted multiple examples from the given paragraph, “crow”, “warmth” and girl”.

S2 wasn’t able to recognize any differences in stress placement.

S2 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” in the studied words as [oʊ] and GB as [əʊ] and gave one word as an example, “so”.

S2 didn’t come up with any other differences in pronunciation.

c) Subject 3

Subject was able to match the speakers with their respective accents.

S3 did see a difference in the pronunciation of “r” and observed it correctly but described it as GA pronouncing it and GB not doing so. S3 quoted multiple examples from the given paragraph, “born”, “there” and “poor”.

S3 was able to recognize a difference in stress placement in the words “adult”, “garage” and “cigarette” and described it correctly.

S3 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” in the studied words as [oʊ] and GB as [əʊ] and gave multiple examples, “though”, “romantic” and “soul”.

S3 repeated the difference S3 noticed in questionnaire one, in the pronunciation of “t”, with the difference being that where GB pronounces it as [t], GA pronounces it as [d] in the word “beautiful” and sometimes doesn’t pronounce it at all, for example in words “wanted”, “advantage”, or “international”, where the letter “t” is preceded by the letter “n” and followed by a vowel.

d) Subject 4

Subject was able to match the speakers with their respective accents.

S4 did see a difference in the pronunciation of “r”, observed it correctly and described it as GA pronouncing it more like the “Czech r” than GB, which pronounces it more subtly. S4 quoted multiple examples from the given paragraph, “hard”, “taller”, “hurt”, “for”, “there” and “poor”.

S4 wasn’t able to recognize any differences in stress placement.

S4 recognized that there is a difference between GA and GB in the pronunciation of “o” in the word “go” but didn’t provide any further description.

S4 didn’t come up with any other differences in pronunciation.

e) Subject 5

Subject was able to match the speakers with their respective accents.

S5 did see a difference in the pronunciation of “r” and observed and described but gave no examples.

S5 was able to recognize a difference in stress placement in the words “address”, “magazines” and “garage”, and described it correctly.

S5 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” in the studied words as [oʊ] and GB as [əʊ] and gave multiple examples, “own”, “go” and “crow”.

S5 didn’t come up with any other differences in pronunciation.

2.4.3 Study group C1

a) Subject 1

Subject was able to match the speakers with their respective accents.

S1 did see a difference in the pronunciation of “r” and observed it correctly but described it as GA pronouncing it and GB not doing so. S1 quoted multiple examples from the given paragraph, “born”, “poor” and “hard”.

S1 was able to recognize a difference in stress placement in the word “cigarette” and described it correctly.

S1 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” in the studied words as [oʊ] and GB as [əʊ] and gave one word from the studied paragraph as an example, “crow”.

S1 didn’t come up with any other actual differences in pronunciation.

b) Subject 2

Subject was able to match the speakers with their respective accents.

S2 did see a difference in the pronunciation of “r” and observed it correctly but described it as GB sometimes not pronouncing consonants. S2 quoted multiple examples from the given paragraph, “poor”, “hurt”, “taller”, “for” and “there”.

S2 was able to recognize a difference in stress placement in the word “garage” but didn’t provide any description of the difference.

S2 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” in the studied words as [oʊ] and GB as [əʊ] and gave multiple words from the studied paragraph as examples, “crow”, “go”, “motivation”.

S2 didn’t come up with any other actual differences in pronunciation.

c) Subject 3

Subject was able to match the speakers with their respective accents.

S3 did see a difference in the pronunciation of “r”, observed it correctly and described it as GA pronouncing it closer to the “Czech r” and GB almost not pronouncing it at all.

S3 quoted multiple examples from the given paragraph, “there”, “hurt”, “search”, “girl” and “warmth”.

S3 was able to recognize a difference in stress placement in the word “garage” but didn’t provide any actual description of the difference.

S3 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” differently than GB and gave multiple words from the studied paragraph as examples, “stopped”, “lost”, “pocket”.

S3 didn’t, however, recognize any difference in the pronunciation of “o” in words, where the differences [əʊ] and [oʊ] appear.

S3 repeated the difference they noticed in questionnaire one, in the pronunciation of “a”, “o” and “g”. S3 added a noted difference in the pronunciation of “t”, which S3 described as being pronounced as [d] in GA but didn’t provide any example words.

d) Subject 4

Subject was able to match the speakers with their respective accents.

S4 did see a difference in the pronunciation of “r”, observed it correctly and described it as GA pronouncing it closer to the “Czech r” and GB almost not pronouncing it at all. S4 quoted one example from the given paragraph, “hurt”.

S4 was able to recognize a difference in stress placement in the word “garage” and described the difference correctly.

S4 gave one word from the studied paragraph, “crow”, as an example of a word, where GA and GB differ in the pronunciation of the diphthong [əʊ] / [oʊ] but stated incorrectly that GB pronounces the letter “o” in the studied words as [oʊ] and GA as [əʊ].

S4 didn’t come up with any other differences in pronunciation.

e) Subject 5

Subject was able to match the speakers with their respective accents.

S5 did see a difference in the pronunciation of “r” and observed it correctly but described it as GA pronouncing it and GB not doing so. S5 quoted one example from the given paragraph, “poor”.

S5 was able to recognize a difference in stress placement in the word “garage” but didn’t provide any description of the difference.

S5 stated correctly that in cases of it being a diphthong, GA pronounces the letter “o” in the studied words as [oo] and GB as [əo] and gave one word from the studied paragraph as an example, “crow”.

S5 didn’t come up with any other differences in pronunciation.

2.5 Visualization of the results

2.5.1 Table One – complete results

Table One - legend

	in dialogue and text	
If subject's pronunciation was inconsistent**		I(x*)
If subject's pronunciation was overwhelmingly Czech		C
If subject's pronunciation was overwhelmingly GA		A
If subject's pronunciation was overwhelmingly GB		B
If subject's pronunciation was consistent every time		P(x*)
If they recognized the difference, described it and gave examples		3
If they did two of the three		2
If they only did one of these		1
If none of the above		0

*Instead of "x", there will be a letter corresponding to the pronunciation used the most times.

**Inconsistent means a different pronunciation was used more than 3 times.

All result text fields include dialogue results first, then text results and then results from Q.2.

"Before Q.2" results are the results of Questionnaire One.

		Differences in pronunciation						Other noticed differences		Recognized the speakers' respective accents			
		letter "r"		stress placement		diphthong [oo]/[əo]		Before Q.2	After Q.2				
Group A2-B1	Subject 1	C	C	2	A	I(A)	1	A	A	0	1	0	Y
	Subject 2	C	C	2	C	I(A)	2	I(A)	A	2	0	0	Y
	Subject 3	C	C	2	I(C)	I(C)	1	A	I(A)	2	2	1	Y
	Subject 4	C	I(C)	2	C	I(C)	2	C	I(A)	0	1	0	N
	Subject 5	C	I(A)	2	I(A)	I(C)	0	I(C)	A	3	0	0	Y
Group B2	Subject 1	A	P(A)	3	A	I(A)	0	I(C)	A	0	2	0	Y
	Subject 2	I(A)	A	3	A	A	0	A	P(A)	2	0	0	Y
	Subject 3	I(A)	I(A)	3	I(A)	P(A)	3	I(A)	I(A)	3	5	0	Y
	Subject 4	A	A	3	A	I(A)	0	A	A	1	1	0	Y
	Subject 5	I(A)	P(A)	2	I(A)	A	3	A	I(A)	3	4	0	Y
Group C1	Subject 1	A	P(A)	3	A	P(A)	2	I(A)	A	2	2	0	Y
	Subject 2	A	P(A)	3	A	A	1	A	P(A)	3	0	0	Y
	Subject 3	A	P(A)	3	A	A	1	A	A	0	4	0	Y
	Subject 4	A	P(A)	2	A	A	2	A	A	1	0	0	Y
	Subject 5	I(B)	I(A/B)	2	I(A/B)	I(A)	1	I(B)	I(A/B)	2	2	0	Y

