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v Českých Budějovicích
Filozofická
fakulta

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Stress and reduction in Czech speakers of English: British vs. American English

Přízvuk a redukce nepřízvučných slabik u českých uživatelů angličtiny:
britská vs. americká angličtina

Vypracoval: Bc. Filip Unger

Vedoucí práce: PhDr. Vladislav Smolka, Ph.D.

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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.

Filip Unger. České Budějovice, 15.7.2023

Podpis:

Anotace

Diplomová práce se zabývá schopností českých uživatelů angličtiny rozpoznávat rozdíly v přízvuku 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 v umístění přízvuku a jeho vlivu na výslovnost v obou těchto regionálních standardů. Ve druhé části jsou nejprve shromážděna data získaná od účastníků výzkumu prostřednictvím rozhovoru, nahrávky čtení krátkého textu obsahujícího zkoumané jevy, a dotazníku k nahrávkám rodilých mluvčích užívajících výše zmíněné standardy. Tato data jsou následně kvantitativně vyhodnocena. Dotazník ohledně rozdílů ve výslovnosti přízvuku mezi britskou a americkou angličtinou také posílám náhodně vybranému vzorku Čechů a zkoumám míru jejich znalosti daného jevu. Závěrem práce je praktické doporučení pro výuku výslovnosti angličtiny v České republice a uvedení možností dalšího rozšíření práce.

Abstract

This Diploma thesis studies the ability of Czech users of English to distinguish stress-related 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 participants using a dialogue, a prepared text and questionnaires about recordings of native British and American speakers, I present findings on the variables explored. I also study the general awareness in Czech users of English of the stress-related pronunciation differences between British and American English by means of a questionnaire sent to randomly chosen Czech natives. The conclusions of this thesis serve as practical recommendations 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 varieties 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 insufficiently 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 alike. Because of that, a learner's speech typically inconsistently combines pronunciation aspects of the two aforementioned regional varieties. And, in addition, such speech is significantly 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 Diploma thesis, therefore, is to study the degree, to which Czech users of English, prepared to meet the standardized requirements of Czech secondary schooling concluded with the nationwide Maturita exams, are able to recognize the differences in stress 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 summarize the origins of the differential gap between General British and General American, sum up the currently available literature relevant to the subject of my thesis, identify the most prominent stress-related pronunciation differences between GB and GA and, after choosing the best suited differences to study, provide concrete explanations as to why I chose this particular set of differences for my thesis.

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 stress-related pronunciation with 30 participants, namely Czechs studying English. The sole prerequisite that comes into play when choosing these is to be the fact that they all attend the "Maturita-year" of secondary education, in other words, that they are in the final year of their regular secondary school education. (More on this decision and other policy decisions I made in making this thesis to be disclosed in the

Methodology section.) These participants 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 questionnaires regarding their evaluation of two recordings of native GB and GA speakers, respectively. A variant of the aforementioned questionnaires will be sent to randomly chosen Czech natives.

The conclusions of this Diploma thesis will elaborate on the results of the abovementioned study, and, based on that, make inferences about Czechs' awareness of the studied aspects, as well as 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.

This thesis is, in a way, a continuation of my earlier work, which I conducted in my Bachelor thesis "Pronunciation standard awareness and consistency in Czech speakers of English: British vs. American English". Within this Bachelor thesis, based around the same context, I used similar methodology to study aspects of various relevant kinds of differences in pronunciation, including stress-related differences. Herewith, I chose to focus on this area specifically and study it in more detail, in order to gain better insight and be better able to make conclusions on the state of the situation Czechs find themselves in with regard to standard awareness and consistency of English stress-related pronunciation, and what lessons the Czech school system can implement thanks to this.

1. Theory

In this chapter, I focus on gathering and elaborating on relevant information that is available, and then, based on that information, pick the most suitable aspects for my study, explaining why I believe those to be the most fitting ones, too. First, however, a basic introduction into what it is that I am studying is due. Writing my paper on the topic of stress, its reduction, and the relationship of these to the differences in pronunciation between two varieties of English, I want to clarify what I understand as stress in my thesis, in what ways it is understood and described in the literature I worked with, and what is important to know about stress reduction in my study.

Stress, as far as my thesis is concerned, is an emphasis put on a syllable, when pronouncing the said syllable. Word stress can possess different degrees of prominence, in accordance with which it is subclassified into three categories, namely primary stress, secondary stress, and absent stress (in unstressed syllables). Some argue that General American has a quality of tertiary stress thanks to its tendency not to reduce vowels in unstressed syllables, however, more on that in the actual descriptions, where this becomes relevant. In some of the literature I have read in preparation for this thesis, stress is referred to as “accent” but I decided not to choose this designation, as it could also be interpreted as a set of pronunciation qualities of a particular variety of a language. In some cases, first-syllable stress and last-syllable stress are referred to as “left-hand stress” and “right-hand stress” respectively, however, in order to keep things uniform, I avoid these terms, as well. Lastly, stress reduction is, in my paper, understood as an occurrence caused by lack of stress, resulting in the presence of unstressed vowels, reduced vowels, or syllabic consonants, and, occasionally, in consonant dropping. This occurrence can affect syllables and the vowels within them in different ways, namely when it comes to their volume, length, intonation, as well as quality, which is a fact I take into account seriously, when picking the most relevant aspects for my study (viz Chapter 1.4.4 Reasoning).¹

The differences in stress pronunciation, which I list in Chapter 1.3 and from which I choose the ones to study in the practical part of my thesis, are then differences in pronunciation between GB and GA, where, by each variety, the presence or absence of stress has the role of an independent variable, determining the pronunciation of the

¹ Žižka, V. (2019)

aspect in question, while appearing in such a situation, in which the same level of stress² produces different results in these two varieties of English.

Finally, it is important to note that, although employing generally recognized definitions, General British and General American both contain a multitude of varying accents and nothing that can be said about either can be applied universally one hundred percent of the time.

1.1 Historical background

Before I get into the differences between GB and GA, abstracting from the specifics in pronunciation regarding stress, a short introduction to how these two regional varieties came to form distinct entities within the English language is in order. When discussing General American, an uncontroversial place to start would be the foundation of the United States of America, and even though one has to take it into a little further context, it makes for a reasonable starting point, too. While the Thirteen Colonies had been established on the East coast of North America a little over a century prior, hence the influence of the two factors slowly giving birth to all languages' varieties, time and distance, had already been chipping away at the already questionable uniformity of the English language on this side of the Atlantic, no significant amount of systematic differences arose in the language. Difficult to say whether this was despite or due to the diversity of the peoples forming what was to become the USA. That said, signs of the slow but inevitable differentiation did start coming to light, with perhaps the most prominent one, at least when it comes to pronunciation, being the so-called "lot–cloth split". This split led to the lengthened pronunciation of words such as *long*, *dog*, or *off* in the American variety of English. British influence over the Americas, however, only being a one way street, unlike with the changes that started on the British Isles and spread to the Colonies during the time of their existence, such newfound aspects of pronunciation on this side of the ocean did not translate into universal shift in the language, therefore having a rather separatory effect.³

And separation of characteristics of English is where the creation of the United States of America really comes into play. After the declaration of independence, the predominantly British English that now Americans still spoke was, for many, one of the symbolic remainders of British power over them, and as such an obsolete subject in

² Whenever the phrase "level of stress" is mentioned from this point onwards, the quality of a syllable being either stressed or unstressed is addressed.

³ Dobson, E.J. (1968)

need of reconstruction. A prominent building stone in this process of reconstruction was Webster's new American Dictionary, which highlighted the differences between General British and General American, such as different, often economical or such that it more apparently reflects pronunciation, spelling, and put them forth as official elements of the country's language.⁴

Apart from the influence of nationalism and speech economy, the ethnological make-up of the American population had obvious implications for the evolution of this language variety, too. The nation, being comprised of, in addition to immigrants from Britain, people from Germany, Ireland, Spain, and other European countries, adopted a register of foreign vocabulary and aspects of pronunciation into its semi-official⁵ language, while British English went through another phase of adopting French words, which were fashionable in Britain not long after the American independence. This led not only to discrepancy in vocabulary but also to the way the vocabulary was approached by the two varieties, namely when deciding between assigning word stress typical of English, as British English generally did, and respecting the stress placement of the language, from which a word was adopted, as General American did for example with many of its French loanwords.⁶

Sticking more closely to the time shortly after American independence, this abrupt discontinuation of the predominant influence of British on American English has led to its preservation of what many now view as the greatest difference between them, which is the linguistic aspect of rhotacism. Contrary to what one might take as popular belief, rhotacism, or, simply put, the pronunciation of the letter "r" no matter its syllabic position or stress, is not an American-found feature, but a feature of Old English, which British English eventually dropped in some, but not all, regional varieties, following the example of its "upper crust", where such a change was at first implemented for the sake of displaying its superiority to the common man. On the other hand, one of these varieties of English not adopting a change that occurred in the other was a trend that British English, still priding itself as the "proper" English in contrast with the newly differentiating American take on the language, shared. When, for example, phonemes "t" and "d" were beginning to receive flapped or voiced qualities in certain situations, or the phoneme "t" being pronounced as a glottal stop before syllabic [ŋ] in America, as

⁴ Webster, N. (1970)

⁵ The United States of America has no official language. See: Marshall, D. F. (1986)

⁶ See <http://www.webpgomez.com/english/404-british-and-american-english-pronunciation-differences#x1-160005> (accessed: 4.12.2022)

well as other originally British colonies, like Canada and Australia, British English remained unaffected.⁷

When it comes to the influence that GB or GA had over the other varieties, the tables have finally turned only after the mass increase in popularity of world-wide media in the 20th century. This was when the US seized the role of the global economical, technological and media giant, which it remains to this day, making way for GA to start prompting changes in its British counterpart. As one of the world's superpowers, American technologies and informational as well as entertainment enterprises have dug their way into everyday lives of people almost everywhere on the planet, Britain not excluded, and so while this modern influence might go both ways to some degree, Americanisms are already appearing in GB and it is clear that this trend is not a diminishing one.⁸

Another characteristic of this era, which might prove to bring GB closer to GA, the desire for simplicity, be it in messages, news articles, or elsewhere, is one that has to do with the last major factor inciting differences between the two varieties, which is their culture. Whereas Britain is said to be more traditional, regarding its language as adhering to that principle, the citizens of the US, lacking a shared historic place of origin and therefore a shared culture and even language, value rationality and simplicity, which helps them unite, while leaving a footprint on their language. As stated before, it was already in Webster's Dictionary that orthographic economy was preferred to traditional spelling, not only because of its inherent simplicity and the fact that it helped express Americans' national independence from the British and everything having to do with them, however, also out of monetary reasons, profiting off of the fact that shorter words cost less in print, which was The medium at that time. Needless to say, this simplification was necessary, too, for all the non-native English-speaking immigrants to be able to grasp the language reasonably well. The contemporary inclination to shorten and simplify words in chat communication and the generally faster-paced society, as well as a loss of strong interest in tradition in younger generations, may very well cause the British to slowly become prone to the same linguistic tendencies that have guided GA from its beginnings.⁹

⁷ Wells, J.C. (1982); <https://linguafonica.com/blog/how-did-american-english-become-different-from-british-english/> (accessed: 4.12.2022)

⁸ See <https://www.phon.ucl.ac.uk/home/wells/rphappened.htm> (accessed: 4.12.2022)

⁹ See <https://linguafonica.com/blog/how-did-american-english-become-different-from-british-english/> (accessed: 4.12.2022)

1.2 Literature background¹⁰

Finally, before delving into the particular differences in pronunciation, regarding stress and its reduction, between GB and GA, discussing the current state of literature concerning the topic of my thesis is in order. And the point that immediately pushes forward in my mind is that there is a great duality when it comes to the level to which virtually all relevant literature elaborates on the aforementioned differences.

On the one hand, English being widely regarded as the planet's most universally used language in this time, an overwhelming amount of information elaborating on almost any aspect of the language can be found, which is mainly true for the traditional variety, British English, as already its description as "traditional" helps us deduce. American English, owing to the prominent economic, cultural and technological role of the US worldwide, is aggressively following suit in this regard, as well. And while it is true that the more specific the information one looks for, the fewer sources offer help, there still is a good number of papers covering General British stress pronunciation, General American stress pronunciation, even some examining their differences. Still, one has to bear in mind that many, especially those available online, may be overly simplified or irrelevant due to a lack of proper source material.

The proverbial gap in the market, however, has to do with the way this information is categorized. That is, I have found no work¹¹ with the ambition of listing all, or at the very least most, of the main pronunciation differences concerning stress, classified as such. What I mean by this is the fact that, when literature on English pronunciation differences between GB and GA includes stress as one of the reviewed aspects, this usually takes the form of differentiating between various stress placements the two varieties of English employ, most of the time in two- or three-syllable words or words with various suffixes. These are, obviously, major differences in stress pronunciation, but the thing is that there is a great deal of other aspects that even the very same works sometimes describe, which are, however, as far as I can tell, always assigned to different categories. So many more differences in stress-related pronunciation are, for example, to be found classified as differences in vowel or consonant pronunciation. And I do not mean to undermine that classification, nonetheless, there are pronunciation differences of this kind, which only occur when in

¹⁰ All references to literature and information to be found within are made in regard to the sum of the literature listed in chapter Sources.

¹¹ With maybe the exception of Crutenden, A. (2014), which, however, only briefly focuses on two areas of pronunciation, labeled here "the major systematic differences".

either stressed or unstressed syllables. Yet nowhere is this information used to make a comprehensive register of stress-related pronunciation differences. Therefore, when searching for these, I had to examine a multitude of pronunciation-focused papers, to be able to put together what I believe to be a thorough summary of the main systematic stress-related pronunciation differences between GB and GA. While I claim this, I realize that dealing with absolutes, when it comes to listing language differences, is impossible, which is another reason why I focused on systematic differences, as they are, apart from being more suitable to be studied due to their classifiable nature, more easily recorded. I realize that this characteristic of the nature of pronunciation, it being highly variable even across “definite” accents, is part of the reason for the lack of comprehensive stress-related pronunciation differences registers. Still, I believe that establishing at least a reference register of this kind, which I have not found during my research of the currently available literature, is in itself a useful product.

As for the coverage of the practical part of my Diploma thesis, here, the range of available literature is much more limited. Due to my examining of Czech speakers of English, the majority of papers with similar aims are by Czech researchers, and when taking into account the degree of particularity of the study, the conclusion that this, too, is an area with a gap in the market, is not a surprising one. There are studies conducted as to how much influence American media have over Czech speakers of English, what the preferred variety of English is for Czech speakers, how Czech speakers perceive English pronunciation and its aspects, and a number of others. However, the lack of works studying Czech’s own ability to produce consistent English pronunciation, as well as their awareness of GB and GA differences in pronunciation in general, is precisely the reason why I decided to elaborate on this issue.

1.3 Differing aspects

Below is a list containing differing aspects of stress-related pronunciation between GB and GA separated into three main categories and an extra one, where I identify other notable differences which would prove difficult or impossible to classify this way. It is important to note that even though these are generally taken as systematic, when it comes to language, and pronunciation in particular, no rule applies one hundred percent of the time, hence the differences listed are better to be taken as prominent general tendencies.

1.3.1 Stress placement¹²

a) French 2-syllable loanwords

-First-syllable stress in GB but second-syllable stress in GA: *adult, baton, beret, bidet, blasé, brochure, buffet, café, chalet, chauffeur, cliché, coupé, debris, debut, décor, detail, flambé, frappé, garage, parquet, pâté, précis, sachet, salon, vaccine*

b) French 3-syllable loanwords

-Second-syllable stress in GB but last-syllable stress in GA: *attaché, consommé, décolleté, fiancé(e)*

-Second-syllable stress in GB but first-syllable stress in GA: *address*

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

c) Ending “-ate”

-With most two-syllable verbs, with the “-ate” suffix: second-syllable stress in GB but first-syllable stress in GA: *dictate, donate, locate, migrate, placate, pulsate, rotate*

-With more-than-two-syllable verbs, GB and GA pronunciations agree, however, there are cases, in which GB has first-syllable stress and GA a second-syllable stress: *elongate, remonstrate, tergiversate*

d) Adverbs ending with “-ly” converted from adjectives with suffixes “-ary”, “-ory”, “-berry”, “-ery”, “-mony”

-Tendency to shift stress to antepenultimate syllable only in GA: *arbitrarily, momentarily, ordinarily*

-See 1.3.3 a) for possible explanation.

e) Suffix “-ation”

-Tertiary stress on preceding syllable in GB but reduction in GA: *civilization, organization*

1.3.2 Stressed syllables - pronunciation differences¹³

a) Pronunciation of the letter “o” in stressed syllables

-GB prefers short pronunciation in graphically closed syllables, (producing an open back rounded short vowel [ɒ]), whereas GA prefers lengthened pronunciation, (either of the an open back unrounded long vowel [ɑ:], or the an open-mid back rounded long vowel [ɔ:]): *dog, hot, possible, ...*

b) Yod-dropping and coalescence

¹² Žižka, V. (2019); Roach, P. (2000)

¹³ See <http://www.webpgomez.com/english/404-british-and-american-english-pronunciation-differences#x1-60003.2> (accessed: 4.12.2022)

-At the beginning of stressed syllables preceded by alveolar consonants, the phoneme [j] is dropped in GA, where, in GB, it still remains or coalesces with the preceding consonant to produce [dʒ] / [ʒ] / [tʃ] / [ʃ] depending on the preceding consonant ([d], [z], [t] and [s] respectively): *new, due, allude, assume, Tuesday, duke, reduce, ...*

1.3.3 Stress reduction - pronunciation differences¹⁴

a) Suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”

-Even in clustered unstressed syllables, GB generally reduces the first vowel of these suffixes to schwa, or, in some cases, omits their pronunciation completely, whereas GA prefers pronouncing unreduced short or even long vowel sounds (resulting in a tertiary stress): *honorary, military, derogatory, solitary, mandatory, inventory, conservatory, bribery, matrimony, ...*

b) Group -ization¹⁵

-Whereas the pronunciation of this suffix would be [aɪ'zeɪʒn] in GB, in GA, the letter “i” is pronounced as the unstressed vowel schwa: *monetization, generalization, neutralization, ...*

c) Flapped [t]

-When succeeding a stressed/syllabic vowel and/or preceding a weak vowel, “t” or “tt” is pronounced as a regular plosive [t] sound or sometimes replaced by the glottal stop in GB but as [ɾ] in GA: *water, fighter, better, little, pretty, city...*

d) The aspect of rhoticity

-In the position of an unstressed syllable, where the letter “r” precedes a consonant or is the last letter of a word (or a “linking r¹⁶”), GB replaces its sound by schwa, whereas GA keeps a [r]: *brother, filler, sailor, tailor, better, ...*

e) Disyllabic and trisyllabic laxing¹⁷

-The process, in which long vowels or diphthongs become short monophthongs, when followed by at least one unstressed (potentially followed by more stressed) syllable.