2.5.2 Table Two – Dialogue

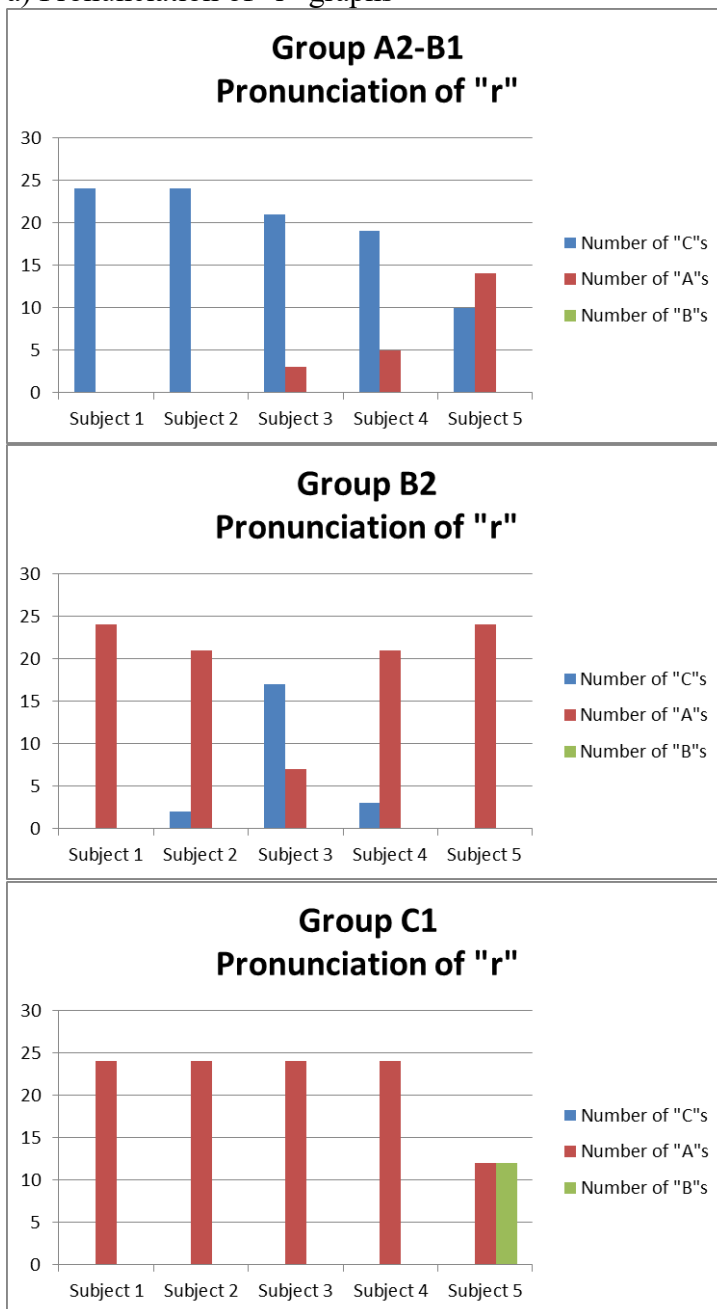
		Differences in pronunciation		
		letter "r"	stress placement	diphthong [oʊ]/[əʊ]
Group A2-B1	Subject 1	mostly Czech	mostly GA	mostly GA
	Subject 2	mostly Czech	mostly Czech	inconsistently GA
	Subject 3	mostly Czech	inconsistently Czech	mostly GA
	Subject 4	mostly Czech	mostly Czech	mostly Czech
	Subject 5	mostly Czech	inconsistently GA	inconsistently Czech
Group B2	Subject 1	mostly GA	mostly GA	inconsistently Czech
	Subject 2	inconsistently GA	mostly GA	mostly GA
	Subject 3	inconsistently GA	inconsistently GA	inconsistently GA
	Subject 4	mostly GA	mostly GA	mostly GA
	Subject 5	inconsistently GA	inconsistently GA	mostly GA
Group C1	Subject 1	mostly GA	mostly GA	inconsistently GA
	Subject 2	mostly GA	mostly GA	mostly GA
	Subject 3	mostly GA	mostly GA	mostly GA
	Subject 4	mostly GA	mostly GA	mostly GA
	Subject 5	inconsistently GB	inconsistently GA/GB	inconsistently GB

2.5.3 Table Three – Text

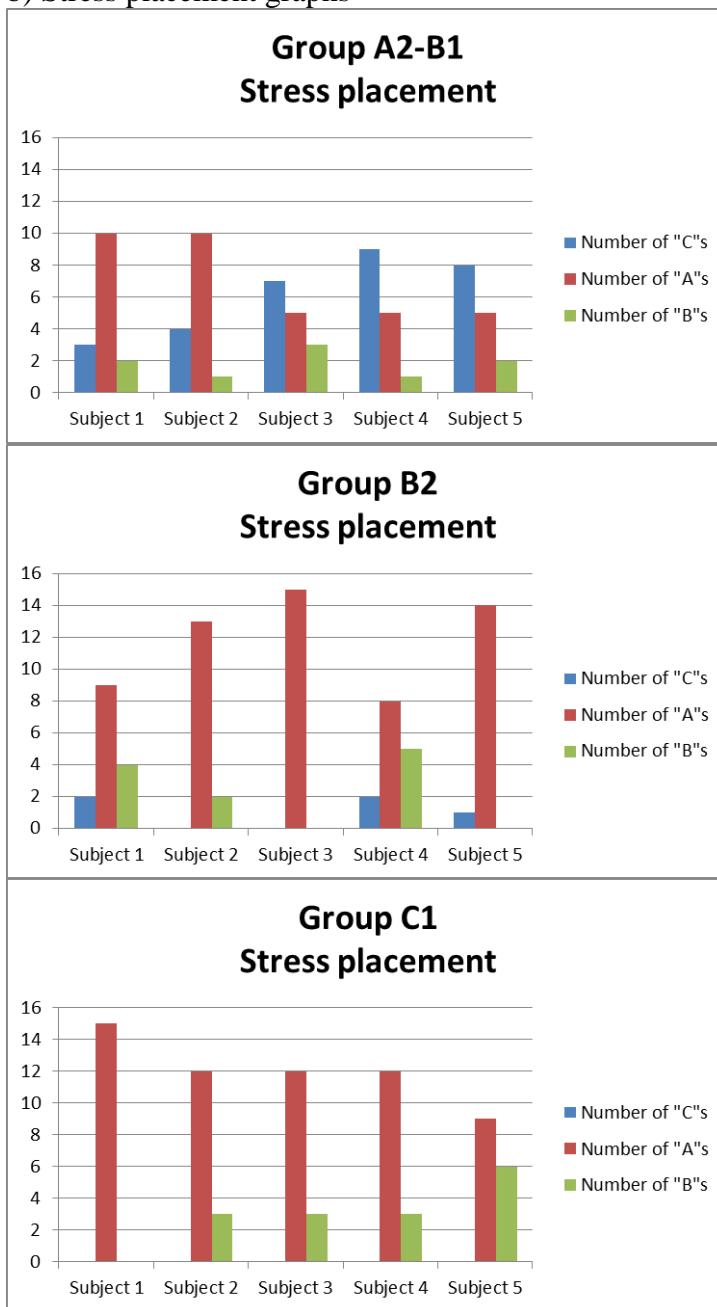
	Group A2-B1					Group B2					Group C1						
	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5		
letter "r"	there	c	c	c	c	a	a	a	a	a	a	a	a	a	a	b	
	born	c	c	c	a	c	a	c	c	a	a	a	a	a	a	a	b
	poor	c	c	c	c	c	a	c	c	a	a	a	a	a	a	a	b
	hard	c	c	a	a	a	a	a	a	a	a	a	a	a	a	a	b
	taller	c	c	c	c	c	a	a	a	a	a	a	a	a	a	a	b
	hurt	c	c	c	a	a	a	a	a	a	a	a	a	a	a	a	a
	there	c	c	c	c	a	a	a	c	a	a	a	a	a	a	a	b
	were	c	c	a	c	a	a	a	c	a	a	a	a	a	a	a	a
	other	c	c	c	a	a	a	a	c	c	a	a	a	a	a	a	b
	there	c	c	c	c	a	a	a	c	a	a	a	a	a	a	a	b
	there	c	c	c	c	a	a	-	c	a	a	a	a	a	a	a	b
	for	c	c	c	c	c	a	a	c	a	a	a	a	a	a	a	b
	there	c	c	c	c	a	a	a	c	a	a	a	a	a	a	a	a
	girl	c	c	c	c	a	a	a	c	a	a	a	a	a	a	a	a
	ever	c	c	c	c	c	a	a	c	a	a	a	a	a	a	a	a
	remembered	c	c	c	c	a	a	a	c	a	a	a	a	a	a	a	a
	character	c	c	c	c	c	a	a	c	a	a	a	a	a	a	a	a
	before	c	c	c	c	c	a	a	c	c	a	a	a	a	a	a	a
	for	c	c	c	c	a	a	a	c	a	a	a	a	a	a	a	b
	girl	c	c	c	c	a	a	a	c	a	a	a	a	a	a	a	a
	for	c	c	c	c	c	a	a	a	a	a	a	a	a	a	a	b
	wherever	c	c	a	c	a	a	a	a	c	a	a	a	a	a	a	a
	search	c	c	c	a	c	a	a	c	a	a	a	a	a	a	a	a
	warmth	c	c	c	c	c	a	a	a	a	a	a	a	a	a	a	a
Number of "C"s	24	24	21	19	10	0	2	17	3	0	0	0	0	0	0	0	
Number of "A"s	0	0	3	5	14	24	21	7	21	24	24	24	24	24	24	12	
Number of "B"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	
stress placement	adult	c	c	a	a	c	c	a	a	b	a	a	a	a	b	b	
	translate	a	a	c	c	a	b	a	a	a	a	a	a	a	a	b	
	adult	c	c	c	c	c	b	a	a	a	a	a	a	a	b	a	
	garage	a	a	a	c	c	a	a	a	b	a	a	a	a	a	a	
	address	b	a	c	c	c	a	a	a	a	a	a	b	b	b	b	
	magazines	b	a	c	a	a	a	a	a	a	a	a	a	b	a	a	
	cigarette	a	a	a	a	a	a	b	a	a	a	a	a	a	a	a	
	cigarette	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	donate	a	a	b	c	c	c	a	a	b	a	a	b	a	a	b	
	dictated	a	a	c	c	c	a	b	a	a	a	a	b	a	a	b	
	detail	a	a	c	c	a	a	a	a	a	a	a	a	a	a	a	
	fiancé	a	b	a	a	b	b	a	a	a	a	a	a	b	a	a	
	locate	a	a	b	b	b	b	a	a	b	a	a	a	a	a	b	
	migrate	a	c	c	c	c	a	a	a	c	c	a	a	a	a	a	
	migrates	c	c	b	c	c	a	a	a	c	a	a	a	a	a	a	
Number of "C"s	3	4	7	9	8	2	0	0	2	1	0	0	0	0	0		
Number of "A"s	10	10	5	5	5	9	13	15	8	14	15	12	12	12	9		
Number of "B"s	2	1	3	1	2	4	2	0	5	0	0	3	3	3	6		
diphthong	though	a	c	c	c	c	c	a	a	c	a	a	a	c	a		
	romantic	a	c	c	c	c	a	a	a	c	a	a	a	c	a		
	so	a	a	a	a	a	a	a	b	a	a	a	a	a	b		
	no	a	a	a	c	a	a	a	a	a	a	a	a	a	b		
	promotions	c	a	a	a	c	a	a	b	a	a	a	a	a	b		
	go	a	a	a	a	a	a	a	a	a	a	a	a	a	b		
	no	a	a	a	a	a	a	a	a	a	a	a	a	a	a		
	no	a	a	c	a	a	a	a	a	a	a	a	a	a	a		
	so	a	a	a	a	a	a	a	b	a	a	a	a	a	a		
	crow	a	c	c	a	a	c	a	b	c	c	a	a	c	c		
	goes	a	a	a	a	a	a	a	a	a	a	a	a	a	b		
	crow	a	a	a	c	a	a	a	a	c	c	c	a	c	a		
	Number of "C"s	1	3	4	4	3	2	0	0	2	4	1	0	2	3		
Number of "A"s	11	9	8	8	9	10	12	8	10	8	11	12	10	9			
Number of "B"s	0	0	0	0	0	0	0	4	0	0	0	0	0	5			
Total number of "C"s	28	31	32	32	21	4	2	17	7	5	1	0	2	3			
Total number of "A"s	21	19	16	18	28	43	46	30	39	46	50	48	46	45			
Total number of "B"s	2	1	3	1	2	4	2	4	5	0	0	3	3	3			

"c" = Czech pronunciation "a" = GA pronunciation "b" = GB pronunciation - = subject didn't pronounce it

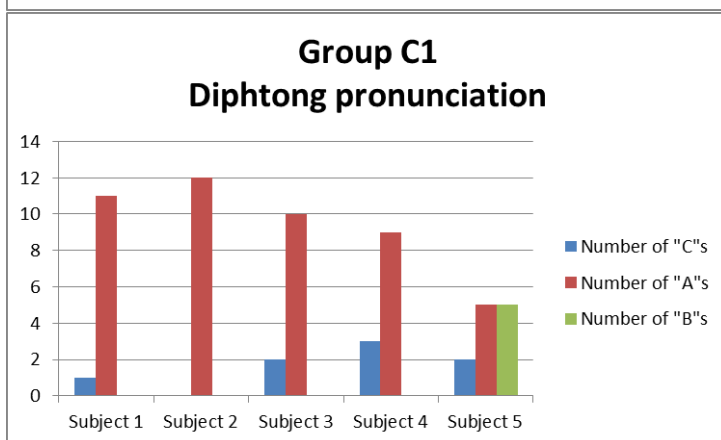
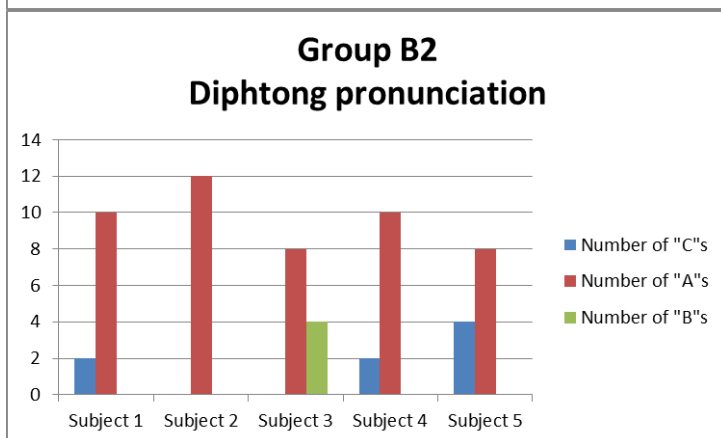
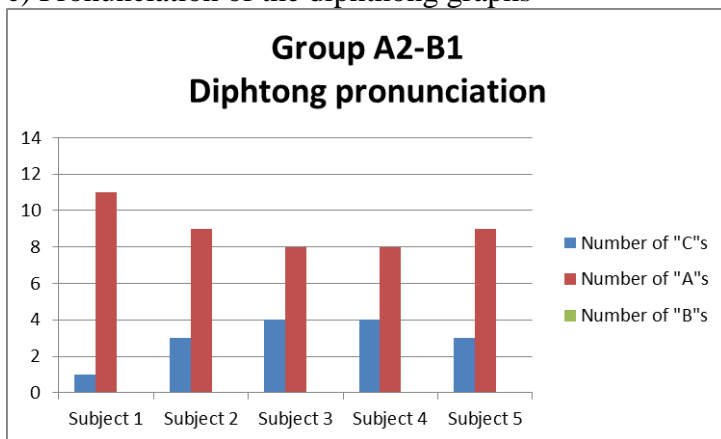
a) Pronunciation of "r" graphs