-Disyllabic laxing occurs primarily in GA: *era, patent, lever, ...*

-Trisyllabic laxing is generally more common in GB: *privacy, dynasty, vitamin, ...*

¹⁴ Šmahová, A. (2019)

¹⁵ This phenomena is connected to the stress placement difference in 1.3.1 e).

¹⁶ 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.)

¹⁷ Wells, J.C. (1982)

-Although frequent, this difference is one with many exceptions to its system. This might also have to do with the possible perception of these syllables as being opened or closed in GB and GA respectively.

f) Weak-vowel-merging

-The merger of the weak vowels, in other words, the lack of differentiation between the pronunciation of schwa and the unstressed [ɪ], is generally present in GA but not in GB, where the difference persists: *edition vs addition, abbot vs rabbit, Lennon vs Lenin, ...*

g) Alveolar flap¹⁸

-Something constantly present in GA, the alveolar flap is the pronunciation of the letter “r” as [ɾ] in a position between vowels, where the preceding syllable is stressed, and where increasingly more commonly in GB, the post-alveolar approximant would be present ([ɹ]): *parish, lurid, one beer is.., ...*

1.3.4 Other notable changes¹⁹

a) Word-class pairs

-There are words, which, while their spelling remains the same, can belong to different word categories (noun as well as verb, verb as well as adjective, and such). When it comes to two syllable words such as these, GB and GA sometimes differ in their approach to them, GA usually keeping stress placement same across all word-categories and GB tending to switch to second-syllable stress: *alternate* (1st syllable stress in both varieties as a verb but 2nd syllable stress in GB as an adjective), *prospect* (1st syllable stress in both varieties as a noun but 2nd syllable stress in GB as a verb).

b) General stress tendencies by stress-divergent words²⁰

-In general, most two- and even three-syllable words with divergent stress are pronounced with stress on the first syllable in GB and on the second in GA. When it comes to four-and-more-syllable words, however, the exact opposite is true²¹. These are conclusions Žižka arrives at after studying hundreds of example words, which he lists in Chapter 6 of his Bachelor thesis, as cited in Footnote 18 and Sources. Some of these example words are: *abbe, advertisement, adult, bonsai, boulevardier, cachet, or carminative.*

¹⁸ Crutenden, A. (2014)

¹⁹ Wells, J.C. (2008)

²⁰ Žižka, V. (2019)

²¹ Berg, (1999: 128-129)

1.4 Aspects chosen for study

Concerning stress-related differences in pronunciation between GB and GA, I outlined three types of differences based on their relation to the level of stress of the syllable where the difference is present: differences in stressed syllables, differences in unstressed syllables, and differences in placement of the stressed syllable. I feel these categories best fit the purpose of classifying relevant stress-related aspects, as they give away their relation to the stress employed.

However, for the purpose of my study itself, I feel choosing aspects based on slightly different criteria is desired. The reason for this is that the aforementioned categories do not reflect whether the changes in pronunciation are provoked by the same or namely a different level of stress in either of the English varieties. Apart from the difference in stress placement, which is self-explanatory, pronunciation can be affected a) while both varieties employ the same stressed syllable, or b) while the syllable in which the difference in pronunciation occurs is stressed in one variety but unstressed in the other. These, then, are the three kinds of change, which display the aspects I chose.

1.4.1 Difference in stress placement - two-syllable verbs ending with “-ate”

As stated in 1.3.1 c), such verbs regularly have second-syllable stress in GB but first-syllable stress in GA: *dictate, donate, locate, migrate, placate, pulsate, rotate, lactate, translate, curate, mutate, vacate, fixate, ...*

Out of the three differences my thesis studies, this one is the easiest one to describe. Since there is no systematic change of character of the pronunciation of vowels or consonants in the observed syllables, this aspect simply concerns itself with the fact that in such words, different stress placement is used in GB and GA. Consequently, the aim of my thesis in regard to this aspect is to find out whether Czechs are aware of this difference and Czech speakers of English able to consistently put stress on the position used in their preferred variety of English.

1.4.2 Affected pronunciation connected to miscellaneous stress placement - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”

As stated in 1.3.3 a), even in clustered unstressed syllables, GB generally reduces the first vowel of these suffixes to schwa, or, in some cases, omits their pronunciation completely, whereas GA prefers pronouncing unreduced short or even long vowel sounds: *honorary, exemplary, military, derogatory, solitary, binary,*

inflammatory, digestory, mandatory, inventory, conservatory, respiratory, explanatory, preparatory, category, blueberry, raspberry, refinery, bribery, matrimony, ceremony, testimony, hegemony, etc. This results in the phenomenon of tertiary stress, meaning in this case that the observed difference lies in a syllable that is unstressed in GB but stressed in GA²².

1.4.3 Affected pronunciation connected to same stress placement - yod-dropping and coalescence

As stated in 1.3.2 b), yod-dropping and coalescence describe a process, in which (at the beginning of stressed syllables preceded by alveolar consonants), the phoneme [j] is dropped in GA, where, in GB, it still remains or coalesces with the preceding consonant to produce [dʒ] / [ʒ] / [tʃ] / [ʃ] depending on the preceding consonant ([d], [z], [t] and [s] respectively): *new, due, allude, assume, Tuesday, duke, reduce, tune, stew, student, duty, produce, Luke, dew, issue, nuke, Zeus ...*

All of the syllables, within which this phenomenon is present, have the same level of stress both in GB and GA, while also causing a different pronunciation of the present graphemes in each language variety.

The same is true for unstressed syllables, where the phoneme [j] regularly remains or blends with the preceding vowel in GB, whereas in GA, it usually coalesces. This behavior can be observed in the example word “*module*”.

1.4.4 Reasoning for specific aspects

- a) Difference in stress placement - two-syllable verbs ending with “-ate”

Out of all the identified differences in stress placement, the systematic difference between GB and GA with two-syllable verbs ending with “-ate” is most regularly applicable (as it applies to a variety of words unlike the other stress-placement rules described, which only concern themselves with French loanwords), while being a common occurrence in the language, thus making it the most relevant one to study.

- b) Affected pronunciation connected to miscellaneous level of stress - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”

The phenomenon of the suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony” is a different one, where there is really no competition in terms of primary stress placement. It is commonly present in the language, it is systematically regular, and out

²² Webster, N. (1981)

of the differences found, there is only one other equally systematically regular difference in stress-related pronunciation, where the level of stress is different between GB and GA, namely the phenomenon surrounding the final group “-ization”, which, however, plays an insignificant role in the language in comparison, apropos of the frequency of words, where it appears.

c) Affecting pronunciation connected to same level of stress - yod-dropping and coalescence

When it comes to aspects, where GB and GA both either employ a stressed, or an unstressed syllable, yet the resulting pronunciation is different, there are three that stand out as most systematically regular. All of these are also very frequent in the language, nevertheless, “flapped-t”, the first of them, is a phenomenon which, while appearing systematically in a specific-stress-related environment, is also unsystematically present outside of it in situations, where stress does not play a role in its pronunciation. Ergo, it is not ideal for academic work (of which it is not the main focus and where one does not desire to study the phenomenon itself in depth but is rather observing some participants’ ability to recognize and reproduce it), within which it needs to be clearly categorizable. The second such aspect is rhoticity, only a part of which can be connected to stress placement and nature, as well, as the phenomenon is mostly dependent on its positioning to vocals. That being the case, the last such aspect, yod-dropping and coalescence, being common and systematic enough to be effectively studied, is the one I decided to inquire about.

d) General method

To make a more definitive point as to why I chose these aspects in particular, I present these additional advantages this selection offers. They not only represent all three categories that reflect whether the changes in pronunciation are provoked by the same or, conversely, a different level of stress, but also all Chapter 1.3 categories, which, apart from stress placement, differentiate between studied aspects appearing in stressed syllables and those in syllables, where reduction is present. Apart from this, they also include aspects of all vowel, consonant, and general stress placement differentiation, while containing an important differentiation between English and Czech, namely the phenomenon of vowel reduction, which, in Czech, is non-existent and in English extremely frequent. Taking into consideration that at the same time, aspect 1.4.1 employs a phenomenon also unknown to the Czech language but, due to its

nature, as there is no change in quality, only in the position of stress, much easier to grasp, and aspect 1.4.3 differentiates between phonemes the Czech language itself has, this selection contains the broadest available variety of aspects, while keeping them relevant and reliable. Surmounting all this is the ease with which all these aspects are identifiable and distinguishable by ear, therefore suitable for confident and decisive analysis.

1.5 Means of study

1.5.1 Questions for oral interview

-Question 1: What do you think happens to people, who run from their home country? What jobs can be a good fit for them and how can one help them?

-Question 2: Do you think that it is better to be in prison for two years or in the army? Try to find reasons why.

-Question 3: Tell me about your week, think of some experiences that you had for the first time.

1.5.2 Text for participants²³

Due to recent “nuke” threats, new rules of Indian military schools dictate that any students who wish to migrate to Pakistan are to undergo a mandatory hearing to determine whether they can vacate their current position. Most assume that this practically translates to a travel ban, however, there are preparatory steps one can take, and results to produce, that can increase their chances in such hearings. The committee usually fixates on only allowing exemplary students this opportunity, which is a status one can curate in many ways. Being awarded an honorary degree, taking part in India’s annual “Holy Tuesday” ceremony, or receiving an encouraging testimony from one of the school-board members or someone high in the societal hierarchy (such as a duke), are good ways of getting oneself in the “regime-sympathetic” category, as a person well aware of their duty to the country. There are, however, other ways to placate the harsh judgment of the committee, too. Students can donate to the school, or otherwise “help locate” certain funds for the committee members. Nevertheless, not many dare to pursue bribery in military schools, as such plans tend to mutate and can very quickly lead to

²³ This text is completely made up for the sole purposes of my Diploma thesis and is not supposed to reflect any real-world events.

solitary confinement in prison, proving to further **reduce** one's chances of ever traveling outside the country.

-In **blue** are words displaying aspect 1.4.1

-In **green** are words displaying aspect 1.4.2

-In **yellow** are words displaying aspect 1.4.3

1.5.3 Questionnaire 1

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

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

1.5.4 Questionnaire 2

-Question 1: Všimněte si rozdílu v důzdech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

1.5.5 Questionnaire 3

-Question 1: Jaká je Vaše úroveň znalosti anglického jazyka? (pokud neznáte přesnou úroveň, zkuste popsat)

-Question 2: Vnímáte rozdíl v důzdech na různé slabiky (převážně u slov končících na -ate) mezi britskou a americkou výslovností angličtiny? V čem by podle Vás takový rozdíl spočíval? Dokázali byste případně uvést příklady?

-Question 3: Vnímáte v těchto variantách angličtiny rozdíl ve výslovnosti slov s koncovkami koncovek “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem by podle Vás takový rozdíl spočíval? Dokázali byste případně uvést příklady?

-Question 4: Vnímáte zde také rozdíl ve výslovnosti u slov jako “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “issue”, nebo například “Zeus”? V čem by podle Vás takový rozdíl spočíval? Dokázali byste případně uvést příklady?

1.6 Methodology

1.6.1 Recording results

- a) Difference in stress placement - two-syllable verbs ending with “-ate”

Any individual outcome of study of this aspect shall have one of the three following qualities: a) participant employs 2nd syllable stress (value 1), b) participant employs 1st syllable stress (value 2), or c) participant stresses both syllables equally as far as it is recognizable (value 3).

- b) Affected pronunciation connected to miscellaneous stress placement - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”

Because this aspect is studied in words with different suffixes, hence different vowels which either undergo the said reduction or not, multiple symbols representing different pronunciation qualities of each of these vowels as uttered by the participants are required. The number of values studied, however, remains controllable. Each utterance will be recorded in three ways, representing the said values. The possible ways are as follows: a) the participant employs vowel reduction or omission, in which case pronunciation is awarded value 1, b) the participant does not employ vowel reduction, in which case value 2 is awarded, or c) the participant neither employs vowel reduction, nor pronounces given phoneme appropriately in accordance with regular GA pronunciation, in which case the awarded value is 3.

- c) Affecting pronunciation connected to same stress placement - yod-dropping and coalescence

When it comes to this aspect, as it also has many different forms, in which it can be realized, I am again going to operate with three values, of which the first (value 1) will correspond to GB pronunciation, value 2 to that of GA, and value 3 to mispronunciation, a Czech pronunciation, or generally one proving otherwise

uncategorizable in accordance with the previous alternatives. Value 1 will then incorporate such cases, where the phoneme [j] either remains or is pronounced as [dʒ], [ʒ], [tʃ], or [ʃ]; value 2 will represent those cases, where this phoneme is dropped completely; and value 3 all other instances.

c) General method

Thanks to the utilization of value types, where value 1 always corresponds to GB pronunciation, value 2 always corresponds to GA pronunciation, and value 3 always corresponds to misalignment with either language variety, a clear analysis of the results will be possible. At the same time, as the tables, within which I will analyze the participants' pronunciation, are to always include the word, where a recorded instance of one of the studied aspects appears, sufficient authentic data will be available for anyone to deduce with certainty what pronunciation of the studied aspect was realized (except in cases with value 3, which mark instances of mispronunciation or misalignment with any one describable pronunciation, making these cases practically untranscribable anyways).

1.6.2 Research methods

As stated in the Introduction, I am to conduct a spoken interview with 30 participants, who will then be given a Text containing the aspects studied and asked to read it out loud, and lastly Questionnaire 1 and 2 about the said aspects and two recordings of the previously mentioned text, one presented by a native GB and one a native GA speaker. Separately from this, I will administer Questionnaire 3 about the same aspects to other Czech natives.

The spoken Interview will entail instructions as to what precisely is expected of the participants, which will tell each participant in Czech that they are going to have 3 minutes for preparation and then 3 to 5 minutes to speak freely (or with the help of notes made in the 3 preceding minutes; depending on how much time they manage to spend talking) on any topic they desire, followed by 2 to 3 minutes, where their task will be to answer questions regarding certain topics on the spot. This way, though it is impossible to make sure each participant mentions all aspects the same amount of times, the natural frequency of these aspects ought to ensure that they are all present. Just to increase the odds of this happening, the questions they will be asked to answer in the last part of this oral interview will entail topics which encourage the usage of the aspects studied. This first question aims at the first aspect studied, prompting words like

“migrate”, “translate” or “donate”, whereas the second question could help push the participants in the direction of words such as “military”, “honorary”, “bribery”, “solitary” or “mandatory”, and the last question, corresponding to the last aspect studied, words like “new”, “Tuesday”, “student” or “issue”.

Next, participants will be recorded reading the Text, in which there will be at least 10 instances of each aspect studied, so that there is enough data to be gathered in order for the results produced to be valid.

After that, they are going to hear the two recordings of the very same text and fill out Questionnaire 1 regarding general information about the aspects studied and these recordings. Recording 1 is that of a native General British speaker and Recording 2 is that of a native General American speaker. Then they will be given the transcript of the recordings, be given Questionnaire 2 and played the recordings once more, after which more specific information about the aspects studied will be enquired.

Every step is done in such a way that the participants know the least possible information about the fact that (stress-related) pronunciation is being studied, which is a further necessity for the validity of my results.

Questionnaire 3, only with general questions about the aspects studied, will be spread on the internet to Czech natives speaking English. My aim with this questionnaire is to find out the awareness of the general population of the studied phenomena. For me to be able to compare this awareness with the “Maturita-class” subjects, and limiting the pool of possible respondents only to speakers of English, would make the distributing process severely more challenging, as I would no longer be able to send the Questionnaire out and have anyone fill it out, rather have to individually make sure that each respondent is an English speaker. Therefore, in order to get access to as many responses as possible, I omit this requirement. On the other hand, even though the Questionnaire is in Czech (so that knowledge is tested, not the ability to express it), its questions are about aspects of English pronunciation, and if that does not put non-English speakers off filling it out, the first question, “Jaká je Vaše úroveň znalosti anglického jazyka?” (What is your current level of English proficiency?) will enable me to differentiate between such people and only use the relevant responses.

When addressing the results of the Questionnaires (except for Question 1 in Questionnaire 3²⁴), I will award each answer with a certain amount of points. Zero points will be given when no answer (or no correct or relevant answer) has been provided; one point will be given when a correct and relevant answer has been provided but the participant/subject has done so in a short and non-descriptive way (for example only writing out a difference in pronunciation between General British and General American that they know of, however, not giving examples and not explaining the difference further); and two points will be awarded when a correct, relevant, expanded-upon and examples-driven answer is provided. In this way, generalizations about the success of each participant/subject in proving their knowledge on the topic will be possible to make in a structured and clear manner.

1.6.3 Picking subjects

The prerequisites that come into play when choosing the participants (those taking part in my research by undergoing the interview and working with the Text, filling out Questionnaire 1&2) for my thesis are to be a) the fact that they all attend the “Maturita-year” of secondary education, in other words, that they are in the final year of their regular secondary school education, and b) that they study at upper-secondary grammar schools. This is beneficial for more reasons.

First of all, as all the participants will be attendees of the last year of high-school, they will all be around the same age, with similar social-economic backgrounds, and will all be preparing to take the standardized Maturita (English) exam.

Therefore, each participant will be a student of English, each with the same minimal requirements on their proficiency in English. The precise level of English proficiency might vary from participant to participant, however, with my thesis aiming at “Maturita-year” pupils, different language skills create an interesting variety in results I will be able to study, rather than a complication. In general, due to the fact that I am researching maturita-year pupils, the equal bar set by the requirements for English for that standardized exam helps me guarantee the validity of my results despite the other variables differentiating the participants of my study.

²⁴ The response to this question does not in itself provide information for my thesis. It is a question, which determines whether the subject filling out the Questionnaire is a speaker of English. If that is the case, his or her answers are taken into account, and the opposite is true for when that condition is not fulfilled.

The prerequisites of them attending upper-secondary grammar schools are set as such so as not to take credibility from the results of my thesis, whose validity could otherwise be compromised due to an inclusion of students of other institutions, such as vocational school. The reasoning behind this being that the other institutions a) generally tend to be much more gender-exclusive compared to grammar-schools, and b) have a lower success rate when it comes to their students actually completing their Maturita exams. Both these facts could introduce unaccounted for factors to my analysis. The fact that speech and knowledge of students with a lower chance of completing the standardized English exam would be analyzed, could then also introduce a reasonable chance of there being cases, where a participant's proficiency in English does not match the criteria on which my analysis is built.