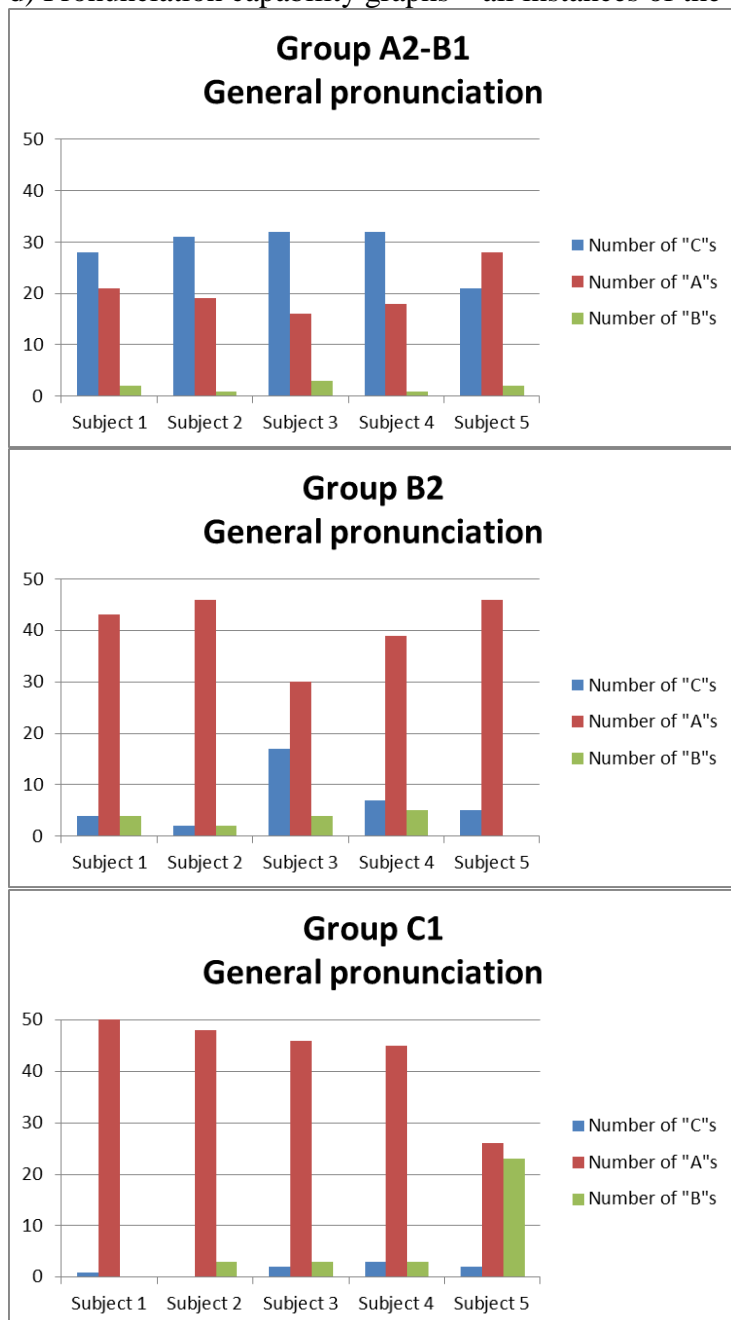
b) Stress placement graphs



c) Pronunciation of the diphthong graphs



d) Pronunciation capability graphs – all instances of the three aspects that were studied

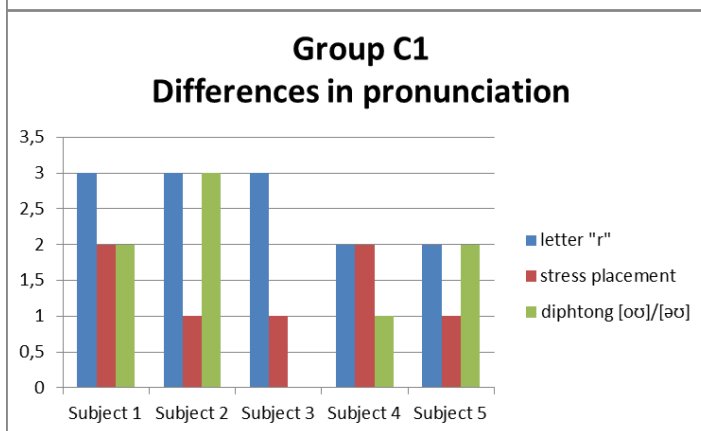
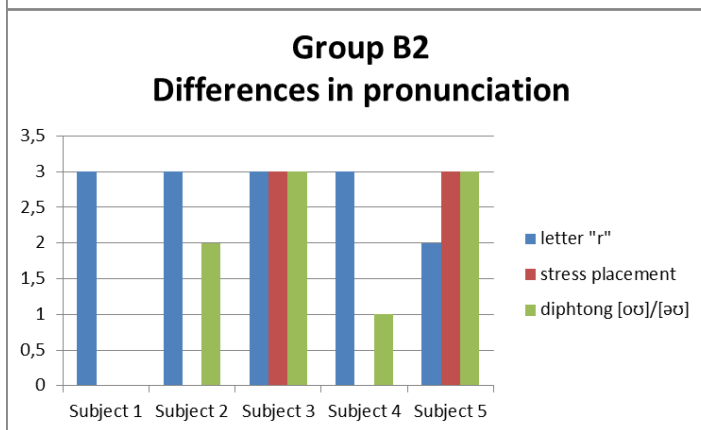
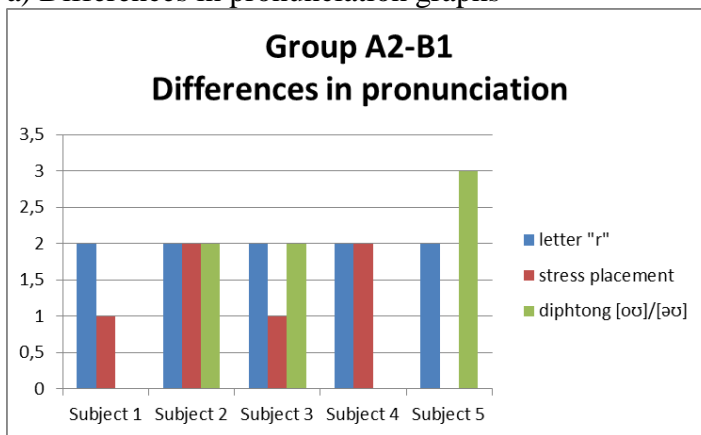


2.5.4 Table Four – Questionnaires

		Differences in pronunciation			Other noticed differences		Recognized the speakers' respective accents
		letter "r"	stress placement	diphthong [oʊ]/[əʊ]	Before Q.2	After Q.2	
Group A2-B1	Subject 1	2	1	0	1	0	Y
	Subject 2	2	2	2	0	0	Y
	Subject 3	2	1	2	2	1	Y
	Subject 4	2	2	0	1	0	N
	Subject 5	2	0	3	0	0	Y
Group B2	Subject 1	3	0	0	2	0	Y
	Subject 2	3	0	2	0	0	Y
	Subject 3	3	3	3	5	0	Y
	Subject 4	3	0	1	1	0	Y
	Subject 5	2	3	3	4	0	Y
Group C1	Subject 1	3	2	2	2	0	Y
	Subject 2	3	1	3	0	0	Y
	Subject 3	3	1	0	4	0	Y
	Subject 4	2	2	1	0	0	Y
	Subject 5	2	1	2	2	0	Y

Subjects were supposed to recognize the difference, describe it and give examples. Each number in the "Differences in pronunciation" represents how many of these three criteria they fulfilled

a) Differences in pronunciation graphs



3. Difficulties connected with this thesis

This being a Bachelor thesis, the first difficulties have to do with its limited extent and a limited amount of time for its fabrication, due to which qualitative research could potentially be hindered by the limited number of subjects one manages to process. I believe, however, that I was able to come up with an effective enough method that allowed me to gather transparent data from fifteen representative subjects, ensuring the validity of the results of this thesis.

When it comes to the research itself, difficulties arose with evaluating the subjects' pronunciation. Naturally, with none of them being native speakers, they've come into contact with a substantial number of aspects that can influence their English pronunciation, the most influential of which tend to be school and different modern media. Most of their school life, they've heard English from Czech teachers whose curriculum is based on British English but who most often have something between a Czech and a GA pronunciation themselves, in my experience. The second-mentioned influence comes most likely from movies, TV shows, games and social media, where American English is most common, nevertheless, there are many other accents with which one comes into contact on the internet. Based on their personal preference, some do more often than others but all experience it at some point. Therefore, when learning English, this whole mix of different types of pronunciations then affects one's own pronunciation, again, someone's more or less than others'. This in turn makes it quite difficult sometimes to draw the line between where a phoneme is pronounced more as one would expect in Czech or already slightly so as one would in GA or GB.

What adds upon this issue is that in the dialogue part of my study, the subjects had to have no knowledge of it testing their pronunciation, because of which they had to have been let speak completely freely, resulting in a situation, where everyone obviously says different words. Because of that, in this part, there is not a consistent number of words including either of the studied aspects in the subjects' speeches.

This was, however, not the dialogue's goal, as that serves mainly as a way of finding out whether the subjects' pronunciation differs when speaking freely and unprepared from when they are tasked with reading a certain text. It was then the purpose of the text to find out which concrete aspects of English pronunciation they master in their speech, to which degree, and in what relation to their ability to recognize these differences on their own or in someone else's speech.

Finally, there is the aforementioned problem of categorization, which stems from the fact that pronunciation phenomena are not, by their very nature, discrete, but rather change gradually along a scale, which makes it difficult to establish strict boundaries between the respective individual realizations. This problem is one that cannot be dealt with by any other means than me categorizing the results to the best of my ability, which is a condition I've been very careful to meet.

Conclusion

Dialogue results

When it comes to the results of the subjects' unprepared speech, two things are obvious. An overwhelming majority of Czech speakers of English lean toward using the GA pronunciation and the thing they struggle with most, out of the aspects this thesis studies, is pronouncing the rhotic/non-rhotic "r".

The other two aspects I studied, stress placement and pronunciation of the diphthong [əʊ]/[oʊ], seem both to have been equally problematic for half of the subjects, with the exception of the C1 Group.

This most advanced group, Group C1, generally consistently pronounced all studied aspects with correct GA pronunciation, with the exception of S5, whose pronunciation varied between GA and GB, making S5 the only subject to use GB pronunciation in their unprepared speech.

Group B2 managed to use primarily GA pronunciation, as well, nonetheless, there were inconsistencies with two to three subjects in all aspects I studied. Out of this group, Czech pronunciation prevailed with only one subject and in only one aspect.