Such participants also make for an ideal selection for a study group, as they are to undergo the (only and the) highest standardized English testing in the Czech educational system, and as a consequence, my thesis's results will provide an interesting angle of perception on the state of our educational system, and important information as to what to focus on, when preparing Czech pupils for this standardized general English test.

The prerequisite, then, for choosing the subjects (those completing the online Questionnaire 3) for my thesis, is only that they all be Czech natives. The question of them speaking English (which would otherwise be a prerequisite, too) is tackled within the Questionnaire itself. And with such a study pool (one hundred subjects) and the purpose of Q3 being solely to gather data about the Czech general (English speaking) population for comparison to the rest of the results, no further requirements for the subjects are needed.

2. Conducted study

In this, the first analytical part of my thesis, I am going to sum up all the gathered results. These include the recorded instances of pronunciation of the researched phenomena, both in free speech and when reading the prepared Text, by the participants; the participants' answers recorded in Q1 and Q2 questionnaires; and the subjects' answers as recorded in Q3 questionnaires.

2.1 Speech

As mentioned above, the two means by which I have gathered data indicating whether a participant employs stress and reduction in their speech in accordance with General British pronunciation, American pronunciation (or pronunciation uncategorizable as one of the aforementioned regional accents), were a three-minute-long recording of a participant's "free speech"²⁵ and a recording of them reading the prepared Text. And before we get into discussing the participants' results, considering the inherent advantages and disadvantages of these means is of great import.

Analyzing free speech to arrive at conclusions about someone's pronunciation seems the ideal way to tackle said endeavor, for this task involves the smallest possible quantity of factors, which could cause the introduction of an unnatural element to that person's speech. Hence, such a task ought to be the best for ensuring the validity of any results derived from a sample of someone's speech. However, there is a concerning condition needing to be fulfilled in order for that to be true. Since my thesis concerns itself with merely three aspects of pronunciation, any recording, where enough instances of all these three aspects appear, would have to be of considerable length. That is because, even though all said aspects are at least fairly common in spoken English, the unpredictability and unstructuredness of free speech, combined with the characteristics specific to any one speaker, influencing his or her vocabulary, would most certainly make it a game of chance, whether and when enough instances of each aspect are pronounced. Such length of a speech would also most likely cause situations, where certain studied instances of pronunciation appear much more frequently than others. And most importantly, such a long speech would in part defeat the purpose of this free speech, as people are usually not used to talking on their own in an unstructured

²⁵ "Free speech" in my thesis refers to speech, where a participant can talk about any topic of their choosing (with no prior knowledge on what is being studied), as long as they speak English.

environment and their speech would very likely gradually worsen, introducing the very unnatural speech elements one meant to avoid by employing this means.

That said, free speech, although unable to capture enough instances of studied aspects in reasonable time, must still play a part in my research, being inherently natural to its speaker. And it can play its part very well as a compliment to the speech produced by participants reading the Text. This task has the amazing characteristic of being customizable, meaning it can efficiently display enough instances of all aspects researched. Effectively the only downside of it is the lack of spontaneity on the speaker's part, as at the point of them reading it, they still know nothing of the study that is being done. Hence, the amazing thing about combining these two means of gathering results is that I can come to conclusions based on the same amount of studied instances of pronunciation with every aspect and every participant thanks to the Text, and then, based on a smaller amount of samples, make sure the participants' speech there aligns with how they "normally" talk in the free speech part, validating the previously obtained results.

The last thing to mention before I get to elaborating on the results is a clarification of something that follows in aforementioned elaborations. When I describe someone as "generally employing the American accent", I refer to them, as I am able to determine to the best of my ability, most prominently employing a majority of aspects of pronunciation ascribed to the American accent, judged in accordance with my knowledge and this thesis's literature sources.

2.1.1 Participants' results²⁶

1) Participant 1

When reading the Text, this participant (P1) spoke generally employing the American accent, even though Czech influence was perceptible. In regards to the studied aspects, P1 employed GB pronunciation eight times, GA pronunciation eighteen times, and pronunciation whose quality was indeterminate four times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, P1 also spoke generally employing the American accent with perceptible Czech influence, and the other observations stay true, as well. There is one

²⁶ For the meaning of values 1, 2, and 3, see chapter 1.6.

exception to this, as the participant tended to use American pronunciation when pronouncing the aspect of yod-dropping and coalescence, more often during this task (mostly with the words “*new*” and “*nuclear*”).

2) Participant 2

When reading, P2 spoke generally employing the American accent, even though Czech influence was very clearly perceptible. In regards to the studied aspects, he/she employed GB pronunciation nine times, GA pronunciation fifteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, six times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, P2 also spoke generally employing the American accent with very clearly perceptible Czech influence, and the other observations stay true, as well.

3) Participant 3

When reading, P3 spoke generally employing the American accent, even though Czech influence was clearly perceptible. In regards to the studied aspects, P3 employed GB pronunciation eleven times, GA pronunciation thirteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, six times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and both the aspect of stress placement and the aspect of suffixes’ influenced pronunciation for value 3.

In free speech, P3 also spoke generally employing the American accent with clearly perceptible Czech influence, and the other observations stay true, as well. There is one exception to this, as the participant tended to use American pronunciation when pronouncing the aspect of yod-dropping and coalescence, more often during this task (mostly with the word “*new*”).

4) Participant 4

When reading, P4 spoke generally employing the American accent. In regards to the studied aspects, P4 employed GB pronunciation twice, GA pronunciation twenty-eight times, and pronunciation whose quality cannot be assigned to either of these regional accents, zero times. The aspects of pronunciation, where the minority value was assigned the most times, were the aspect of yod-dropping and coalescence and the aspect of stress placement for value 1.

In free speech, P4 also spoke generally employing the American accent, and the other observations stay true, as well.

5) Participant 5

When reading, P5 spoke generally employing the American accent, even though subtle Czech influence was perceptible. In regards to the studied aspects, P5 employed GB pronunciation eight times, GA pronunciation fourteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, eight times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, P5 also spoke generally employing the American accent with perceptible subtle Czech influence, and the other observations stay true, as well.

6) Participant 6

When reading, P6 spoke generally employing the American accent, even though very subtle Czech influence was perceptible. In regards to the studied aspects, P6 employed GB pronunciation zero times, GA pronunciation twenty-nine times, and pronunciation whose quality cannot be assigned to either of these regional accents, one time. The aspect of pronunciation, where the minority value was assigned, was the aspect of suffixes' influenced pronunciation for value 3.

In free speech, P6 also spoke generally employing the American accent with perceptible very subtle Czech influence, and the other observations stay true, as well.

7) Participant 7

When reading, P7 spoke generally employing the American accent, even though Czech influence was perceptible. In regards to the studied aspects, P7 employed GB pronunciation eleven times, GA pronunciation thirteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, six times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, P7 also spoke generally employing the American accent with perceptible Czech influence, and the other observations stay true, as well.

8) Participant 8

When reading, P8 spoke generally employing the American accent, even though subtle Czech influence was perceptible. In regards to the studied aspects, P8 employed GB pronunciation ten times, GA pronunciation nineteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, one time. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence and the aspect of suffixes' influenced pronunciation for value 1, and the aspect of stress placement for value 3.

In free speech, P8 also spoke generally employing the American accent with perceptible subtle Czech influence, and the other observations stay true, as well.

9) Participant 9

When reading, P9 spoke generally employing the American accent, even though subtle Czech influence was perceptible. In regards to the studied aspects, P9 employed GB pronunciation ten times, GA pronunciation sixteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, four times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, P9 also spoke generally employing the American accent with perceptible subtle Czech influence, and the other observations stay true, as well.

10) Participant 10

When reading, P10 spoke generally employing the American accent, even though some Czech influence was perceptible. In regards to the studied aspects, P10 employed GB pronunciation four times, GA pronunciation nineteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, seven times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, P10 also spoke generally employing the American accent with some perceptible Czech influence, and the other observations stay true, as well. There is one exception to this, as the participant tended to misalign with either of the two regional accents of English pronunciation when pronouncing the aspect of stress placement, more often during this task (mostly with the word "*donate*").

11) Participant 11

When reading, P11 spoke generally employing the American accent, even though Czech influence was at times very perceptible. In regards to the studied aspects, P11 employed GB pronunciation ten times, GA pronunciation fourteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, six times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement and the aspect of suffixes' influenced pronunciation for value 3.

In free speech, P11 also spoke generally employing the American accent with at times very perceptible Czech influence, and the other observations stay true, as well.

12) Participant 12

When reading, P12 spoke generally employing the American accent, even though quite subtle Czech influence was perceptible. In regards to the studied aspects, P12 employed GB pronunciation eight times, GA pronunciation eighteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, four times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement and the aspect of suffixes' influenced pronunciation for value 3.

In free speech, P12 also spoke generally employing the American accent with perceptible quite subtle Czech influence, and the other observations stay true, as well.

13) Participant 13

When reading, although P13 spoke generally employing the American accent, Czech influence was at time very perceptible, and they were one of the only two participants, who pronounced more studied instances in accordance with British pronunciation rather than with the American one. In regards to these aspects, P13 employed GB pronunciation seventeen times, GA pronunciation seven times, and pronunciation whose quality cannot be assigned to either of these regional accents, six times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of suffixes' influenced pronunciation for value 2, and the aspect of stress placement for value 3.

In free speech, they also spoke generally employing the American accent with at times very perceptible Czech influence, and the other observations stay true, as well.

14) Participant 14

When reading, P14 spoke generally employing the American accent, even though subtle Czech influence was perceptible. In regards to the studied aspects, P14 employed GB pronunciation nine times, GA pronunciation twenty-one times, and pronunciation whose quality cannot be assigned to either of these regional accents, zero times. The aspect of pronunciation, where the minority value was assigned the most times, was the aspect of yod-dropping and coalescence for value 1.

In free speech, P14 also spoke generally employing the American accent with perceptible subtle Czech influence, and the other observations stay true, as well.

15) Participant 15

When reading, P15 spoke generally employing the American accent, even though subtle Czech influence was perceptible. In regards to the studied aspects, P15 employed GB pronunciation eight times, GA pronunciation sixteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, six times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, P15 also spoke generally employing the American accent with perceptible subtle Czech influence, and the other observations stay true, as well.

16) Participant 16

When reading, P16 spoke generally employing the American accent, even though Czech influence was clearly perceptible. In regards to the studied aspects, P16 employed GB pronunciation eight times, GA pronunciation twenty times, and pronunciation whose quality cannot be assigned to either of these regional accents, twice. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of suffixes' influenced pronunciation for value 3.

In free speech, they also spoke generally employing the American accent with clearly perceptible Czech influence, and the other observations stay true, as well.

17) Participant 17

When reading, P17 spoke generally employing the American accent, even though British and hints of Czech influence were perceptible. In regards to the studied aspects, P17 employed GB pronunciation six times, GA pronunciation eighteen times,

and pronunciation whose quality cannot be assigned to either of these regional accents, six times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, they also spoke generally employing the American accent with very clearly perceptible British and some Czech influence, and the other observations stay true, as well.

18) Participant 18

When reading, participant spoke generally employing the American accent. In regards to the studied aspects, P18 employed GB pronunciation six times, GA pronunciation twenty-three times, and pronunciation whose quality cannot be assigned to either of these regional accents, one time. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of suffixes' influenced pronunciation for value 3.

In free speech, P18 also spoke generally employing the American accent, and the other observations stay true, as well. There is one exception to this, as the participant tended to use General British pronunciation when pronouncing the aspect of yod-dropping and coalescence, more often during this task (mostly with the word "*Tuesday*").

19) Participant 19

When reading, P19 spoke generally employing the American accent, even though Czech influence was perceptible. In regards to the studied aspects, P19 employed GB pronunciation five times, GA pronunciation twenty-two times, and pronunciation whose quality cannot be assigned to either of these regional accents, three times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, they also spoke generally employing the American accent with perceptible Czech influence, and the other observations stay true, as well. There is one exception to this, as the participant tended to use American pronunciation when pronouncing the aspect of yod-dropping and coalescence, more often during this task (mostly with the word "*new*").

20) Participant 20

When reading, although P20 spoke generally employing the American accent, some Czech influence was perceptible, and they were one of the only two participants, who pronounced more studied instances in accordance with General British pronunciation rather than with the American one. In regards to these aspects, P20 employed GB pronunciation thirteen times, GA pronunciation twelve times, and pronunciation whose quality cannot be assigned to either of these regional accents, five times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of suffixes' influenced pronunciation for value 2, and the aspect of stress placement for value 3.

In free speech, P20 also spoke generally employing the American accent with perceptible Czech influence, and the other observations stay true, as well. There is one exception to this, as the participant tended to use American pronunciation when pronouncing the aspect of yod-dropping and coalescence, more often during this task (mostly with the word "new").

21) Participant 21

When reading, P21 spoke generally employing the American accent, even though Czech influence was perceptible. In regards to the studied aspects, P21 employed GB pronunciation twelve times, GA pronunciation fourteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, four times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement and the aspect of suffixes' influenced pronunciation for value 3.

In free speech, they also spoke generally employing the American accent with perceptible Czech influence, and the other observations stay true, as well. There is one exception to this, as the participant tended to switch between British and American pronunciation when pronouncing the aspect of yod-dropping and coalescence, more often during this task (mostly with the word "new").

22) Participant 22

When reading, P22 spoke generally employing the American accent, even though subtle Czech influence was perceptible. In regards to the studied aspects, P22 employed GB pronunciation thirteen times, GA pronunciation sixteen times, and

pronunciation whose quality cannot be assigned to either of these regional accents, one time. The aspect of pronunciation, where one of the two minority values was assigned the most times, was the aspect of yod-dropping and coalescence for both values 1 and 3.

In free speech, P22 also spoke generally employing the American accent with perceptible subtle Czech influence, and the other observations stay true, as well. There is one exception to this, as the participant tended to use General British pronunciation when pronouncing the aspect of yod-dropping and coalescence, more often during this task (mostly with the words “*new*”).

23) Participant 23

When reading, P23 spoke generally employing the American accent, even though quite subtle Czech influence was perceptible. In regards to the studied aspects, P23 employed GB pronunciation eleven times, GA pronunciation fourteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, four times. (This participant did not pronounce one written instance at all.) The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, they also spoke generally employing the American accent with perceptible quite subtle Czech influence, and the other observations stay true, as well.

24) Participant 24

When reading, P24 spoke generally employing the American accent. In regards to the studied aspects, P24 employed GB pronunciation five times, GA pronunciation twenty-five times, and pronunciation whose quality cannot be assigned to either of these regional accents, zero times. The aspect of pronunciation, where the minority value was assigned the most times, was the aspect of yod-dropping and coalescence for value 1.

In free speech, they also spoke generally employing the American accent, and the other observations stay true, as well.

25) Participant 25

When readin, P25 spoke generally employing the American accent, even though subtle Czech influence was perceptible. In regards to the studied aspects, P25 employed GB pronunciation nine times, GA pronunciation sixteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, five times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were

the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, P25 also spoke generally employing the American accent with perceptible subtle Czech influence, and the other observations stay true, as well.

26) Participant 26

When reading, P26 spoke generally employing the American accent, even though subtle Czech influence was perceptible. In regards to the studied aspects, P26 employed GB pronunciation eleven times, GA pronunciation fourteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, five times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, they also spoke generally employing the American accent with perceptible subtle Czech influence, and the other observations stay true, as well.

27) Participant 27

When reading, P27 spoke generally employing the American accent, even though Czech influence was perceptible. In regards to the studied aspects, P27 employed GB pronunciation four times, GA pronunciation eighteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, eight times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, P27 also spoke generally employing the American accent with perceptible Czech influence, and the other observations stay true, as well.

28) Participant 28

When reading, P28 spoke generally employing the American accent, even though Czech influence was perceptible. In regards to the studied aspects, P28 employed GB pronunciation eight times, GA pronunciation twenty times, and pronunciation whose quality cannot be assigned to either of these regional accents, twice. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect stress placement for value 1, and the aspect of stress placement and the aspect of suffixes' influenced pronunciation for value 3.

In free speech, they also spoke generally employing the American accent with perceptible Czech influence, and the other observations stay true, as well.

29) Participant 29

When reading, P29 spoke generally employing the American accent, even though subtle Czech influence was perceptible. In regards to the studied aspects, P29 employed GB pronunciation seven times, GA pronunciation nineteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, four times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence and the aspect of stress placement for value 1, and the aspect of stress placement and the aspect of suffixes' influenced pronunciation for value 3.

In free speech, P29 also spoke generally employing the American accent with perceptible subtle Czech influence, and the other observations stay true, as well.

30) Participant 30

When reading, P30 spoke generally employing the American accent, even though Czech influence was perceptible. In regards to the studied aspects, P30 employed GB pronunciation six times, GA pronunciation eighteen times, and pronunciation whose quality cannot be assigned to either of these regional accents, six times. The aspects of pronunciation, where one of the two minority values was assigned the most times, were the aspect of yod-dropping and coalescence for value 1, and the aspect of stress placement for value 3.

In free speech, they also spoke generally employing the American accent with perceptible Czech influence, and the other observations stay true, as well.

2.1.2 General results

a) Difference in stress placement - two-syllable verbs ending with “-ate”

With this aspect of pronunciation, a total of thirty-nine instances of General British pronunciation, one hundred and eighty-six instances of General American pronunciation, and seventy-four instances of pronunciation, which could not be assigned to either regional accent, appeared.

The most consistently pronounced words (with General American) were “*translate*” and “*mutate*” with twenty-six AE instances, the most inconsistently pronounced one was “*donate*” with thirteen uncategorizable instances, and the word

most often pronounced in accordance with General British was “*vacate*” with 11 GB instances.

- b) Affected pronunciation connected to miscellaneous stress placement - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”

With this aspect of pronunciation, a total of thirty-two instances of GB pronunciation, two hundred and twenty-four instances of GA pronunciation, and forty four instances of pronunciation, which could not be assigned to either regional accent, appeared.

The most consistently pronounced words (with GA) were “*mandatory*”, “*preparatory*”, “*exemplary*” and “*category*”, all with twenty-six AE instances, the most inconsistently pronounced one was “*testimony*” with sixteen uncategorizable instances, and the word most often pronounced in accordance with GB was “*military*” with 8 BE instances.

- c) Affected pronunciation connected to same stress placement - yod-dropping and coalescence

With this aspect of pronunciation, a total of one hundred and seventy-eight instances of GB pronunciation, one hundred and nineteen instances of GA pronunciation, and three instances of pronunciation, which could not be assigned to either regional accent, appeared.

The most consistently pronounced word (with GB) was “*new*” with twenty-eight BE instances, the most inconsistently pronounced one were “*due*”, “*new*” and “*assume*” with just one uncategorizable instance, and the word most often pronounced in accordance with General American was “*produce*” with twenty-two BE instances.