The least advanced group, Group A2-B1, showed effort to use GA pronunciation, however, with one of these subjects, Czech pronunciation prevailed in all aspects I studied and all other aspects managed to use primarily GA pronunciation in only one to two aspects. When it comes to the pronunciation of the letter "r", all these five subjects spoke most often using Czech pronunciation.

Text results

Pronunciation of "r"

In Group A2-B1, Czech pronunciation appeared in all subjects' speeches and in all but one of them clearly prevails. Two subjects even pronounced every word containing this studied aspect in accordance with Czech pronunciation.

Group B2 did significantly better. Czech pronunciation prevails in only one subject's speech and appears in two more speeches but only in an insignificant number. Two subjects managed to pronounce all words with this aspect with the GA accent.

In Group C1, Czech pronunciation didn't appear at all and all of the subjects pronounced every word with the GA accent, except for S5, who pronounced half of them with the GA and half one them with the GB accent.

Stress placement

Here, Group A2-B1 performed better than with the pronunciation of “r” but Czech pronunciation was still present in all subjects’ speeches and prevailed in three of them. GA pronunciation was still the second most common, though unlike with the pronunciation of “r”, GB pronunciation appeared, too, and it did so with all the subjects. Group B2 had Czech pronunciation present three times as it did with the pronunciation of “r”, however, this time it didn’t prevail once. GA pronunciation is dominant with most of the subjects but here, too, GB played a role in the subjects’ speeches and it did so in three of them. The number of times GB pronunciation was used in Group B2 is higher than the number of times Czech pronunciation was used.

Group C1 became less consistent, when it came to stress placement, having only one subject pronounce every word containing this aspect with the GA accent. All the other subjects pronounced them with the GA accent most of the times, as well, but again, GB pronunciation was present in their speeches.

Pronunciation of the diphthong

Group A2-B1 improved here again with GA pronunciation being used most often in all subjects’ speeches. That said, Czech pronunciation was still present and with four of the five subjects, frequently so. There were, however, no cases of GB pronunciation again. In Group B2, GA pronunciation was most common in all speeches again, with one subject having used that pronunciation alone. Czech pronunciation was present in three cases again but more often than when it came to stress placement. GB pronunciation appeared only in one subject’s speech.

Group C1 had yet again just one subject to pronounce every word containing this aspect with the GA accent. This accent was most prominent with three other subjects, although these subjects’ speeches contained a small number of cases, where Czech pronunciation appeared. The last subject pronounced an equal amount of words with the GA, as well as with the GB accents, and in two cases, Czech pronunciation appeared here, too.

General pronunciation capability

In Group A2-B1, Czech pronunciation prevailed. Four of the subjects pronounced around 30 instances of the aspects with the Czech accent, then around 18 instances with the GA accent and around two instances with the GB accent. The last subject’s speech contained the GA accent 28 times, the Czech accent 21 times and the GB accent three times.

Group B2 did generally significantly better, with four of the subjects having pronounced more than 40 instances of the aspects with the GA accent, around five instances with the Czech accent and around four instances with the GB accent. The last subject's speech contained the GA accent 30 times, the Czech accent 17 times and the GB accent four times.

Group C1 improved upon the previous group's consistency, having four subjects pronounce more than 45 instances of the aspects with the GA accent, less than five instances with the GB accent and less than four instances with the Czech accent. One of them managed to pronounce all (51) but one instances of the aspects with GA pronunciation. The last subject's speech contained the GA accent 26 times, the GB accent 23 times and the Czech accent two times.

It is safe to say that groups A2-B1 and B2 generally struggled the most with the pronunciation of "r", followed by stress placement, where Group B2 did significantly better than with the previous aspect though, and then the pronunciation of the diphthong.

An interesting thing to observe is that there was only a single instance of GB pronunciation within these groups anywhere outside of stress placement, however, when it came to stress placement, cases of GB pronunciation appeared in most of the subjects' speeches.

In line with that, GB pronunciation also appeared in the stress placement section in four out of five speeches of Group C1, whereas it only did in one speaker's speeches, when it came to the other aspects.

This made stress placement the hardest part for the C1 group, which managed the pronunciation of "r" perfectly with the exception of that one subject, followed by the pronunciation of the diphthong, where in speeches of the C1 group, Czech pronunciation appeared for the first time and it did so with four out of the five subjects.

Questionnaire One results

Two thirds of all subjects were able to, on their own, come up with at least one difference between GA and GB pronunciation. These were at least three subjects from each group.

Group A2-B1 then described an average of one difference, whereas groups B2 and C1 described an average of 3 differences.

The overwhelmingly most often mentioned difference was the difference in the pronunciation of “r”. The second most frequent difference, though not nearly as frequent as the first one, was a difference in the pronunciation of the letter “o”.

Questionnaire Two results

All but one subject were able to recognize, which recording contains which accent.

When asked about there being a difference in the pronunciation of the letter “r”, all subjects recognized and described or, and/or gave examples to this difference.

Recognition of the difference between GA and GB in stress placement proved more difficult. Four out of five subjects in Group A2-B1 recognized this difference but only two of them managed to describe it or give examples. Out of Group B2, only two subjects were able to recognize this difference, nevertheless, they described it and gave examples, too. All subjects in Group C1 recognized a difference in stress placement but only two of them were able to describe it or give examples.

Recognizing a difference in the pronunciation of the diphthong seemed a little easier than the previous one, with two subjects from Group A2-B1 being able to recognize it and describe it or give examples and one being able to do all three. In Group B2, two subjects were able to do all three and one recognized it and gave examples. One subjects only recognized it and one didn't. Out of Group C1, one subject didn't recognize the difference, one did, two described it or gave examples, too, and one did all three.

After listening to the two native speakers of English and answering these questions, only one subject found a difference in pronunciation that they haven't mentioned before in Questionnaire One.

General conclusion

Judging by all these results, we can safely assume that an overwhelming majority of Czech speakers of English recognizes the GA accent and chooses to use it, when speaking English. This may also be due to the fact that Czech pronunciation of the letter “r” and the diphthong I studied is much closer to GA than to GB pronunciation.

In any case, it is clear that pronunciation of the rhotic/non-rhotic consonant “r” is the biggest issue, when it comes to the aspects of English pronunciation that this thesis focuses on, for beginners and intermediately advanced Czech speakers of English. At the same time, it is the least problematic aspect for more advanced speakers. The fact of it being the most difficult aspect to pronounce is interesting in contrast with the fact that

this difference was the easiest to recognize, for more advanced speakers, as well as for those intermediately advanced and even beginners.

Stress placement, then, seems to be the second most difficult aspect for beginner speakers, as well as being the hardest, when it comes to keeping pronunciation consistent, for all groups in the study. Beginners, as well as both intermediate and more advanced speakers, showed a similar number of cases, where GB pronunciation appeared instead of GA pronunciation. This change-up occurred most often with words with the “-ate” ending. An explanation for this could be that the Czech tendency to put stress on the first syllable is affecting Czech speakers, which leads to such an inconsistency, as 1st syllable stress is sometimes the one GA uses but other times the one GB does. However, the interesting thing about this is that as the aforementioned change-up occurred most often with two syllable verbs with the “-ate” ending, where GA uses 1st syllable stress and GB uses 2nd syllable stress, Czech influence should’ve helped Czech speakers pronounce these words in accordance with the GA accent, which is the opposite of what happened.

Pronunciation of the diphthong [əʊ]/[oʊ] seems not to be very problematic in general, nonetheless, to include certain exceptions, which Czech speakers of English, regardless of their English level, tend to pronounce the same way they would in Czech or with a pronunciation that isn’t standard for either of the accents this thesis studies.

This all seems to be the case both when speaking freely and when reading prepared text, as the data from the Dialogue and data from the Text match consistently, however, in unprepared speech, people tend to be less consistent with their pronunciation. These results vary from subject to subject, though, as to some, the fact that they could use vocabulary and grammar of their own choice helped them perform better, mainly when it came to stress placement.

When it comes to Czech speakers’ ability to recognize these differences, there doesn’t seem to be a large discrepancy between those with different levels of English. Most of them are able to think of at least one. The only difference is that people with advanced English proficiency tend to be able to better describe the differences that they found.

Their ability to recognize these differences between the accents is not dependent on them having recently heard the accents, as only one subject was able to come up with a difference they haven’t mentioned in Questionnaire One after repeatedly listening to the recordings. Having recently heard the accents, nonetheless, helps them see these and

other differences more clearly, as most subjects were able to, at least to a degree, describe a difference that they previously didn't recognize.