- d) All researched aspects of pronunciation

The most commonly appearing pronunciation of instances of the three studied aspects was one corresponding to the General American, which, for these aspects, was the dominating accent for twenty-eight out of the thirty participants. In total, five hundred and twenty-nine instances were pronounced in accordance with General American. This was followed by General British with two hundred and forty-nine instances, and lastly one hundred and twenty-one instances of pronunciation, which could not be assigned to either regional accent. The two participants, whose most common pronunciation of the three aspects was not that of GA, both exhibited GB pronunciation most often.

2.1.3 Illustrations

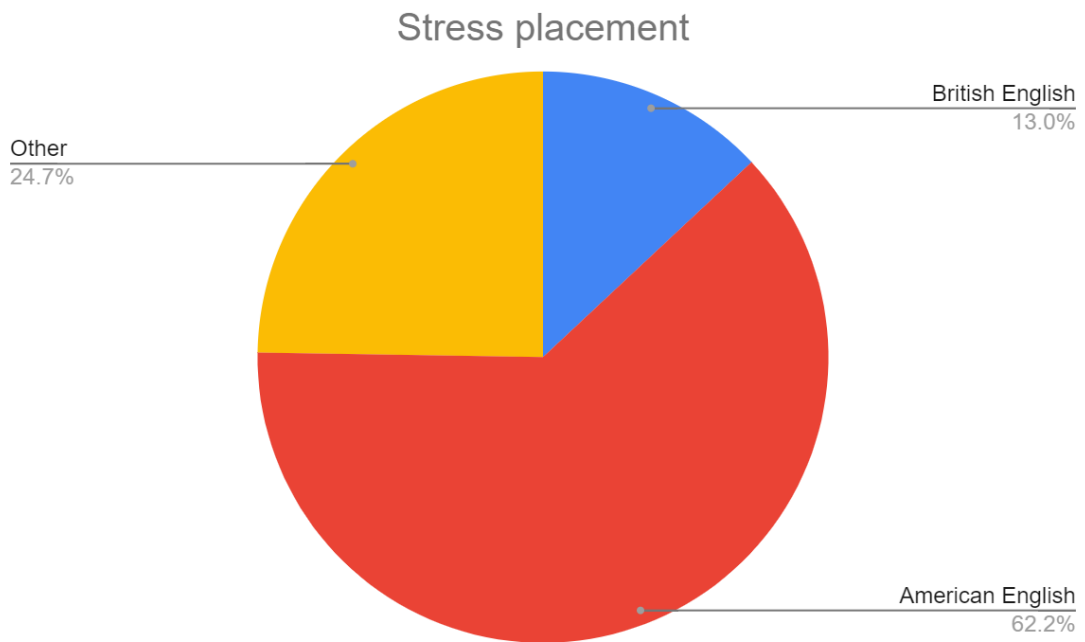
a) Tables with the participants' results

subject s	stress placement									
	dictate	migrate	vacate	translat es	fixates	curate	placate	donate	locate	mutate
1	3	2	1	2	1	2	1	3	2	3
2	3	3	1	1	1	1	3	2	2	3
3	1	3	1	1	2	2	1	3	3	2
4	2	2	2	2	2	2	1	2	2	2
5	2	3	3	2	3	3	3	3	2	3
6	2	2	2	2	2	2	2	2	2	2
7	2	3	1	2	2	3	3	3	2	2
8	2	2	2	2	2	2	3	2	2	2
9	1	1	3	2	2	2	3	2	3	2
10	3	2	2	3	3	2	2	3	2	2
11	2	2	2	2	2	3	3	3	2	2
12	2	2	3	2	2	2	3	2	2	2
13	1	1	3	1	1	3	3	3	2	2
14	2	2	2	2	2	2	2	2	2	2
15	2	3	2	2	3	2	3	2	3	2
16	2	2	2	2	2	2	2	2	2	2
17	2	3	1	2	2	3	2	3	3	2
18	1	2	2	2	2	2	2	2	2	2
19	2	2	3	2	2	2	2	2	3	2
20	1	3	2	2	2	3	2	3	1	2
21	2	3	1	2	2	3	1	2	2	2
22	2	2	1	2	2	2	1	2	1	2
23	2	3	2	2	2	3	-	3	1	2
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26	2	2	1	2	2	2	3	3	3	2
27	2	3	2	2	2	3	3	3	3	3
28	2	2	1	2	2	3	1	1	1	2
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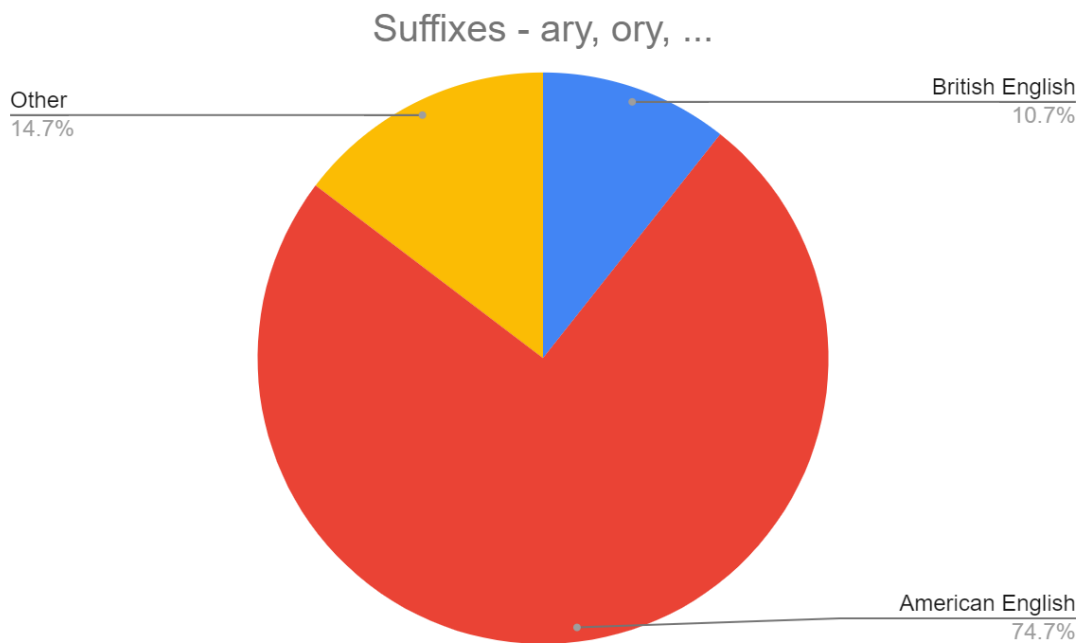
	-ary, -ory, ...									
	military	mandat ory	prepara tory	exempl ary	honorar y	ceremo ny	testimo ny	categor y	bribery	solitary
P1	2	2	2	2	1	2	2	2	3	2
P2	2	2	2	2	3	2	2	2	2	2
P3	2	1	2	3	3	3	1	2	2	2
P4	2	2	2	2	2	2	2	2	2	2
P5	1	2	2	2	2	2	2	2	3	2
P6	2	2	2	2	2	2	2	2	2	3
P7	2	2	2	2	2	3	3	2	2	2
P8	1	2	1	2	2	2	2	1	1	1
P9	2	2	2	2	2	1	3	1	2	2
P10	2	3	2	2	2	1	3	3	2	2
P11	1	3	2	2	3	1	1	1	3	2
P12	2	2	2	2	2	1	3	2	2	3
P13	1	3	1	2	2	1	2	2	2	3
P14	2	2	2	2	2	2	2	2	2	2
P15	1	2	2	3	2	2	3	2	2	2
P16	2	2	1	2	1	3	3	2	2	2
P17	2	2	2	2	2	3	3	2	2	2
P18	1	2	2	2	2	2	3	2	2	2
P19	2	2	2	2	2	3	1	2	2	2
P20	2	2	2	2	2	3	3	2	1	2
P21	2	2	2	2	2	3	3	2	1	2
P22	1	2	2	2	2	2	2	2	2	2
P23	2	2	2	2	2	2	3	2	2	2
P24	1	2	2	1	2	2	2	2	2	2
P25	2	2	2	3	2	2	3	2	2	2
P26	2	2	2	2	2	3	3	2	2	2
P27	2	2	2	2	2	3	3	2	2	2
P28	2	2	1	2	2	2	2	2	2	3
P29	2	2	2	2	2	3	3	2	2	1
P30	2	2	2	2	2	2	3	2	3	2

	yod dropping									
	due	nuke	new	student s	assum e	produc e	tuesda y	duke	duty	reduce
P1	2	1	1	1	2	2	2	1	2	2
P2	1	1	3	1	2	2	1	2	1	2
P3	1	1	1	2	2	2	2	1	2	1
P4	2	2	1	2	2	2	2	2	2	2
P5	1	1	1	1	2	2	1	1	1	2
P6	2	2	2	2	2	2	2	2	2	2
P7	1	1	1	1	1	1	1	1	1	1
P8	1	1	1	1	2	2	2	1	2	2
P9	2	1	1	1	1	2	1	2	2	1
P10	2	1	1	2	2	2	1	2	2	2
P11	1	1	1	1	2	2	1	2	1	2
P12	2	1	1	1	1	2	1	1	1	2
P13	1	1	1	1	1	1	1	1	1	1
P14	1	1	1	1	1	1	2	1	1	1
P15	1	1	1	1	1	2	1	2	2	1
P16	1	1	1	2	1	2	2	1	1	2
P17	2	1	1	1	1	2	1	2	2	2
P18	1	1	1	1	2	2	2	2	2	2
P19	2	1	1	2	1	2	2	1	2	2
P20	1	1	1	1	1	1	1	1	1	1
P21	1	1	1	1	1	1	1	1	1	2
P22	3	1	1	1	1	1	1	1	1	1
P23	1	1	1	1	1	1	1	1	1	1
P24	1	2	1	2	2	2	1	2	2	2
P25	1	1	1	1	1	2	2	1	1	1
P26	1	1	1	1	1	1	1	1	1	1
P27	2	1	1	2	1	2	2	1	2	2
P28	2	1	1	2	2	2	1	2	2	2
P29	2	1	1	2	2	2	2	1	2	2
P30	1	1	1	1	3	2	2	1	2	2

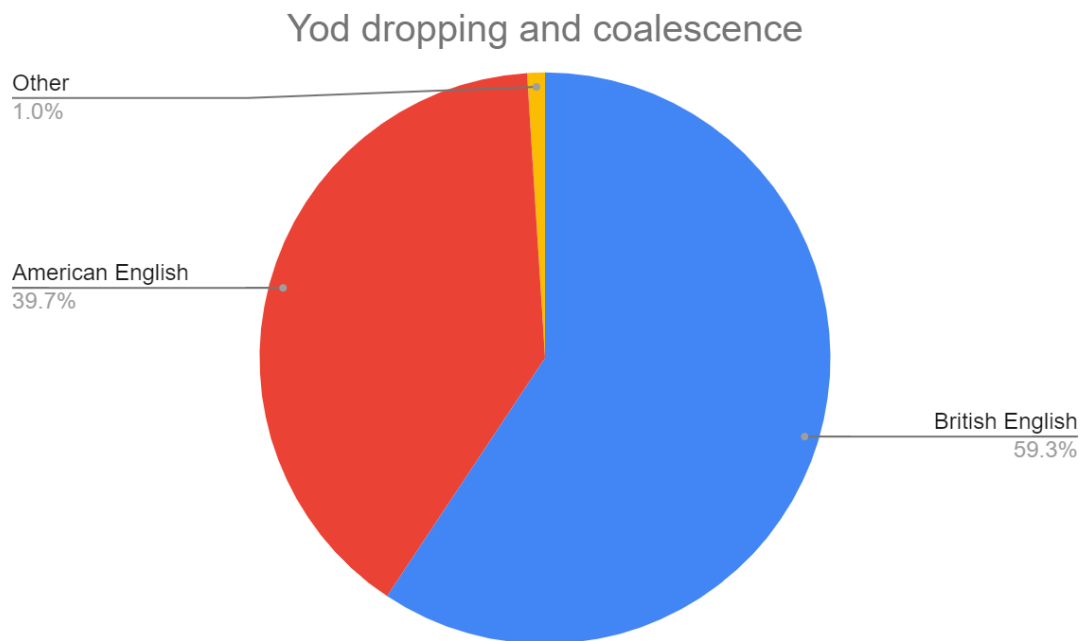
b) Difference in stress placement - two-syllable verbs ending with “-ate”



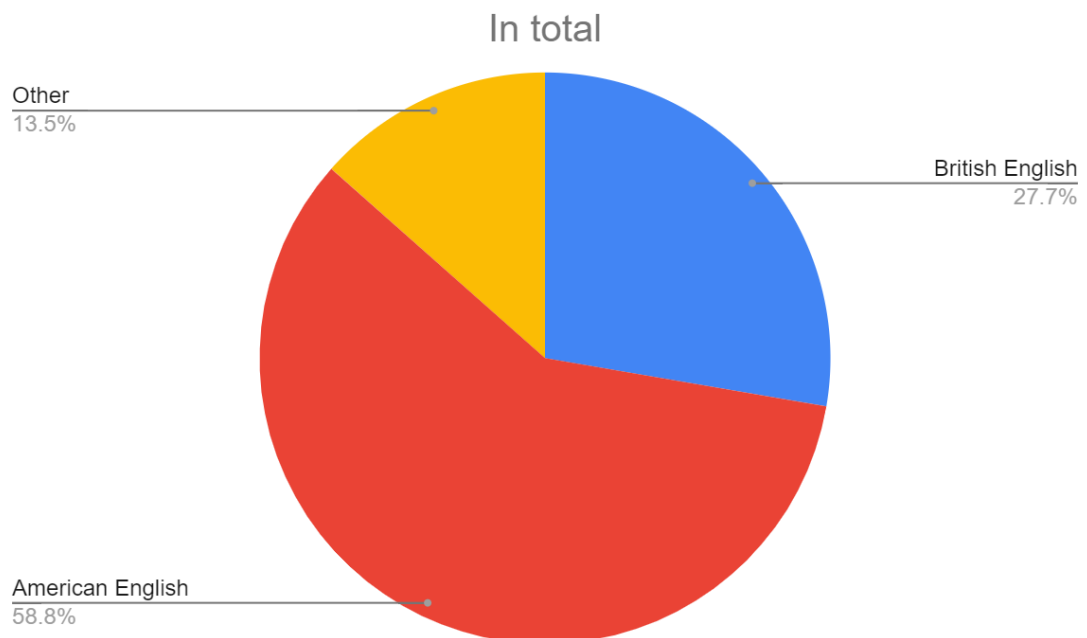
c) Affected pronunciation connected to miscellaneous stress placement - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”



d) Affected pronunciation connected to same stress placement - yod-dropping and coalescence



e) All researched aspects of pronunciation



2.2 Participants' Questionnaires

2.2.1 Participants' results²⁷

1) Participant 1

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P1 was awarded with zero points for Question 1, zero points for Question 2, one point for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is two.

2) Participant 2

In Questionnaire 1, this participant was awarded zero points for Question 1, zero points for Question 2, and zero points for question three.

P2 was awarded with zero points for Question 1, zero points for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is zero.

3) Participant 3

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P3 was awarded with zero points for Question 1, one point for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is two.

4) Participant 4

In Questionnaire 1, this participant was awarded one points for Question 1, two points for Question 2, and one points for question three.

P4 was awarded one point for Question 1, two points for Question 2, one point for Question 3, and one point for Question 4 in Questionnaire 2.

Their total sum of points is nine.

5) Participant 5

In Questionnaire 1, this participant was awarded one point for Question 1, one point for Question 2, and two points for question three.

P5 was awarded with zero points for Question 1, two points for Question 2, two points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is eight.

²⁷ In order to understand the point system provided below, see the last paragraph of chapter 1.6.2.

6) Participant 6

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and one point for question three.

P6 was awarded with zero points for Question 1, zero points for Question 2, one point for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is three.

7) Participant 7

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P7 was awarded with zero points for Question 1, one point for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is two.

8) Participant 8

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P8 was awarded with zero points for Question 1, one point for Question 2, one point for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is three.

9) Participant 9

In Questionnaire 1, this participant was awarded one point for Question 1, one point for Question 2, and zero points for question three.

P9 was awarded with zero points for Question 1, one point for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is three.

10) Participant 10

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P10 was awarded with zero points for Question 1, zero points for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is one.

11) Participant 11

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and one point for question three.

P11 was awarded with zero points for Question 1, one point for Question 2, zero points for Question 3, and one point for Question 4 in Questionnaire 2.

Their total sum of points is four.

12) Participant 12

In Questionnaire 1, this participant was awarded one point for Question 1, two points for Question 2, and zero points for question three.

P12 was awarded with zero points for Question 1, one point for Question 2, two points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is six.

13) Participant 13

In Questionnaire 1, this participant was awarded one point for Question 1, one point for Question 2, and two points for question three.

P13 was awarded one point for Question 1, one point for Question 2, two points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is eight.

14) Participant 14

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P14 was awarded with zero points for Question 1, one point for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is two.

15) Participant 15

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P15 was awarded with zero points for Question 1, one point for Question 2, zero points for Question 3, and one point for Question 4 in Questionnaire 2.

Their total sum of points is three.

16) Participant 16

In Questionnaire 1, this participant was awarded zero points for Question 1, zero points for Question 2, and zero points for question three.

P16 was awarded with zero points for Question 1, zero points for Question 2, zero points for Question 3, and one point for Question 4 in Questionnaire 2.

Their total sum of points is one.

17) Participant 17

In Questionnaire 1, this participant was awarded two points for Question 1, one point for Question 2, and zero points for question three.

P17 was awarded with zero points for Question 1, one point for Question 2, two points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is six.

18) Participant 18

In Questionnaire 1, this participant was awarded one point for Question 1, one point for Question 2, and zero points for question three.

P18 was awarded one point for Question 1, one point for Question 2, two points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is six.

19) Participant 19

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P19 was awarded with zero points for Question 1, zero points for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is one.

20) Participant 20

In Questionnaire 1, this participant was awarded zero points for Question 1, zero points for Question 2, and zero points for question three.

P20 was awarded with zero points for Question 1, zero points for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is zero.

21) Participant 21

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P21 was awarded with zero points for Question 1, zero points for Question 2, two points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is three.

22) Participant 22

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P22 was awarded with zero points for Question 1, one point for Question 2, zero points for Question 3, and one point for Question 4 in Questionnaire 2.

Their total sum of points is three.

23) Participant 23

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and two points for question three.

P23 was awarded one point for Question 1, one point for Question 2, two points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is seven.

24) Participant 24

In Questionnaire 1, this participant was awarded zero points for Question 1, two points for Question 2, and one point for question three.

P24 was awarded with zero points for Question 1, one point for Question 2, two points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is six.

25) Participant 25

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P25 was awarded one point for Question 1, zero points for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is two.

26) Participant 26

In Questionnaire 1, this participant was awarded one point for Question 1, one point for Question 2, and zero points for question three.

P26 was awarded two points for Question 1, one point for Question 2, zero points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is five.

27) Participant 27

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P27 was awarded with zero for Question 1, one point for Question 2, two points for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is four.

28) Participant 28

In Questionnaire 1, this participant was awarded zero points for Question 1, one point for Question 2, and zero points for question three.

P28 was awarded with zero points for Question 1, zero points for Question 2, one point for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is two.

29) Participant 29

In Questionnaire 1, this participant was awarded one point for Question 1, one point for Question 2, and zero points for question three.

P29 was awarded one point for Question 1, one point for Question 2, zero points for Question 3, and one point for Question 4 in Questionnaire 2.

Their total sum of points is five.

30) Participant 30

In Questionnaire 1, this participant was awarded one point for Question 1, two points for Question 2, and one point for question three.

P30 was awarded with zero points for Question 1, one point for Question 2, one point for Question 3, and zero points for Question 4 in Questionnaire 2.

Their total sum of points is six.

2.2.2 General results

a) Prior pronunciation differences knowledge

Out of the thirty participants, twenty showed a lack of prior knowledge on differences between British and American pronunciation; nine displayed some relevant knowledge, however, were not able to describe it precisely or give examples; and one participant managed to both give an example of at least one difference in pronunciation and elaborate on it.

b) British and American accent recognition

All but three participants were able to correctly assign the given recordings to the native speaker, who produced them, however, only four were able to describe why they presumed Recording 1 was that of a native General British and Recording 2 of a native General American speaker.

c) Heard pronunciation differences

Only either participants were able to come up with more differences in pronunciation between General British and General American after hearing the Recordings. Out of these eight, three managed to describe these differences in detail and give examples.

d) Difference in stress placement - two-syllable verbs ending with “-ate”

After hearing the Recordings once more, seven participants were able to point out a difference in stress placement, and one of them did so giving examples and correctly describing the phenomenon.

e) Affected pronunciation connected to miscellaneous stress placement - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”

Here, twenty subjects noticed a difference in pronunciation connected to this aspect of miscellaneous stress placement, however, only two of them were successfully able to elaborate on this difference in further detail.

f) Affected pronunciation connected to same stress placement - yod-dropping and coalescence

This aspect of pronunciation had the highest success rate, when it comes to correctly describing it and giving examples for when it occurs, as nine out of the fifteen participants, who noticed it, managed to do so.

g) Lastly noted pronunciation differences

After hearing the Recordings twice, six participants came up with more differences in pronunciation, however, none were able to describe them further or give valid examples.

h) Total results

In total, one hundred and sixty two questions were left unanswered, or with an incorrect or irrelevant answer; one hundred and ten questions were provided with relevant, however, insufficient answers; and twenty eight questions received a full answer, complemented by examples.

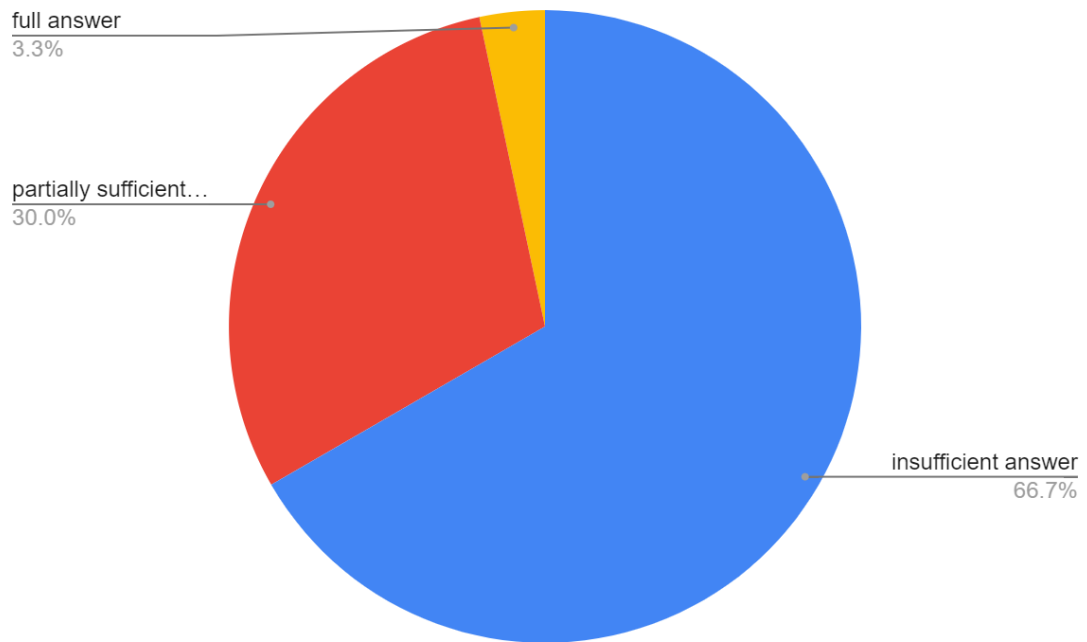
2.2.3 Illustrations

a) Tables with the participants' results

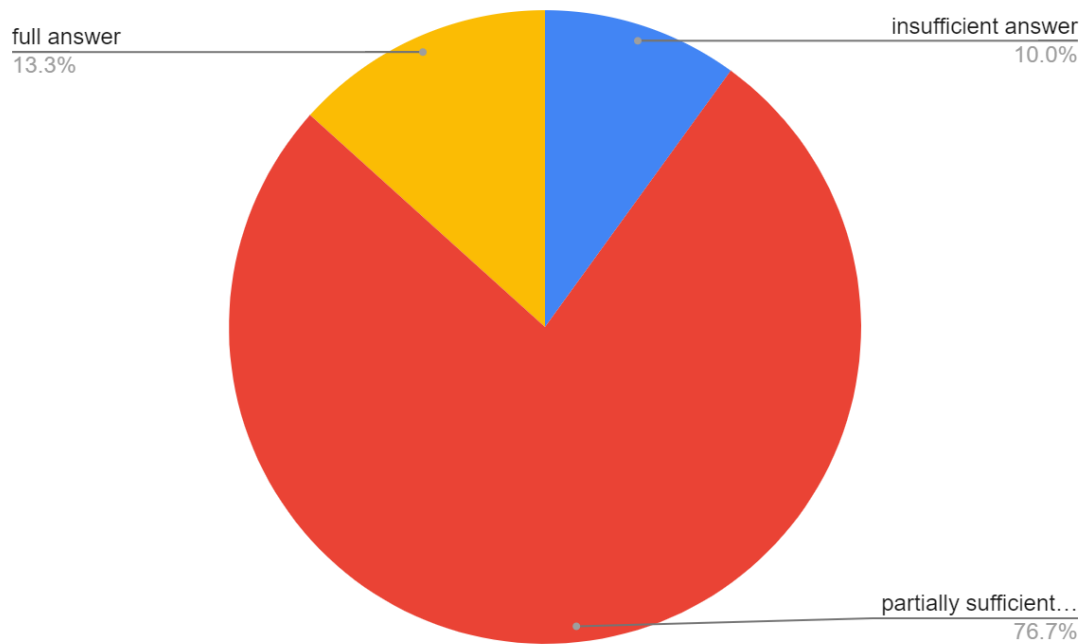
Questionnaire 1	Q1	Q2	Q3
P1	0	1	0
P2	0	0	0
P3	0	1	0
P4	1	2	1
P5	1	1	2
P6	0	1	1
P7	0	1	0
P8	0	1	0
P9	1	1	0
P10	0	1	0
P11	0	1	1
P12	1	2	0
P13	1	1	2
P14	0	1	0
P15	0	1	0
P16	0	0	0
P17	2	1	0
P18	1	1	0
P19	0	1	0
P20	0	0	0
P21	0	1	0
P22	0	1	0
P23	0	1	2
P24	0	2	1
P25	0	1	0
P26	1	1	0
P27	0	1	0
P28	0	1	0
P29	1	1	0
P30	1	2	1

Questionnaire 2	Q1	Q2	Q3	Q4
P1	0	0	1	0
P2	0	0	0	0
P3	0	1	0	0
P4	1	2	1	1
P5	0	2	2	0
P6	0	0	1	0
P7	0	1	0	0
P8	0	1	1	0
P9	0	1	0	0
P10	0	0	0	0
P11	0	1	0	1
P12	0	1	2	0
P13	1	1	2	0
P14	0	1	0	0
P15	0	1	0	1
P16	0	0	0	1
P17	0	1	2	0
P18	1	1	2	0
P19	0	0	0	0
P20	0	0	0	0
P21	0	0	2	0
P22	0	1	0	1
P23	1	1	2	0
P24	0	1	2	0
P25	1	0	0	0
P26	2	1	0	0
P27	0	1	2	0
P28	0	0	1	0
P29	1	1	0	1
P30	0	1	1	0

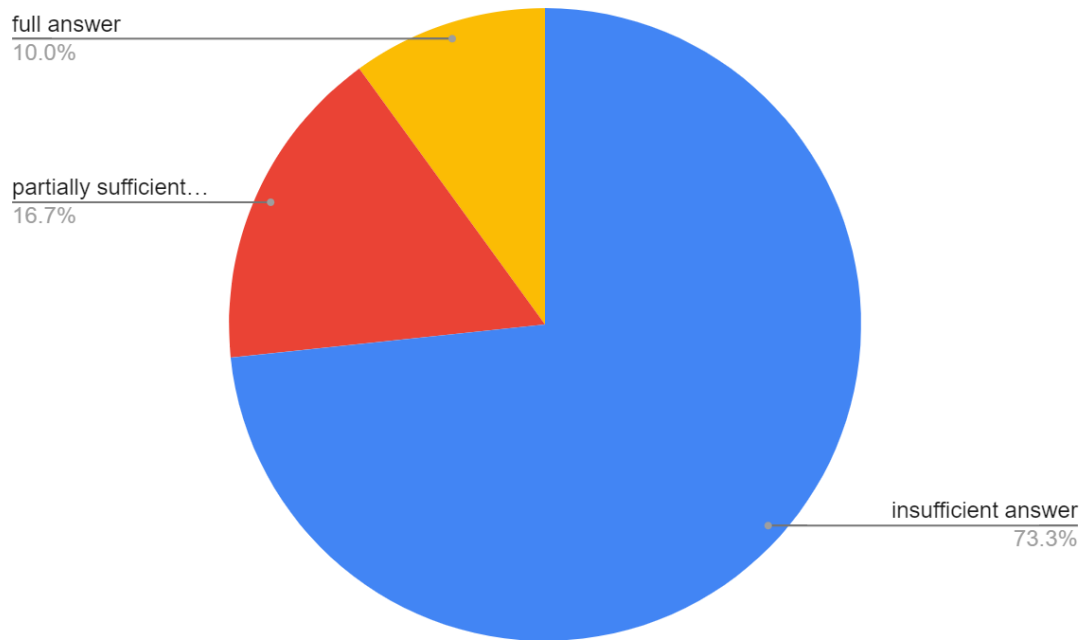
b) Prior pronunciation differences knowledge



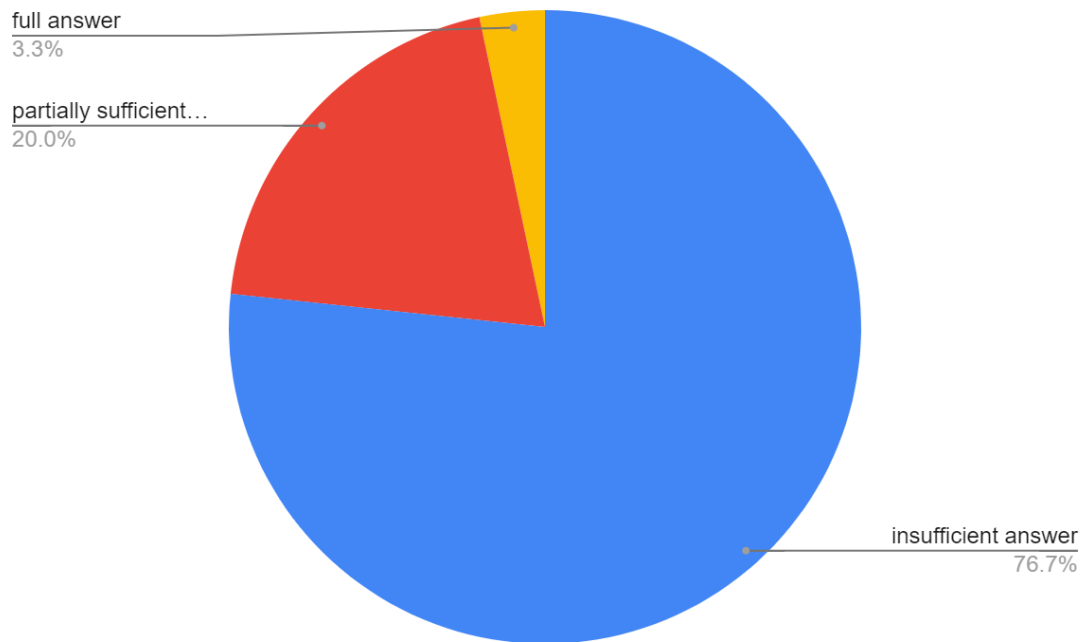
c) British and American accent recognition



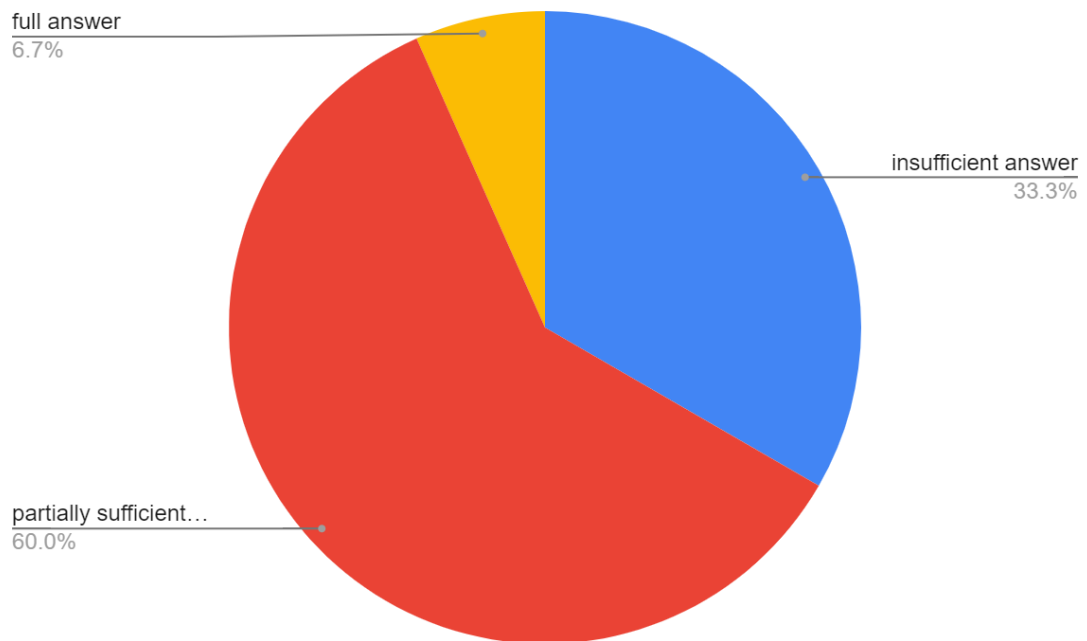
d) Heard pronunciation differences



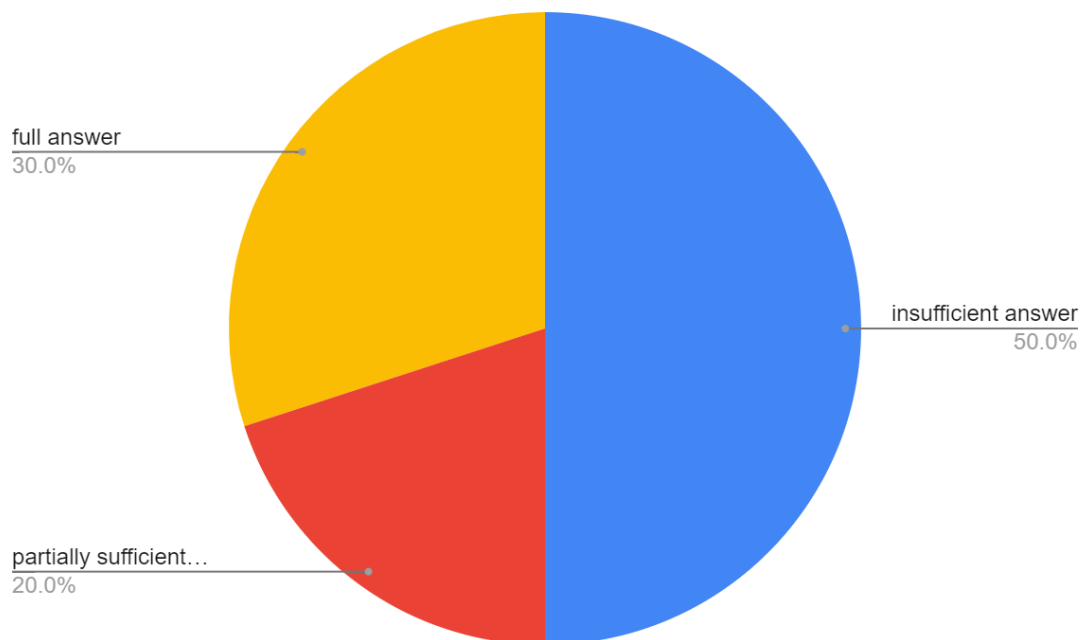
e) Difference in stress placement - two-syllable verbs ending with “-ate”