What this means for Czech teachers of English

The first suggestion should be made in regards to the pronunciation of the rhotic/non-rhotic “r”. In Questionnaire One, most subjects from all groups were able to tell that there is a difference in the pronunciation of “r” and in Questionnaire Two, all subjects were, at least somewhat, able to describe how this “r” is pronounced in GA. In their own speech, however, this aspect was the most difficult one for both A2-B1 and B2 groups, as all beginner subjects pronounced it more similarly to as they would in Czech and so did even some intermediately advanced subjects. This means there needs to be more focus put on elementary schools teaching the proper pronunciation of the letter “r” in English. Considering the fact that an overwhelming majority of Czech speakers tends to use GA pronunciation, and that the GA pronunciation of “r” is much more similar to the Czech pronunciation than the GB accent, which makes the GA pronunciation easier to teach beginner Czech speakers of English, the focus on teaching the proper pronunciation of the letter “r” should mean the proper GA pronunciation, in my opinion. Furthermore, as the GA pronunciation is close to the Czech pronunciation of “r”, maybe even more focus should be put on teaching the differences between the two.

When it comes to stress placement, there were two unrelated words very often inconsistently pronounced, the words “adult” and “migrate”, however, both these problems were connected to subjects mispronouncing the first vowel in those words, which probably resulted in them generally reading them as they would in Czech and misplacing stress. Stress placement inconsistencies were also quite common with words with the “-ate” ending. In general, stress placement was the most inconsistent area out of all the aspects this thesis studied and it was so regardless of the subjects’ level of English. This means that at all levels of English education, Czech speakers struggle with understanding English stress placement and applying its rules in their speech. In my own experience, once one reaches the B1 or B2 level, pronunciation exercises seem to disappear from lessons in favor of grammar. My theory, therefore, is that properly understanding English stress placement is not something a beginner is able to do but once they become more advanced, they’re not forced to improve upon it. Hence in my opinion, pronunciation exercises, like those aimed at stress placement, should be a more vital part of further English education, especially in high schools.

The last aspects my thesis focused on was the pronunciation of the diphthong [əʊ]/[oʊ] and in this regard, almost all subjects pronounced often used short words with this

aspect, such as “so”, “go” and “no”, consistently with the GA accent. Problems arose with longer words, which the subjects haven’t come into contact with as often. Having considered this, I think that the pronunciation of this diphthong is not too significant a problem and should be fixable for most speakers of English by extending their active vocabulary.

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Attachments

Attachment 1 – Questionnaire One (English translation)

1. What do you think are the differences between pronunciation in British and in American English? Try to name as many as possible.

Attachment 2 – Questionnaire Two (English translation)

1. Which of the recordings is one of a GB native speaker and which one is of a GA native speaker? Why?

2. Have you noticed any difference in the pronunciation of “r”? If so, what difference/s is/are there? Could you name some example words?

3. Have you noticed any difference in stress placement? If so, what difference/s is/are there? Could you name some example words?

4. Have you noticed any difference in the pronunciation of “o” as the diphthong [əʊ], or [oʊ]? If so, in which of the two accents was [əʊ] present and in which was it [oʊ]? Could you name some example words?

5. Have you noticed any other differences in pronunciation? If so, what difference/s is/are there? Try to describe these phenomena in GB and GA and name at least one example words.

Attachment 3 – Subjects’ questionnaires⁹

Group A2-B1

a) Subject 1

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

Ve britské angličtině některá slova zkracují a jiná mají úplně jinak, například slovo water Britové zkrátí. A pak třeba slovo byt Britové řeknou flat a Američani Apartment.

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his

⁹ Subjects' questionnaires were copied and pasted from the documents I received from them. No changes of any kind were made to these questionnaires in order to maintain their integrity.

name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč? Mike – Americký Thomas – Britský
2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady? Mike dává „r“ větší důraz než Thomas. „Once more“
3. Všimli jste si rozdílu v důzrazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady? Ve slově Translate, Mike řekne „Tran“ víc výrazně a Thomas to řekne plynule
4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oo]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oo] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady? „World“ Mike řekne əʊ a Thomas oo
5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje. Nevím

b) Subject 2

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.
2. British English – humour, realise, theatre, colour
3. American English – humor, realize, theater, color

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč? Mike je americká angličtina a Thomas je Britská angličtina například je rozdíl mezi výslovností garage.

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady? Ano například u born very poor, protože Mike ho vyslovuje, ale Thomas ho nevyslovuje.

3. Všimli jste si rozdílu v důrazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady? Například mi přišlo, že u slova romantic měl Mike větší důraz na „ro“ než Thomas.

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady? əʊ, je Britská angličtina a oʊ je Americká angličtina. Přejde mi že to slyším u slova followed.

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje. Nevim

c) Subject 3

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

U hodně slov jsem si všimla odlišné výslovnosti, například u slov jako jsou water, bottle. To A a O se čte jinak a dá se zapsat různými hláskami. Rozdíl je určitě také u přízvuku a volbě slov. Myslím si, že britský přízvuk se dá dobře odlišit od amerického. Bohužel si teď přesně nevzpomenu na přesné fonetické hlásky, ale pamatuju si z fonetiky, že některá slova měli naprosto jinou výslovnost. Například i obyčejné How are you zní pokaždé jiná. Řekla bych, že i dost nerodilých mluvčích kombinuje v jedné větě anglickou i americkou výslovnost.

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč?

Mike - americký - přišlo mi lehce tvrdší R a jeho přízvuk mi dost připomínal jednoho amerického herce. Taky jsem si všimla jiné výslovnosti například u crow

Thomas - britský - přišel mi to jako přízvuk z běžného britského poslechu, který posloucháme ve škole, plus jsme dávala pozor na slovo crow nebo taller, tam mi to přišlo zřejmé

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

americká - více zřetelné R – taller, poor

britská - poor – R na konci tlumené, girl

3. Všimli jste si rozdílu v důrazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

promotions - britský přízvuk mi přišel, že dává spíš důraz na začátek, první slabiku, americký, že přízvuk je spíše na konci

direction – naopak, americký přízvuk dával důraz spíše na začátek slova, první slabika a britský naopak na konec

Americký přízvuk mi přišel, že u některých slov velmi klesá intonace – go on, a cigarette , u britského to nebylo tak znát

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

Crow - britská [əʊ] , americká [oʊ]

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Taller - americká ta:lə , britská místo a tam dávají o

d) Subject 4

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce. Anglický výraz pro rostliny-plants se britské angličtině vyslovuje jako „plánts“ kdežto v americké jako „plents“. Více příkladů mě teď nenapadá.

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found

a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem?

Nahrávka „Mike“ patří mluvčímu s britským přízvukem. Nahrávka „Thomas“ mluvčímu s americkým.

2. Všimli jste si rozdílů ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady? U britského mluvčího bylo „r“ vyslovování s větší důrazem a vycházelo „z hrdla“ kdežto u mluvčího s americkým přízvukem bilo slabší nebo i částečně polknuté girl, poor, strenghts, cigarette.

3. Všimli jste si rozdílů v důzazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

promotions, magaziens, always.

U britské angličtiny byl kladen důraz na první slabiku slova, zvláště pokud bylo na začátku věty u americké byla naopak první slabika polknuta.

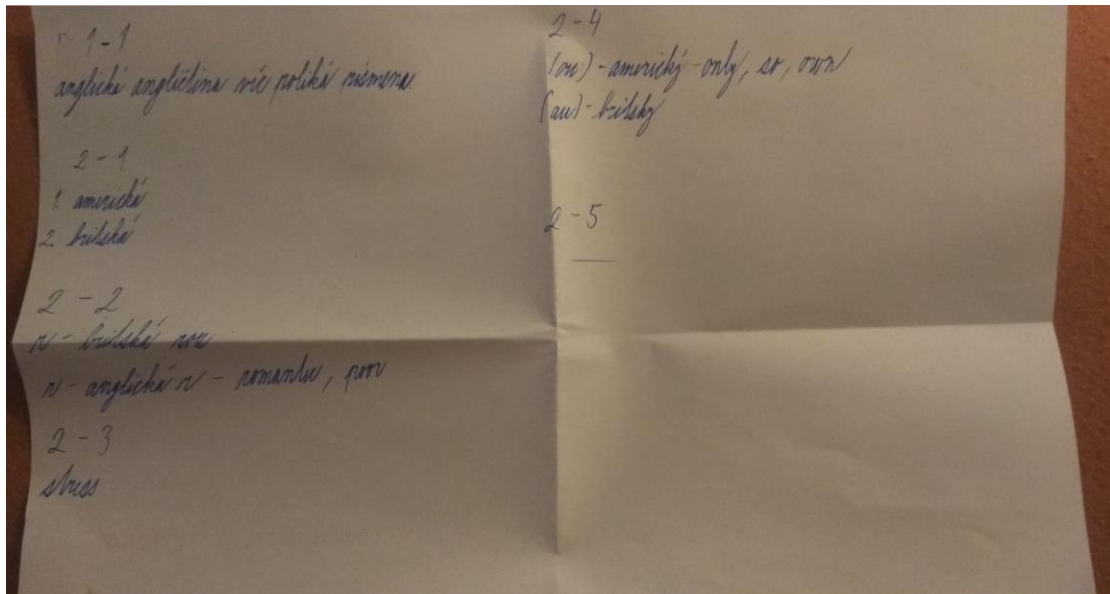
4. Všimli jste si rozdílů ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

Bohužel jsem rozdíl nezanamenal

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Americká výslovnost byla rychlejší s menší intonací.

e) Subject 5



Group B2

a) Subject 1

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

Americká angličtina je pro většinu lidí snadnější, zdá se mi, že když člověk musí mluvit britskou angličtinou tak musí zapnout jiné svaly v puse a zároveň mám vždy pocit jako bych měl v puse horký brambor abych mohl zvládnout správnou výslovnost, americká je více benevolentní. Nejvíc příkladů s výslovností bych asi našel ve slovech, která obsahují R, v britské mi občas připadá, že se vůbec nečte a vynechává, dost často se mění výslovnost E a A, například ve slově Dance (v americké výslovnosti bych ho vyslovil s E zatímco v britské s A).

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left

was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč?
Mike – americká
Thomas - britská

Bohužel tak nějak nedokážu popsat moc proč, jelikož mám obě naposlouchané a jdu tak nějak podle pocitu, víceméně britská angličtina zní víc fancy.

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

V britské výslovnosti občas nebylo R vysloveno vůbec (poor, hard, hurt..)

3. Všimli jste si rozdílu v důzrazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

V tomhle se vůbec bohužel neorientuju ani v češtině, natož v angličtině

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?
Bohužel podobně jako u předchozí otázky, na fonetiku jsem úplně blbej a nejedu podle ničeho jiného než podle pocitu, takže tyhle drobnosti i když je slyším, tak je nedokážu úplně vypíchnout.

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Takže podobně jako u předchozích, jelikož jsem ve fonetice k ničemu, tak se budu snažit aspoň pocitově něco vypíchnout, přišlo mi že ve slově For v britské angličtině byl větší důraz na začátku slova stejně tak jako u warmth na konci, hádám že britská angličtina dává trochu větší důraz na sykavky podle a poslední asi příklad, který jsem psal na začátku s E a A například u slova translate, výslovnost prvního A v tomto slově zůstala jako A u britské, ale v americké angličtině bylo vysloveno jako E.

b) Subject 2

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

Americká angličtina má dle mého názoru větší důraz na slabiky, vyslovuje více zřetelně, zatímco britská slabiky spíše lidově řečeno polyká a může být pro začátečníky hůře srozumitelná. U obou může být problém regionální přízvuk, i když u Britů bývá přízvuk silnější, hlavně na severu země nebo ve Skotsku. U Američanů je zase přízvuků o hodně více – co region to jiná výslovnost, a i to může být matoucí. Více mě nenapadá.

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč?

Thomas – Brit

Mike – Američan

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Mike „r“ vyslovoval mnohem důrazněji než Thomas, například u slov „crow“ „warmth“ „girl“

3. Všimli jste si rozdílu v důzdech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Omlouvám se, nejsem schopna popsat rozdíly.

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

Ve slově „so“ Brit použil výslovnost [oʊ] zatímco Američan výslovnost [əʊ].

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Omlouvám se, ale nevím.

c) Subject 3

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

Na konci slabik Briti nevyslovují písmeno r, čili “car” zní jako “ká”. Američané r vyslovují.

Američané v podstatě nevyslovují krátké o, čili kupříkladu zatímco Briti vyslovují “sock” jako “sok”, Američané to vyslovují spíše jako “sák”, i když si myslím, že to není vyloženě “sák”, osobně mám dojem, že neříkají přímo dlouhé á, nýbrž spíše jen něco mezi “o” a “á”, přičemž možná to má spíš blíže k “á”.

Myšlím si, že Američané (obecně řečeno) používají slabší aspiraci.

Zatímco Američané vyslovují “ou” jako např. ve slově “hope”, Briti vyslovují “hope” tak, že neříkají tak úplně “o”, ale zní to spíš trochu jako schwa.

Velký rozdíl je ve výslovnosti T. Američané ho v nepřízvučných slabikách leckdy vyslovují tak, že zní spíše jako D (např. ve slově “beautiful”). Někdy ale třeba T vůbec nevyslovují, a sice, když T následuje po N a když za tím T je samohláska (př. “wanted”, “advantage”, “Toronto”, “international”, etc). V případě, že se před T vyskytuje N a za tím T je schwa a N, tak místo té řeknou takový divný zvuk, který nedokážu popsat slovy (např. ve slově “kitten”, “button”, “sentence”, “Manhattan”, etc.). Briti pokud vím vyslovují T prostě jako T a řeší jen, jestli ho vyslovit s aspirací či bez aspirace.

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow,

when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč?

Mike mluvil s americkým přízvukem, Thomas s britským přízvukem

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Jak jsem již uvedl v dotazníku 1, Briti na rozdíl od Američanů nevyslovují R na konci slabiky. V tomto konkrétním textu jsou příklady tohoto rozdílu ve výslovnosti slova “there”, “born”, “poor”, “hard”

3. Všimli jste si rozdílu v důzazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

adult: Američan umístil přízvu na druhou slabiku, kdežto Brit na první slabiku

garage: Američan umístil přízvu na druhou slabiku, kdežto Brit na první slabiku

cigarette: Američan umístil přízvu na první slabiku, kdežto Brit na třetí slabiku

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

”ou” říkají Američané, “schwa + u” říkají Briti (příčemž to “u”, ať už v americké či britské výslovnosti, samozřejmě není tak úplně stejné “u” jaké máme v češtině)

Příklady v textu: “though”, “romantic”, “soul”

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Asi mě nenapadá už nic, co jsem neuvedl zde či už v dotazníku 1

d) Subject 4

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

Americká angličtina mi přijde méně náročná než britská, Američané mají v puse pořád „horký brambor“, v britské angličtině je přízvuk a výslovnost pro mě osobně složitější.
God (god- britská), God (gad- americká), suit (sjut- britská), suit (sut- americká)

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč?

Mike je Američan, Thomas je Brit.

Mike mluví podobně jako Trump, slyším tam „horský brambor“ (podobně jako u dr. Koye).

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Poor, hard, cigarette, taller, for, hurt, there- u britského RM je r potlačené, nevýrazné, u amerického RM je více podobné českému R (není tak výrazné jako české, ale je výraznější než britské).

3. Všimli jste si rozdílu v důrazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

U amerického RM mi přišlo, že u důrazu na určitou slabiku má i větší přídech, obecně mi přijde, že více dává důraz najevo (možná intonace), ale dobře to bylo poznat i u britského RM.

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oo]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oo] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

U slova „go“, ale nejsem si jistý.

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Americký projev mi připadal živější než britský, ale to je asi všechno.

e) Subject 5

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

Hlaska "r" se vyslovuje v americké angličtině na konci slova

Slova končící na "ile" se v britské angličtině vyslovují spíš jako "ajl", v americké

"el" (obracene foneticke e, nejde mi sem vložit)

Přízvuky bývají na jiných slabikách v am.a a v br.a

Britská an. hlásku "o" otevírá až na podobu "a"

Některá slova se se stejným spellingem vyslovují úplně jinak

Hlaska "t" se v am.a narozdíl od br.a vyslovuje téměř jako "d"

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crowd, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left

was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč?

Thomas je rodilý mluvčí s britským přízvukem a Mike je rodilý mluvčí s americkým přízvukem.

Thomas má v nahrávce patrné otevírání hlásky "o" na výslovnost spíše "a" a také nezvučné "r", také slovo "garage" má britskou výslovnost, protože v am.a se vyslovuje úplně jinak (am-gə'ra:ʒ)

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Americký přízvuk dává více důrazu na výslovnosti a zvučnosti /r/, zatímco britský má tzv. silent R, kdy vyslovují psané "r" v případě, že po něm následuje samohláska.

3. Všimli jste si rozdílu v důzdech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Americká angličtina dává důraz na první slabiku, kde br.a dává důraz až na druhou.

address - am.a 'ædres a br.a.ə'dres

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhláska [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

Thomasova nahrávka obsahovala əʊ (br.a) a Mikeova obsahovala oʊ (am.a).

own, go, crow

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Příklad jiných stresů : magazines - am.a 'mæɡə,zɪnz, br.a ,mæɡə'zi:nz

Jiná výslovnost : garage - am.a gə'ra:ʒ, br.a 'gæra:ʒ

Group C1

a) Subject 1

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

Myslím si, že rozdíl je hlavně ve výslovnosti O a T. Britové spíše vyslovují O jako „o“ zatímco v Americe se spíše O vyslovuje častěji jako „a“ skoro. T je pro Brity „t“ nebo dokonce nemá pauza ve slově, zatímco pro Američany je to často „d“. L je také velkým rozdílem mezi oběma „variacemi“ angličtiny.