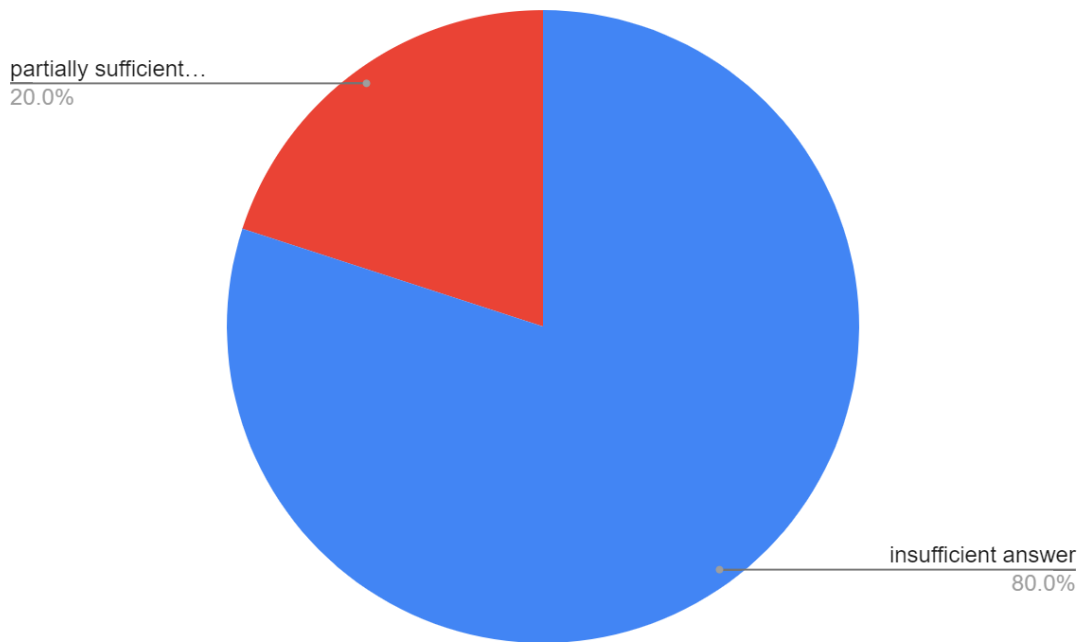
f) Affected pronunciation connected to miscellaneous stress placement - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”



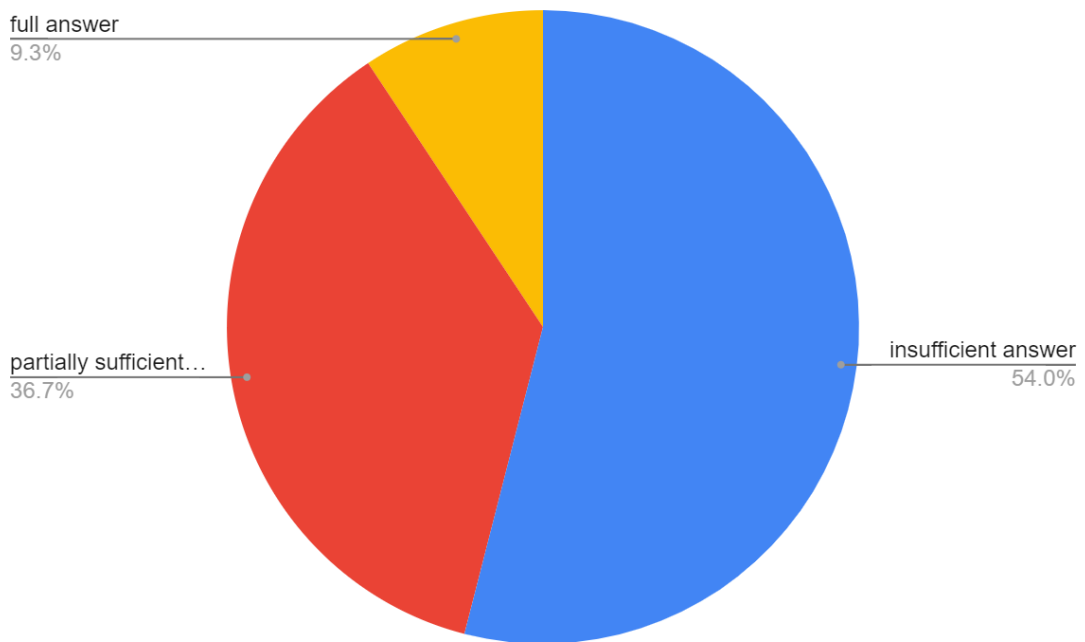
g) Affected pronunciation connected to same stress placement - yod-dropping and coalescence



h) Lastly noted pronunciation differences



i) Total results



2.3 Subjects' Questionnaire

The reason for this part of my thesis is simply to compare the knowledge on the studied aspects of pronunciation of the thirty Maturita-year participants, who make up the part I base my main research on, to the knowledge of the general Czech population. It is not necessarily one of the primary focuses of my thesis, as a much more thorough research in this field would be needed in order to get a clear picture of the state of the general population's knowledge on these subjects. However, comparing this sample of population to the group I am researching adds some interesting perspective, as well as provides me with more insight into the depth of knowledge on my research topic one can expect in a Czech citizen.

My goal, for me to be able to operate with at least a reasonable number of people to base any assumptions on, was to gather around a hundred responses to an online questionnaire made in accordance with chapter 1.6.2. In the end, I managed to receive one hundred and twelve responses, however, thirty one respondents answered that they were not English speakers to the first question, making their other answers irrelevant. Therefore, I am working mainly with a sample of eighty one subjects here, although I do include a statistic including the thirty one non-English speakers at the end of chapter 2.3.2.

2.3.1 Results

a) Difference in stress placement - two-syllable verbs ending with “-ate”

Out of the eighty-one subjects, seventy-eight showed a lack of knowledge regarding this aspect; two displayed some relevant knowledge, however, were not able to describe it precisely or give examples; and one subject managed to both give an example of at least one difference in pronunciation and elaborate on it.

b) Affected pronunciation connected to miscellaneous stress placement - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”

Here, seventy seven subjects scored zero points on their answer, four scored one point and zero scored two points.

c) Affected pronunciation connected to same stress placement - yod-dropping and coalescence

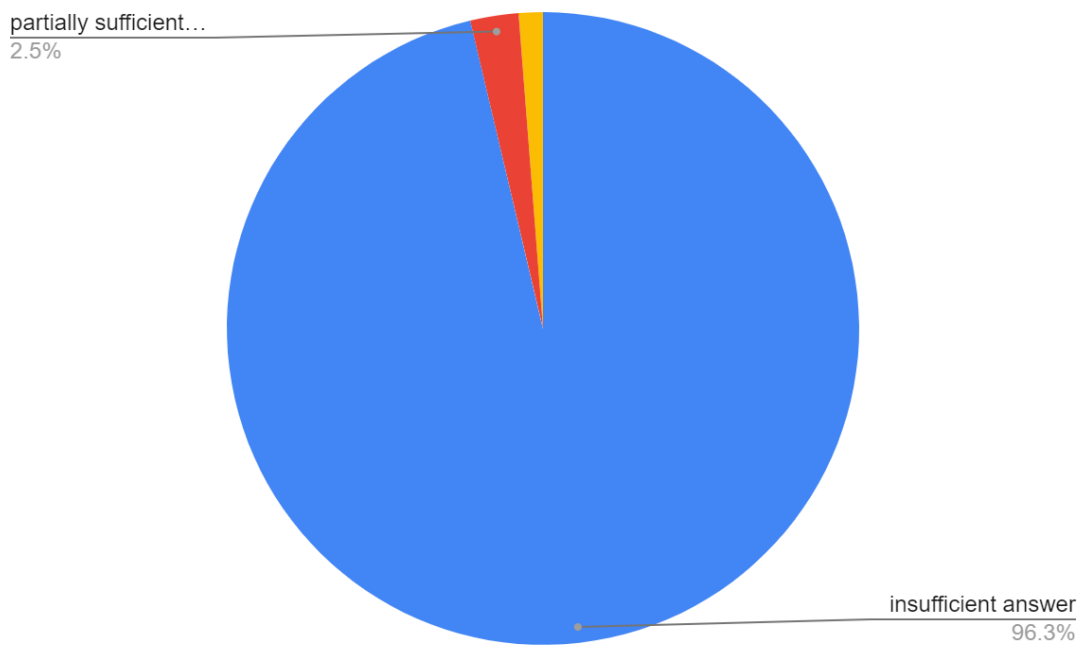
And in regards to this last aspect, seventy eight scored zero points, one scored one point and two subjects scored two points.

d) Total results

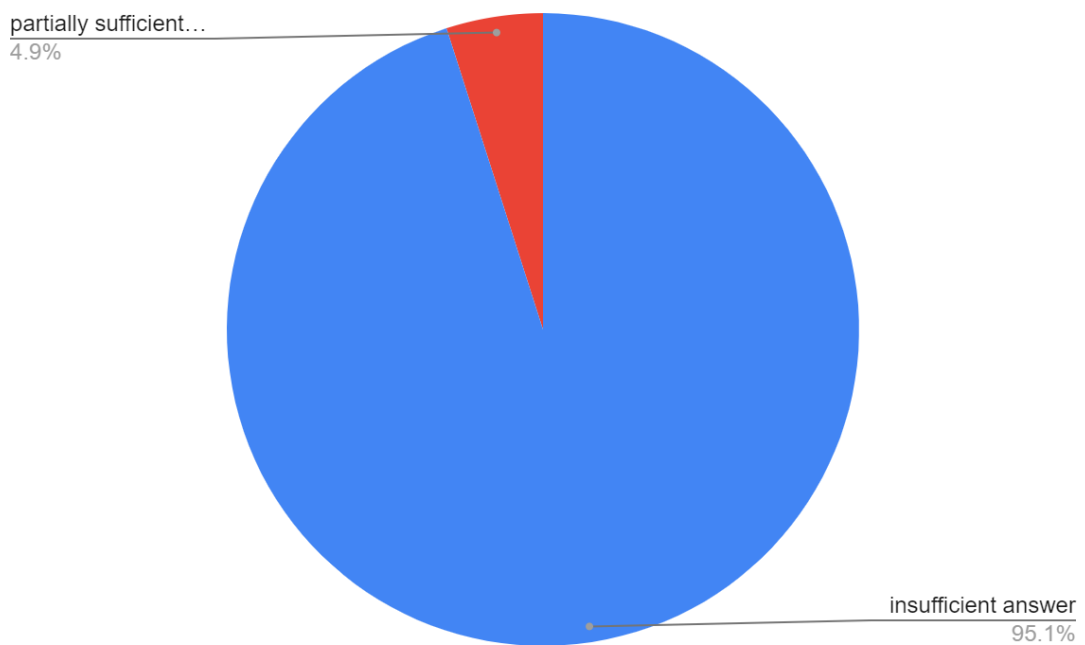
In total, ten subjects displayed knowledge about the studied aspects of pronunciation and three of them did so efficiently enough to receive two points.

2.3.2 Illustrations²⁸

a) Difference in stress placement - two-syllable verbs ending with “-ate”

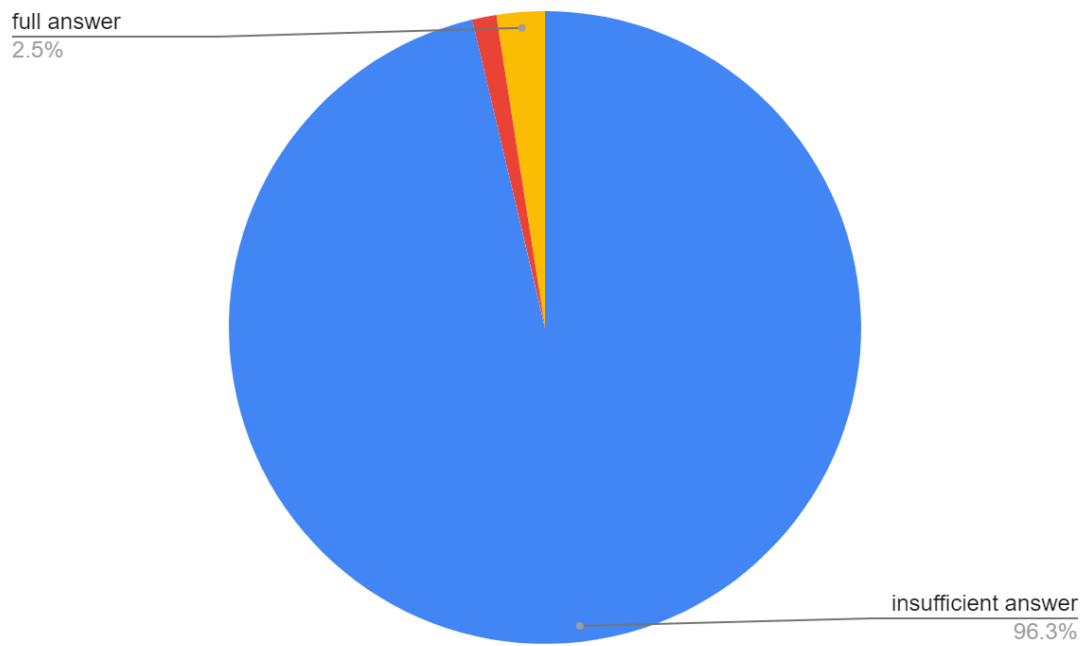


b) Affected pronunciation connected to miscellaneous stress placement - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”

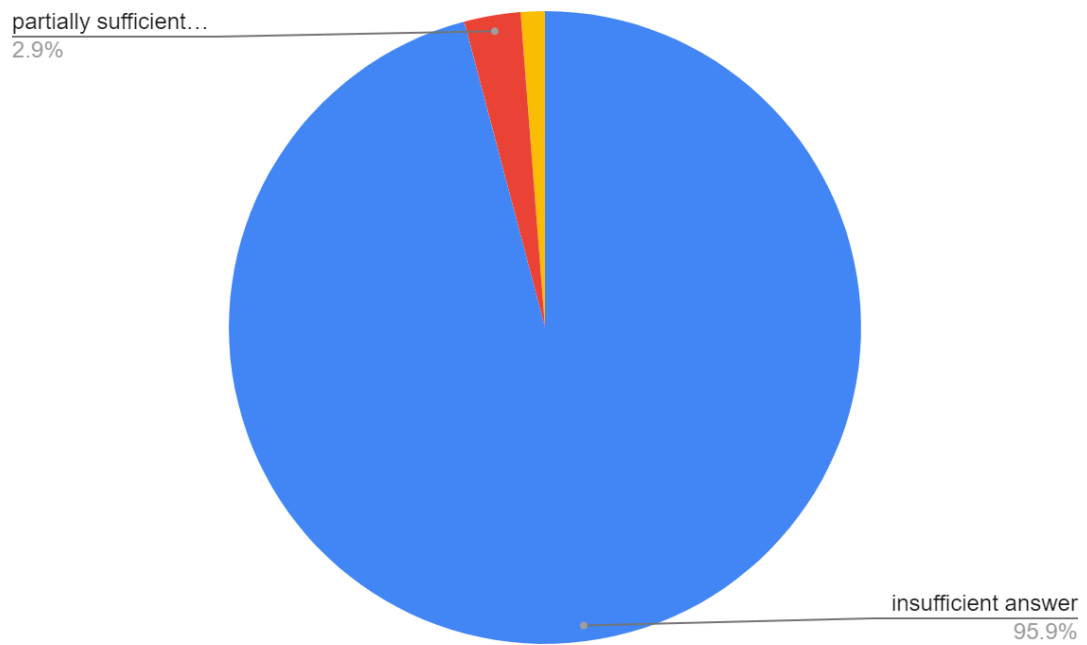


²⁸ Descriptions of data below 1% are not displayed.

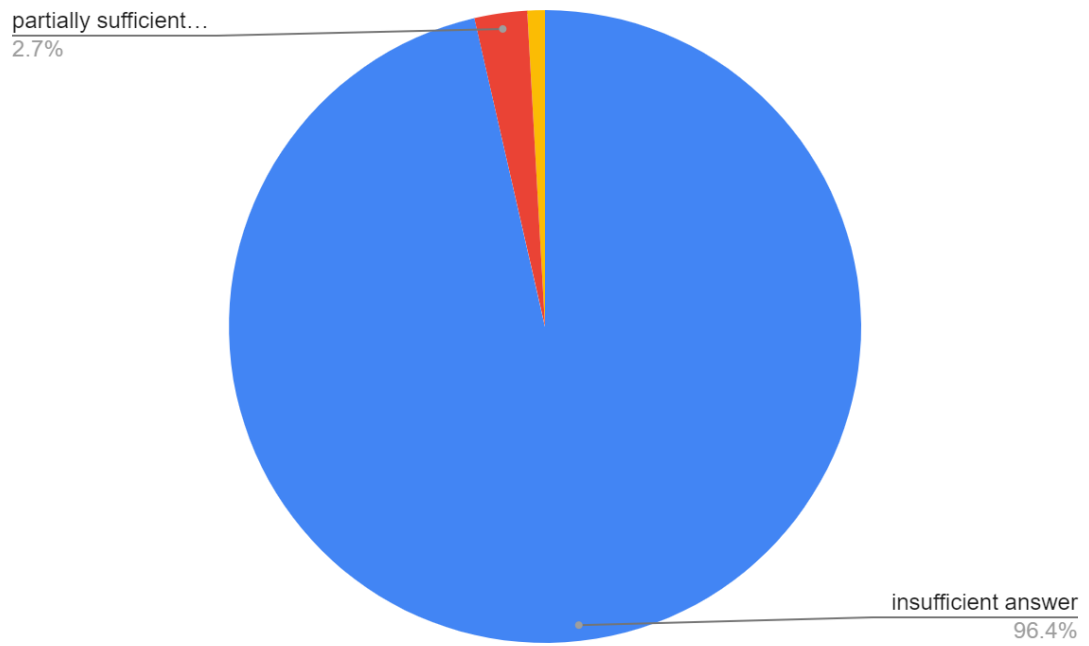
c) Affected pronunciation connected to same stress placement - yod-dropping and coalescence



d) Total results



e) Total results including non-English speakers



3. Difficulties connected with this thesis

Writing any thesis invariably involves the problem of managing its extent. The longer a work is, the more data can be gathered and, foremost, results discussed in that much more detail. On the other hand, length alone does not equal relevance and validity. Furthermore, there is only so much one can write in a limited amount of time. This being a Master's Thesis gave me enough time and space to study a reasonable amount of pronunciation aspects in a significant number of participants, however, there is always more that could be done. Therefore, in terms of further research regarding my work's topic, I can imagine more aspects of pronunciation being delved into, and more focus groups chosen for study. Moreover, the last part of my research, namely the exploration of the general Czech population's knowledge on the subject, serves here mainly as a reference point. Thanks to it, a comparison can be made with the main results, as well as a very generalized overview of the situation outside of the studied group, being limited to a subject amount manageable alongside my thesis' primary goals. If one were to focus on this on a broader scope, however, making it their main objective to get as many respondents as possible, insightful standalone research could come out of it.

Other than the issue of the scope of the thesis, the main difficulty revolves around its actual analysis. Evaluating concrete instances of pronunciation as produced by non-native English speakers is not an obviously easy task. The Czech English speaker is exposed to a number of English accents, including, but not limited to, the two most widely recognized, the British and the American, accents. In schools, everyone is (in an ideal situation) subjected to General British, which is the official English taught and the only English the school textbooks and workbooks present to pupils and students in the Czech Republic. Still, it is not the only English they hear in schools, as Czech teachers often use different accents, their blends, or English with a heavy Czech influence. Outside of school, then, Czech English speakers very often hear English in the media, the sum of which is predominantly American. (That is not to say that media employing General British do not operate or are present or accessible to people in the Czech Republic. There is a plethora of regional accents any Czech English speaker is able to access, including Scottish English, Australian English, Irish English, etc., and it depends on each individual and their preference, what media with which employed regional accent they choose to consume. Nonetheless, the sum of the majority of global

media seems to be predominantly American²⁹. Therefore, at least statistically speaking, even though I can say the same from all my experience, media employing General American are the ones a Czech English speaker is most likely to be influenced by. This holds true even more so for the younger generation, whose preferred media is oftentimes TikTok or Instagram, largely American-based platforms. That, however, is a discussion for a different thesis.) These and other influences usually result in a situation, where one rarely employs a certain accent but rather a blend of accents further complicated by the influence of their native language.

This, combined with the fact that pronunciation phenomena are subject to continuous change within each accent, while not being naturally discrete but gradually changing along a scale, makes categorization of individual realizations a challenge. Unlike in lexicology or other fields of linguistics, in phonetics, it is difficult if not impossible to look for precise boundaries, for example between a non-reduced and a weak form of a syllable. And that is not accounting for the influence of Czech and the fact that with some accents and some aspects of pronunciation, Czech pronunciation is very similar to that of English. This is, however, a challenge I have been studying to deal with in both my Bachelor and Master's studies, and one to the overcoming of which I saw to the best of my ability. Concerning the latter point made in this paragraph, when unsure whether I should assign, for example, value 1 or value 3 to an instance of pronunciation of the aspect of stress placement, I listened to said instance multiple additional times to catch any subtle differences and looked at the pronunciation in broader context, which often helped categorize said pronunciation as British or Czech. And regarding general concerns about categorizing instances of pronunciation, I tried to arrive at as objective an answer as I could by listening to each instance repeatedly, both alone and in context of the preceding and following phonemes, while going through these repetitions on different days for each subject, as to ensure my judgment is not clouded by my current mood or other circumstances. I feel the only method to deal with the above mentioned issue more precisely would be one using software analyzing the intensities and frequencies of each instance of pronunciation. However, when dealing with pronunciation for the purposes of practical communication, which is what my thesis studies, the only means available to a person judging someone's speech are their experience and sense of hearing. Any elements of pronunciation unrecognizable thanks

²⁹ Thompson, E. (2011)

to these are inconsequential and their study for practical communication, therefore, lacks merit.

Other than these issues, obtaining proper background information to build my thesis upon, selecting the proper aspects of pronunciation, choosing the proper research methods, properly analyzing the results, and deducing the proper conclusions, are all vital points of this work. As such, I elaborate on them in chapters and subchapters devoted to each one, explaining what steps I took and why, and why with each of them, I did my best to meet and exceed the requirements any valid research paper ought to adhere to.

4. Conclusion

In this chapter, I briefly summarize the main findings for each aspect and then make final conclusions based on these points.

4.1 Difference in stress placement - two-syllable verbs ending with “-ate”

4.1.1 Text

The difference in stress placement turned out to be the most problematic aspect of pronunciation for the participants in terms of producing instances of pronunciation categorizable as General British or General American. Even though GA pronunciation still dominated, uncategorizable pronunciation was the second most frequent occurrence, being perceptible almost twice as many times as General British pronunciation. It is important to note that this is the only aspect, where uncategorizable pronunciation appeared more often than either of the regional aspects, to which it could not be assigned. This might be due to the convergence of English and Czech when it comes to cases, where GA puts stress on the first syllable of a studied word.

4.1.2 Text to free speech comparison

The same was to be observed with their free speech.

4.1.3 Questionnaire 2

When asked about this difference in pronunciation between General British and General American in Q2, that is, after hearing native speakers pronounce 10 words with instances of this aspect, participants came up with the fewest full answers and partially sufficient answers out of the three studied aspects.

4.1.4 Participants with subjects comparison

The subjects proved generally to be less knowledgeable on this aspect of pronunciation, as their answers were partially sufficient in only 2.5% of all cases (compared to 20% with the participants) and fully sufficient in 1% of the cases (compared to 3.3% with the participants).

4.2 Affected pronunciation connected to miscellaneous stress placement - suffixes “-ary”, “-ory”, “-berry”, “-ery”, and “-mony”

4.2.1 Text

This aspect of pronunciation turned out to be the most consistent and most representative of the participants' general speech in English, as the predominant pronunciation was that of General American, followed by a similar amount of General British (slightly more frequent) and uncategorizable pronunciations.

4.2.2 Text to free speech comparison

The phenomenon of this aspect being most consistently pronounced with General American pronunciation was even more notable in the participants' free speech, where all instances of this aspect could be assigned to said pronunciation.

4.2.3 Questionnaire 2

This aspect was apparently not only easier to pronounce but easier to describe, as well, as it is the only aspect, to which participants provided more at least partially sufficient answers than insufficient ones, the former making up two thirds of all answers. Out of these, however, only a small portion were fully sufficient answers.

4.2.4 Participants with subjects comparison

The subjects performed worse in this area, as well, providing partially sufficient answers in 4.9% of all responses (compared to 60% with the participants) and no fully sufficient answers at all (compared to 6.7% with the participants).

4.3 Affected pronunciation connected to same stress placement - yod-dropping and coalescence

4.3.1 Text

This last studied aspect of pronunciation has one significant characteristic the two others do not share, it being the only one, where General British pronunciation appeared more often than that of General American, and by a difference of 59 out of 300 at that. Other than that, pronunciation uncategorizable as either BE or AE was the least frequent here with a total of only 3 instances.

4.3.2 Text to free speech comparison

A similar trend followed in the participants' free speech, where around a half of all instances of pronunciation of this aspect were adhering to General British pronunciation. Most often, these instances were included in the words "new", "Tuesday", and "due".

4.3.3 Questionnaire 2

An interesting comparison to this is the statistic of the participants' knowledge on the difference between General British and General American in this aspect of pronunciation, for 30% of all responses to this subject were correct and fully sufficient answers, the highest percentage of all the aspects, and further 20% of the answers were at least partially sufficient.

4.3.4 Participants with subjects comparison

The responses of the subjects follow a somewhat similar trend here, and even though their knowledge of the subject is, again, generally much more limited, the highest percentage (2.5%) of fully sufficient answers appears to be observed with responses regarding this aspect, followed by less than 1% of partially sufficient answers.

4.4 Conclusions

4.4.1 Questionnaire 1

One thing I have not discussed yet are the results of Questionnaire 1. The main implications from this Questionnaire are, first, that most Maturita-year pupils recognize the British and the American accents (27 out of the 30 participants did) but most of them are unable to properly describe the differences that they hear (4 out of the 27 were able to). Second, a good portion of them (a third of the participants) is/are generally aware of at least some differences in pronunciation between General British and General American but only a very small number of them is/are able to successfully elaborate on them without having recently heard either of the regional accents (only 1 participant managed to do so). And lastly, when exposed to recordings of native English speakers of said accents, some students (8 out of the 30) are able to note further differences in pronunciation, and even though this number is slightly less than those who wrote down differences before listening to the recordings, a higher percentage (almost half) of them manages to elaborate on the perceived differences in more detail.

4.4.2 Participants with subjects comparison

The interesting insights coming from the research on the general Czech (to an extent English-speaking) population are the following. First, similar trends as with the participants can be observed, as the studied aspect of stress reduction proved the most difficult to provide information on for both of the groups; the studied aspect connected to miscellaneous stress placement with the suffixes -ary, -ory, and so forth was the easiest to provide information on but only to a limited extent; and the aspect of yod-dropping and coalescence turned out to be recognizable by a slightly lower number of people, more of whom, however, were able to precisely describe it. And second, although these trends remained true, the number of people who contributed to them by being able to at least partially describe one or more of the aspects of pronunciation, was significantly lower with the older general Czech population. However, it is difficult to pinpoint the cause of this, for there are numerous factors in play, to which responsibility could be assigned. To name a few, these are differences in age, experience of learning English, the amount of time that has passed since mandatory English learning ended for them (if it was ever present), the immediacy of English they experience, their motivation to keep learning or practicing the language, etc. Nonetheless, the fact alone, that all the above mentioned trends apply to Czech English speakers across different classes, schools and even ages, cities and other circumstances, makes me much more confident in making general conclusions about Czech English-learning pupils' knowledge on the researched aspects of pronunciation.

4.4.3 Final conclusions

Thanks to all the information in this chapter and the chapter above, we can safely assume that, at least when it comes to the studied aspects, the vast majority of Czech pupils employ General American pronunciation in a majority of cases. Almost all of them, while not necessarily being able to precisely describe the differences they hear, are able to differentiate between General British and General American.

When it comes to their knowledge of the studied differences, about a half of them are able to, at least to some degree, describe the concrete differences between General British and General American after they have heard them. Out of the three researched ones, the easiest aspect for them to differentiate is that of the miscellaneous stress placement with suffixes “-ary”, “-ory”, etc., followed by the aspect of yod-dropping and coalescence, which is harder to grasp but when one does, he or she

understands it more intimately. And the aspect pupils are least knowledgeable on is that of the difference in stress placement with two-syllable verbs ending with “-ate”.

This corresponds to the fact that stress placement is the most difficult aspect for pupils to pronounce consistently in accordance with a native English accent. One of the reasons for this might be the similarity in this aspect between GA and Czech pronunciation, as both employ stress placement on the first syllable, with Czech, however, not putting that much emphasis on it. Since this strong similarity is there, I presume a lot of Czech speakers of English perceive the pronunciation as same and do not control the influence Czech has over their pronunciation of a word with this aspect in it. This would line up with the results of their speech analysis, as the most instances of indeterminate quality of pronunciation were categorized as such because the participants put very subtle emphasis on first syllable stress and (in my opinion largely due to that) mispronounced the syllable containing it or following it.

Unsurprising, then, was that the miscellaneous stress aspect, being the one pupils are most knowledgeable on, is the one whose instances they pronounce most consistently with their mainly employed accent, General American.

Perhaps the most unexpected conclusion comes out of the comparison of the pupils' knowledge on the aspect of yod-dropping and coalescence with their ability to pronounce accordingly. While, out of the three studied aspects, pupils are able to describe this one to the fullest extent, it is also the one where they stray furthest from their principal accent, most of them actually employing General British pronunciation here. It is not that they were not able to pronounce it in accordance with native English pronunciation but rather the fact that they seem to, consciously or unconsciously, prefer British English in this aspect, but this aspect alone. The most notable example is the word “*new*”, which came up as the most often uttered word containing one of the studied aspects of pronunciation, and was pronounced, in an overwhelming majority of cases, in accordance with BE pronunciation. Therefore, it seems that although pupils are knowledgeable on the subject, other influential factors result in them being inconsistent in their speech, when it comes to its pronunciation compared to the rest of their orations. With the example of the word “*new*”, this discrepancy might stem from the fact that this is one of the first words one learns in school, and therefore one a student is likely to memorize the way they were taught it, which, in the Czech school system, should be the General British pronunciation. This example is one of the reasons for my

recommendations regarding the official language in Czech English classes in the following chapter.

In conclusion, the observed situation of our school system, which leads to Maturita-year pupils performing the way they do in terms of pronunciation and their knowledge on it, is as follows. The lack of knowledge, displayed by at least a half of Maturita-year pupils and even a greater amount of other Czech English-speakers alike, on the subject of pronunciation, combined with other factors I shall discuss in the following chapter, causes Czech speakers of English to evince inconsistent pronunciation. The interesting part is that the majority of inconsistencies present are not such connected to the influence of Czech but rather instances of General British pronunciation in an otherwise majority-American-English speech.

5. Conclusions for Czech teachers of English

From the final conclusions of the last chapter, a strong correlation can be made between pupils' knowledge on different aspects of pronunciation and their ability to pronounce said aspects with consistency. This might seem like a trivial assumption, however, I feel there is an importance in stressing this information, as pronunciation seems to be given less focus than other aspects of the English language. This leads to situations such as these, where pupils lack awareness of pronunciation phenomena as frequently present as the word "*new*". Teachers should, therefore, put more emphasis on educating their pupils about English pronunciation, especially about that, which is connected to the aspects of yod-dropping and coalescence and stress placement, which were the two areas causing the most problems out of the studied aspects. Teachers also ought to make it more obvious that there are different accents, help students choose, which accent they are to try to attain, and give them feedback regarding their pronunciation. The reason for this being that as we can see with the aspect of yod-dropping and coalescence, the fact that pupils are knowledgeable on a certain aspect of pronunciation does not necessarily mean that in their speech they choose an English pronunciation consistent with the rest of their speech.

The precondition for all this naturally being that teachers of English educate themselves properly on the subject of pronunciation and different English regional accents. When a teacher employs a blend of accents influenced by their native language, not only are they less likely to require their students to be deeply knowledgeable on the subject where they can observe their shortcomings, but also, in best case scenarios, they teach one thing but show the other. And leading by example, where the example is wrong, is sure to be inefficient in teaching proper pronunciation.

And an even more crucial observation is the following. The Czech school curriculum for English teaching considers General British to be the "proper" English and only provides certified school books and work books which work with GB as their native regional accent. This makes Czech teachers of English, who oftentimes do not employ GB as their consistent main pronunciation themselves, teach their pupils the rules of GB pronunciation, which are enforced by the inclusion of mostly only General British vocabulary, from elementary school to secondary schools. Outside of school, however, the predominant pronunciation appearing in any media is General American. Due to the influence and size of the USA and its population, GA is very often much

more motivating for Czechs to learn, as well. All this, combined with General American sharing more similarities in pronunciation with Czech than General British does (most notably so, when it comes to pronouncing the grapheme “r”³⁰³¹), explains the fact that a vast majority of Czech pupils employ General American as their main pronunciation. It is something that proved true in both of my theses, as well as applies to my and my friends’, school and further experiences. And it is true despite General British being the regional accent taught during the entire mandatory school attendance and beyond it.

We, as teachers, should then ask ourselves: is it more important to us that our pupils try to speak the traditional English or that they speak consistently? Consistent pronunciation is important not only to sound like a native speaker, if that were one’s goal, but also to be well understood and avoid any confusions, as different pronunciations sometimes carry different meanings in different accents. When one changes accents inconsistently throughout their speech, it might be hard and confusing for even native speakers to understand them. When achieving consistent speech in terms of pronunciation, too, one is able to focus more on other aspects of the language and move on more efficiently. What is causing inconsistency in speech in this regard is hence the presence of more than one accent, however, not all accents, which influence us, are present naturally. The influence of General American is apparently predominant with its almost protagonistic role in today’s world of media, business, etc., as well as generally being the preferred variant with the majority of students (maybe for the very same reason). The influence of Czech is not small, when it comes to creating inconsistencies, but us being Czech speakers, this influence is unavoidable. The third, main source of inconsistencies in pronunciation, General British, is predominantly present only in the environment of schools, which is an artificially produced situation. It seems to me the most reasonable step forward would be to introduce General American as the official English taught at Czech schools, thereby effectively eliminating the main environment, in which the main source of Czech pupils’ inconsistencies appears most often. The successful application of which would in turn result in a situation, where there are not three but two major influences on Czech pupils’ pronunciation, which is a situation that is much simpler to deal with. Especially since one of these influences is our own and the other one comes mostly naturally through similarities in pronunciation

³⁰ Unger, F. (2021)

³¹ Although this similarity does not mean that the quality of the produced phoneme is of the same quality, too.

and natural acquisition through media and outside-school interactions with others and the global environment.

I am fairly certain that putting forth this change would make it significantly easier to teach English pronunciation, in turn giving Czech teachers of English more time for other aspects of the language, as a result producing much more capable English speakers overall. That being said, should this be an official, country-wide, solution, it would prove a costly and time-consuming one, as brand new textbooks and workbooks would need to be designed and distributed to schools. Teachers, many of whom struggle with English pronunciation as is, would also need to get used to and master new rules of pronunciation and new vocabulary. This is not something I can realistically see happening in the foreseeable future, hence, my recommendation to Czech teachers of English is this: Be open and willing to educate yourself on the subject of General American pronunciation and pronunciation in general, and be open to improving your own English pronunciation. Share your knowledge on this subject with your pupils, make them aware of different regional accents of English, ask them what accent they are motivated to learn and capable of achieving consistent speech with, and work with them towards that goal. Should you find that most of your class prefers and is generally more capable of speaking GA (and you are, as well), as is often the case, work with the teaching material you have but try to adapt it and your lessons in general in ways that result in you helping them be consistent in their communication in English, rather than introducing to them and embroiling in them pronunciation elements, which have the opposite effect.

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Attachments

Participants' Questionnaires

1. Participant 1

Questionnaire 1

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

Britská angličtina zní dlouze a více spisovně, americká zní přirozeněji.

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

První je britský, druhý americký a posuzuji podle svého sluchu.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Ono je to složité popsat, ale ten Brit se v tom více vyžívá, jako kdyby schválně dal důraz na každé písmeno toho slova. V druhé nahrávce slyšíme, že Američan chce co nejrychleji pochopitelně přečíst tato slova. I když se jedná o bota, tak je to poznat.

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Přijde mi to stále stejné ten rozdíl.

-Question 3: Všimněte si rozdílů ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady? Britská angličtina zní jako NJŮ DJŮ ASJŮM CHEWSDEJ REDJŮCE STJŮDENT DJŮTY atd.

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Všímám si rozdílů u slova biscuits, protože normální člověk řekne cookies.

2. Participant 2

Questionnaire 1

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

nevím

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

první amík druhý brit asi

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

nevím

Questionnaire 2

-Question 1: Všimněte si rozdílů v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílů ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

ten američan to říká tak jako lehčejc jakože. military třeba tak zní líp bych řek

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

ne

3. Participant 3

Questionnaire 1

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

Nevybavuji si.

-Question 2:Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

Nejprve mluví brit, poté američan, ale nejsem si jistá, jaké konkrétně znaky to vykazují.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Žádné bohužel nevím.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Rozdíl nejspíše vnímám, ale nevím, v čem spočívá.

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Myslím, že jde o délku, se kterou tato slova vyslovují. Americký mluvčí je rozhodně prodlužuje.

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Opět nevím, jak bych to popsala.

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Nevím.

4. Participant 4

Questionnaire 1

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

Třeba u r je to jinak. Američani ho vyslovují podobně jako my ale briti ne moc. Například car, bar a tak.