Dále je rozdíl ve slangu a výrazech, které se používají v obou zemích.

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč? Mike – Američan , Thomas - Brit

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady? Britové nevyslovují R uprostřed nebo na konci slova ve spoustě případů, zatímco Američani ano
Born, poor, hard,

3. Všimli jste si rozdílu v důrazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Cigarette – zatímco Thomas klade spíše důraz na konec solve, Mike klade spíše důraz na začátek

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oo]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oo] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

Crow – Mike tends to say „oo“, whereas Thomas leans towards „əʊ“ more.

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Slovo garage – Mike vyslovuje garage jako převzaté slovo z Francouzštiny, zatímco Thomas používá spíše Anglická pravidla výslovnosti pro vyslovení slova

Th – je vyslovováno Thomase jako „f“ skoro, Mike spíše jako „θ“

b) Subject 2

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

- Britská angličtina vyžaduje více pozornosti ve výslovnosti než americká (americká mi přijde mírnější při vyslovování)
- Britská angličtina zní profesionálněji než americká

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč?

Američan – Mike; Angličan – Thomas. Důvod: Britové u některých slov nevyslovují souhlásky, například: „poor“ nebo „hurt“.

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Jak jsem již zmínil v minulém bodu, tak Britská angličtina u některých slov nevyslovuje souhlásky, jako například „r“, příkladem: „taller“, „for“, „there“ ...

3. Všimli jste si rozdílu v důzazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Příklad: garage

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

Američan - [oʊ]

Brit – [əʊ]

Příklad – „do“, „motivation“, „crow“

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Jiná výslovnost „garage“

c) Subject 3

=== ČÁST 1 ==

obecně bych americkou výslovnost v porovnání k anglické přirovnal jako "tvrdší" a protáhlejší s větším důrazem na některá písmena

výslovnost písmene a v některých kontextech, američané vyslovují jako "e", angličané mají tendenci podobně jako vyslovovat "a"

např. výslovnost slova can't

američan: ként

angličan: kánt

výslovnost písmena r, američané používají tzv. horký brambor r, zatímco angličané spíše protáhlé "á",

např. výslovnost slova water

angličan: wótah
američan: wóthr
písmeno o v některých kontextech

např. slovo project

angličan: proudžekt
američan: práhject

výslovnost g vs dž v některých specifických slovech

např. algae

angličan: algí
američan: aldží

Američané mají zároveň charakteristický přízvuk vzhledem k dané oblastní příslušnosti (jižané, New York, Kalifornie)

Podobně i Britové mají rozdíly ve výslovnosti (např. v rámci londýnských oblastí).

=== ČÁST 2 ===

1) Jedinec v nahrávce mike.mp3 používá americkou výslovnost a přízvuk. Poznal jsem to okamžitě již na začátku při výslovnosti slova "man".

Jedinec v nahrávce thomas.mp3 je Brit. Opět jsem tak usoudil na základě výslovnosti slova "man" a slova there.

2) ano, Brit má tendenci písmeno r, které není na začátku slova, skoro vynechat, zatímco Američan "tvrdě" použije,

např. slova there, hurt, girl, search, warmth

3) ano, např. slovo lived, Brit má tendenci zkracovat, američan má delší i, l

4) ano, stopped: američan vyslovuje jako stápd zatímco Brit vyslovuje stopd,

lost : američan vyslovuje lást, Brit krátce lost

pocket: američan vyslovuje pákit, Brit vyslovuje pokit

5) ano, viz odpovědi z části 1

+ slovo garage Brit vyslovuje jako Garedž, zatímco Američin vyslovuje jako Garáž

+ rozdílná výslovnost písmene t jako např. ve slově motivation, Brit vyslovuje s českým zněním, zatímco američan používá "d"

d) Subject 4

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

Záleží na místě pobytu mluvčího (dialekt) – některým Angličanům a Američanům jde rozumět perfektně, jiným nejde rozumět ani slovo

Ve výslovnosti vidím problémy spíše u britské angličtiny, protože je méně známá z filmů, což je styl, který mám nejvíce naposlouchaný

S Američany je zase problém, že spoustu věcí zkracují a vynechávají koncovky slov, což dělá některá slova naprosto nesrozumitelná, stejně jako v některých případech britská, protože ti zase některá písmena zbytečně protahují

Britská angličtina zní vznešeněji

Nemám moc dobrý cit, takže menší fonetické rozdíly často nepoznám

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč?

Mike – Američan, Thomas – Brit
Američan byl poznat zejména slova „hurt“, kde Mike dává větší výraz na písmeno R, zatímco Thomas vyslovuje typické britské protáhlé U a písmeno R téměř ignoruje.

2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Tento jev jsem popsal u první otázky, ze které je britská angličtina mnohem více důrazná. Obecně si myslím, že Američan dává mnohem větší důraz na toto písmeno, zatímco v britské angličtině se spíše ztrácí.

3. Všimli jste si rozdílu v důrazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady?

Na určování důrazu slov jsem nikdy nebyl dobrý už ve škole, protože ho zkrátka neslyším v žádném jazyce, co jsem se učil.

Mike – důraz slyším spíše na druhé slabice, ale obecně z poslechu cítím, že tento důraz je mnohem menší než u Brita.

Thomas – Přijde mi, že hlavní slabika je první.

Rozdíl mi přišel u slov „strength“, nebo „promotions“.

4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady?

Tento rozdíl příliš neslyším, zkoušel jsem analyzovat u slova crow, nebo found. Myslím ale, že americká angličtina se sklání spíše k [əʊ] zatímco britská k [oʊ].

5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Překvapil mě Američan, který ve větě „All he had to his name was a bed...“ automaticky místo “was” přečetl “were”

Další slovo, které je velice rozdílně je garage. Foneticky od Brita znělo [garidž] zatímco do Američana téměř české [garáž] – samozřejmě s přízvukem.

e) Subject 5

Dotazník 1

1. Jaké myslíte, že jsou rozdíly ve výslovnosti anglického jazyka mezi britskou a americkou angličtinou? Zkuste jich vypsát co nejvíce.

-určitě zde rozdíly jsou: ve výslovnosti např. koncového r., které Britové nevyslovují, potom určitě Britové spíše říkají o na místo a, třeba ve slově water

-Britové velmi často zkracují a není to takové utahané jako americká angličtina

-mají jiné výrazy pro některé věci > aubergine/ eggplant

-Britská je uhlazenější a více spisovnější,

Dotazník 2

There was once a man, born very poor. Though a romantic and a kind soul, he had a hard life. So when he grew up to be an adult, he didn't get taller, he only got hurt. His strengths simply didn't translate so well in the adult world. There were no promotions for him but he had to go on. He lived in a garage with no address. All he had to his name was a bed, a couple of magazines and a single cigarette, a cigarette that he found

in a jacket pocket somebody decided to donate. He always thought other people dictated the direction of his life because there was no motivation of his own, until one day everything changed. There wasn't much for him to do, so he was out, following a crow, when suddenly he stopped because there she was - the most beautiful girl he has ever seen! At that moment, he remembered every detail of his long-lost character and found a new motivation. Just as before all went wrong, he wanted a fiancé. The only thing left was for him to locate the girl at least once more, for all he wanted was to migrate to wherever she goes - like the crow he followed migrates in search of warmth.

1. Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Proč? Mike – americký přízvuk, Thomas- britský
2. Všimli jste si rozdílu ve výslovnosti „r“? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady? Poor- Britové vynechávají, Američané vyslovují,
3. Všimli jste si rozdílu v důrazech na různé slabiky u víceslabičných slov? Pokud ano, v čem tento rozdíl spočíval? Dokázali byste případně uvést příklady? Garage > jiná výslovnost, Stress
4. Všimli jste si rozdílu ve výslovnosti písmene „o“ jako dvojhlásky [əʊ], nebo [oʊ]? Pokud ano, u jaké z přízvukových variant se vyskytovala ve výslovnosti dvojhlásky [oʊ] a u jaké dvojhlásky [əʊ]? Dokázali byste případně uvést příklady? Ou - britská, au > americká, crow
5. Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevy u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Attachment 4 – Subjects’ recordings

Subjects’ recordings are saved on the CD attached to this page, along with the electronic version of this thesis.