-Question 2:Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

První nahrávka je brit, pak američan. Američan říká víc ty r, jinak vyslovují jinak n nebo ň a tak jako třeba new, due, duke.. tam brit říká ň nebo d' a američan n nebo d. Taký téčka vyslovují jinak, třeba američan spíš jako d někdy.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Tu výslovnosti s tím n/ň a/d' u new, due, duke, ještě je tam tuesday a tyhle ostatní, tak ten brit

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Američan říká hlasitěji první část těch slov mi přijde, a brit tu druhou.

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Američan říká ty slova delší a spíš jako ou nebo é někde, military třeba. Brit to zkracuje a vlastně tam nejsou slyšet tyhle písmena takže říká milirty, honorry, mandatry a tak. Ten američan to vyslovuje všechno

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Jak sem psal tam deo to n ň d ě a tak

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Třeba rozdíl a a e u některých výslovnostech, jako u Pákistánu třeba. Tam brit řekne á a američan é spíš.

5. Participant 5

Questionnaire 1

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

V britské angličtině většinou vyslovují každé písmenko slova, ale v americké ne vždy (např. slovo *herb*: britsky [hrb] americky [erb]). Také třeba slova *vase* je v britské [váz] a americké [vejs]. Nebo slovo *advertisement*: britsky [advertyzment], americky [edvrtájzment].

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

První nahrávka je mluvčí s britským přízvukem a druhá s americkým. Usuzuji tak podle výslovnosti snad každého slova, protože ta první zní jako lord na úrovni, a ta druhá jako zpravodaj CNN.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

V britské angličtině slovo *testimony* vysloví spíše s *y* na konci, kdežto v americké spíše s *i* na konci (z pohledu češtiny).

Nebo výslovnost slova *Pakistan*: v britské angličtině je to [Pákistán] (jenom to vyslovit jako někdo na úrovni), a v americké je to spíš [Pákistén].

Questionnaire 2

-Question 1: Všimněte si rozdílů v důzazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Například u slova *donate* neslyším zas takový rozdíl. (bohužel neslyším ten rozdíl)

-Question 2: Všimněte si rozdílů ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Američani vyslovují slova “prodlouženě” a přidávají si to *u*. Slovo *testimony*: britsky [testymony], americky [testymouny].

-Question 3: Všimněte si rozdílů ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Britská angličtina mi u těchto slov zní jemněji a měkce.

Britská: nuke [ňůk], produce [prod'ūs], duke [d'ůk], duty [d'ůty]

Americká: nuke [ňůk], produce [prud'ūs], duke [důk], duty [důty]

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Asi spíš ne.

6. Participant 6

Questionnaire 1

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

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

Brit, pak Američan

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady

Brit rád polyká hlásky. Američan říká všechno dlouze. Testimouny například

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 3: Všimněte si rozdílů ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Tady zase Američan vyslovuje kratší. /nûk/ Brit a /nûk/ Američan. Taky /d'ûty/ a /dûty/.

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

7. Participant 7

Questionnaire 1

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

Podle mě hodně záleží na tom, o co se jedná. Jakože američané rádi mluví dýl si myslím, a i říkají některá slova tak. Kdežto briti ne úplně, ty naopak spíš kratší. Jakoby briti zní vybraněji potom, američani mají takovou běžnou výslovnost.

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

První je brit, který právě zkracuje dost, a ten druhý je američan.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

To přesně nevím, ale zní mi ta americká jakoby prodlouženě u různých slov, a nezní to tak dobře jako od brita. Brit zní vytríbeněji.

Questionnaire 2

-Question 1: Všimněte si rozdílů v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Asi opět ta délka výslovnosti.

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Zase. Američan řekne “kategorý” ale brit to zkrátí. Tady je to zkracování u brita znát ještě více.

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Nevím, nechci se opakovat. Myslím, že ty rozdíly platí stále.

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Víc mne nenapadá v tuhle chvíli.

8. Participant 8

Questionnaire 1

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

To nevím

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

První nahrávka patří britskému rodilému mluvčímu, druhá americkému. Posuzuji podle automatického vnímání

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

žádné

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Nedokážu popsat

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Američan přikládá více důrazu na jejich celé vyslovení, kdežto Brit je redukuje.

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

ňů/nů, d'ů/dů, asjům/asům, tjůsdej/tůsdej a tak dále

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Žádné další nevím

9. Participant 9

Questionnaire 1

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

vím, že Brité říkají jinak water

Američané zase mají jiná slova trochu, třeba pro kufr od auta

Brité také mluví víc “fancy”, ale nevím jak to popsat

vlastně obecně písmeno t se asi vyslovuje jinak, u toho water třeba

taky rozdíl o (britská) a a (americká), třeba u slova stop

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

první Brit, druhý Američan

podle sluchu usuzuji

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

američan tyto koncovky protahuje

brit je naopak říká krátce a přijde mi že necelé

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

10. Participant 10

Questionnaire 1

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

nevím

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

1) Brit; 2) Američan. Vnímám to tak, ale asi nepopíšu.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

neumím popsat

Questionnaire 2

bohužel nevím

-Question 1: Všimněte si rozdílů v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílů ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 3: Všimněte si rozdílů ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

11. Participant 11

Questionnaire 1

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

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

brit, pak američan

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

brit říká víc o a američan a. taky brit říká víc ň a d' a tak u new a produce atd.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důzazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

američan to vysloví celý jako mandatory třeba ale brit tam vždycky ubere kus

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

brit říká to ň a d'

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

taky “r” říkaj jinak. brit to nikdy neřekne pořádně kdežto američan řekne r normálně

12. Participant 12

Questionnaire 1

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

Třeba u shop, nebo lost, tak brit říká spíš “a” a američan “o”

-Question 2:Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

První je brit, druhý američan, brit mluví zkratkovitě řekněme, američan naopak vyslovuje všechno, třeba military, ceremony, a tyhle slova tak brit zkracuje, jinak taky new říkají jinak

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Další asi nevím

Questionnaire 2

-Question 1: Všimněte si rozdílu v důzrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Tady nevím

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

To je o té délce bych řekl, kde američan řekne “military” a “ceremouny” ale brit to zkratkuje

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Ano u těchto všech Američan říká "nú", "dú", "túsdej", "redús", "stúdent" a tak dále, ale Brit říká "ňů", "ďů", "ašům", "čůsdej" a podobně, takže ten Brit to vlastně změkčuje, kdežto Američan víc vyslovuje to psané písmeno

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Více jich nevím

13. Participant 13

Questionnaire 1

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

Nejspíše /a/ a /e/, když mluvíme o výslovnosti. Kupříkladu u slova kočka (cat). První vypsaná výslovnost by patřila britskému rodilému mluvčímu. Výslovnost /e/ spíše by patřila americkému.

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

První nahrávka byla jistě britského mluvčího, poté amerického druhá. Je to jasné podle výslovnosti.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

U slov nový (new), student (student), nebo například povinnost (duty), britský rodilý mluvčí měnil výslovnost většinou po počátečních písmenech. Říkal tedy "njú", "stjudent", "djúty" a tak dále. Také britský mluvčí občas pokládal důraz na jiné části slov. Kupříkladu u slova migrovat (migrate) položil důraz na druhou část slova. Oproti tomu americký mluvčí tak učinil na první části.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Jak jsem již uvedla, britský rodilý mluvčí pokládá důraz na pozdější části slov.

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Menší rozdíl tam byl. Oproti minulému jevu šlo nejspíš o opak, kde britský mluvčí kladl důraz na začátek slov. Zbytek slova tím pádem nevyslovil pořádně. Americký mluvčí poté naopak.

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Jak jsem psala, “U slov nový (new), student (student), nebo například povinnost (duty), britský rodilý mluvčí měnil výslovnost většinou po počátečních písmenech. Říkal tedy “njú”, “stjudent”, “djúty” a tak dále.” Tedy, písmena “n”, “t” a “d” britští mluvčí očividně zaměňují v těchto situacích za “ň”, “ť” a “ď”. Američtí mluvčí toto nedělají.

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje. Žádné jiné slyšet nebyly.

14. Participant 14

Questionnaire 1

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

Nevím

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

Myslím, že první s britským a druhá americkým

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Nevšiml jsem si

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Ne

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Americký přízvuk často působil jako ou, testimouny, ceremouny a tak dále. Brit tato slova vyslovoval spíše bez nich, testimny, ceremny,...

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Neumím konkrétně popsat. Britský mluvčí zněl noblesněji.

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Ne

15. Participant 15

Questionnaire 1

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

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

britský přízvuk, druhý americký přízvuk

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

britský přízvuk byl úspornější (militry), americký delší (militéry)

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

britský je úspornější třeba i u (r), americký ho řekne podobně českému; také water se říká jinak, spíš jako (d) u amerického

16. Participant 16

Questionnaire 1

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

-nevím

-Question 2:Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

-první američan, druhý brit

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

-nevím

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-nevím

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-nevím

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-nevím

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

-u slova "dare" brit řekl "dé" a američan "dér".

-jestli je to pravidlo, tak britové nevyslovují r nakonci tolik jako američané

17. Participant 17

Questionnaire 1

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

Vím, že v Anglii se vyslovuje písmeno A přesněji, než v Americe, kde je často více jako E. Například kat/ket.

Zase ale v Americe se přesněji říká N nebo T. Například nů, tůsdej. To v Anglii by bylo více jako ňů, čůsdej.

A R se také říká přesněji v Americe. Párk/pák, prrrr/ppppp, pér/pé.

-Question 2:Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

První nahrávka je angličana, druhá američana.

Poodle sluchu.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

To nevím

-Question 2: Všimněte si rozdílů ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Američan říká preparatóry, exempléry, testimouny,.....

Angličan více preparatry, exemplery, testimeny

-Question 3: Všimněte si rozdílů ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Ano, Američan říká tedy písmena N, D, S, a T přesněji, nů, dů, ašum, tůsdej.

Angličan je mění na Ň, Ď, Š, Ť. ňů, dŕů, ašum, tŕůsdej, redŕůs, sŕůdent a tak dál.

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

18. Participant 18

Questionnaire 1

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

co se týče o a a tak američan spíš říká a a brit o - pot / pat; shop / shap; ...

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

1- brit; 2- američan

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílů v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

američan říká víc začátek, brit konec. dounejt / doNejt; ...

-Question 2: Všimněte si rozdílů ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

američan říká celý a brit vynechává u konce písmena, ceremony / ceremny; ...

-Question 3: Všimněte si rozdílů ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

u všech new, due, assume, tuesday, student, ..., ...američan nechá ty začáteční písmena, jak sou, brit za ně přidává j většinou. Njũ, djũ, tjũsdej, stjũdent, ... platí to pro všechny vyjmenovaný

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

19. Participant 19

Questionnaire 1

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

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

Britský přízvuk 1., Americký 2. Podle filmů a seriálů.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

20. Participant 20

Questionnaire 1

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

-nevím

-Question 2:Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

-první je americký, druhý britský

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

-nevím

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-nevím

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-americký přízvuk často krátí ta slova

-brit je vyslovuje celé nebo občas ještě víc, třeba testimouny

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-brit mění n na ň, d na đ a tak dál a vyslovuje poté ňů místo nů jako američan

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

-asi nevím

21. Participant 21

Questionnaire 1

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

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

- 1) britský
- 2) americký

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

- 1) brit: více důrazu na první část slova
- 2) američan: více důrazu na druhou část slova - Loukejt / louKejt

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

- 1) brit: ňů, d’ů, asjům, Tjůsdej, red’ůs, st’ůdent, d’ůty, prod’ůs, d’ůk, ňůk - z “n”, “d”, “t”, “s” je “ň/nj”, “d’/dj”, “t’/tj”, “š/sj” na začátku slov
- 2) američan: nů, dů, asům, Tůsdej, redůs, stůdent, důty, prodůs, důk, nůk - nechává “n”, “d”, “t” a “s” s takovouhle výslovností

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

22. Participant 22

Questionnaire 1

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

Američané mluví takovým plynulejším způsobem oproti Britům, kteří na mě působí, jakoby se museli namáhat, aby tak mluvili.

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

Britský mluvčí je první, američan druhý.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Britský mluvčí tyto slabiky zkracuje, americký je nechává dlouhé.

Exempl(e)ry atd.

-Question 3: Všimněte si rozdílů ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Rozdíl ve výslovnosti “a” a “e”. Britský mluvčí říká chance jako šánc a americký šénc.

23. Participant 23

Questionnaire 1

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

z hlavy nevím.

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

první patří rodilému mluvčímu s britským přízvukem, druhá tomu s americkým. Zní rozlišně ve více aspektech.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

například výslovnost T u slov jako water. Také výslovnost “new” a podobných slov, kde britský rodilý mluvčí zvuk na začátku slova mění z N na Ň, zatímco u mluvčího s americkým přízvukem tomu tak není (new).

Questionnaire 2

-Question 1: Všimněte si rozdílů v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

mluvčí z ameriky vyslovuje více začátek, britský mluvčí konec slova.

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

mluvčí z ameriky vyslovuje více konec slova, britský ho mění na něco jako “e”.
(mandatory - mandaterly; category - category).

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

viz otázka 3 v prvním dotazníku. Rodilý britský mluvčí všechna tato slova mění a počáteční písmena změkčuje (new - ňew, due - d'ue, reduce - red'uce, a tak dál).

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

24. Participant 24

Questionnaire 1

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

-nevím

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

-první je mluvčí z Británie, který zní malebněji třeba tím, že nevyslovuje r tak “drsně”, občas se zdá, že zkracuje slova

-druhý je mluvčí z USA, který vypadá, že si dává na výslovnosti každé hlásky více záležet. Například testimony: testimouny, category: kategóry. Písmeno r pak vyslovuje klasicky jako r

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

-lišili se u výslovností např. slov nuke, new, mandatory, category, produce, duke

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-nejspíše ne

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-mluvčí z USA říkal militéry, testimouny, kategóry, mandatóry, a tak dál, slova prodlužoval

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-mluvčí z Británie používal měkčí výslovnost

-mluvčí z USA vyslovoval slova spíše tak, jak jsou napsaná. Hlavně začáteční písmena.

Nů, dů, asům, tuesday, reduc a tak dále. Britský mluvčí např. ňů, d'ů, atd

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

-ne

25. Participant 25

Questionnaire 1

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

-nevím

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

-první s britským; druhý s americkým; přijde mi to tak ale nevím

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-ten s americkým přízvukem říkal “dikteit”, “kjũreit”, “dounejt”, ale s britským “diktejt”, “kurejt”, “donejt” - víc se soustředil na konec

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-asi ne

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-nepopíšu

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Questionnaire 1

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

jsem si vědom změny výslovnosti u některých slov v rámci jejich slabik. například pulsate by bylo v britské a. vysloveno s důrazem na ate a v americké na puls

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

mluvčí s britským p., mluvčí s americkým - viz 1

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

slova donate, locate, dictate, etc. mluvčí britské a. důraz na ate a americké a. důraz na začátek slova

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

delší výslovnost u mluvčího americké a.

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

27. Participant 27

Questionnaire 1

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

Neznám :/

-Question 2:Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

Nejprve jde angličan, poté američan. Nevím jistě, ale napovídal mi typ výslovnosti. Americký byl všednější svým způsobem. Anglický více zakulacený - nevím, jak jinak to popsat.

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Asi žádných konkrétních

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Asi ne :/

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Působilo to na mne tak, že americký mluvčí vyslovoval slova až do konce důrazněji. Anglický je raději zkracoval.

-Question 3: Všimněte si rozdílů ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Vlastně ano. Všechna tato slova byla řečena víc “fancy” Angličanem. Říkal raději njů djů asjům a tak dále. Američan četl běžně nů dů asům... Písmena n d s t a tak dále zůstala stejné, ale u Angličana se změnila na nj dj sj tj nebo ň d’...

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Další nevím

28. Participant 28

Questionnaire 1

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

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

brit, američan

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

Questionnaire 2

-Question 1: Všimněte si rozdílů v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílů ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 3: Všimněte si rozdílů ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

n t d s (američan) vs ñ t d š (brit)

new ñů, due dů, assume ašům,

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

29. Participant 29

Questionnaire 1

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

V britský se neříká “r”. Třeba car je “ká” a tak

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

První je brit druhý američan. Rozdílů vnímám ale nevím jak popsat

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

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Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Rozdíl je u slov “dictate”, “migrate”, “vacate”, “curate”, “placate”, “donate”, “locate” a “mutate”

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

Brit říká ty slova míň jak jsou napsané. Neříká třeba to “e” u těchto koncovek

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

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-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Pořád vnímám tu změnu “r” u “undergo” nebo “their” nakonci, taky “part”, “board” a tak

30. Participant 30

Questionnaire 1

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

-Mluví z Británie natahují /o/ jako například u sword, nebo court, kdežto mluví z USA řekne kratší /o/ a více vysloví /r/ potom

-Question 2: Která z nahrávek patří rodilému mluvčímu s britským přízvukem a která mluvčímu s americkým přízvukem? Podle čeho usuzujete?

-První nahrávka patří mluvčímu z B., který krátí honorary, solitary, a další, druhá patří mluvčímu z USA, který tyto říká dlouze a také narozdíl od B. nedělá z /n/, /s/, /d/ spíše /ñ/, /š/, /d'/, což B. ano

-Question 3: Jakých rozdílů ve výslovnosti jste si všimli mezi těmito dvěma mluvčími? Zkuste jich vypsát co nejvíce a uvést ke každému rozdílu příklady.

-Mluvčí z B. zněle protahuje konec u part, are, dare, ale mluvčí z USA vysloví /part/, /ár/, /dér/

Questionnaire 2

-Question 1: Všimněte si rozdílu v důrazech na různé slabiky (převážně u slov končících na -ate). V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Question 2: Všimněte si rozdílu ve výslovnosti slov s koncovkami “-ary”, “-ory”, “-berry”, “-ery”, nebo “-mony”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Vypsáno v otázce 2 v prvním dotazníku

-Question 3: Všimněte si rozdílu ve výslovnosti u slov “new”, “due”, “assume”, “Tuesday”, “reduce”, “student”, “duty”, “produce”, “duke”, a “nuke”. V čem tento rozdíl spočívá? Dokázali byste případně uvést příklady?

-Vypsáno v otázce 2 v prvním dotazníku

-Question 4: Všimli jste si jakýchkoli jiných rozdílů ve výslovnosti mezi těmito nahrávkami? Případně se snažte uvést popis jevů u americké angličtiny a u britské angličtiny a alespoň jedno příkladové slovo, u kterého se tento rozdíl projevuje.

Participants recordings

Recordings of all participants are to be found on the DVD disk attached to this page.