

Univerzita Palackého v Olomouci
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British or American?
Accents spoken by Czech university students
of English

Britský nebo americký?
Přízvuk českých studentů angličtiny v akademickém prostředí

(Bakalářská práce)

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Prohlašuji, že jsem tuto bakalářskou práci vypracovala samostatně a uvedla jsem kompletní seznam citované a použité literatury.

V Olomouci dne

.....
Helena Holemá

I would like to thank my supervisor Mgr. Šárka Šimáčková, Ph.D. for her help, support, and useful ideas during the process of writing.

Annotation

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Anotace: Tato bakalářská práce se zaměřuje na přízvuk českých studentů angličtiny v akademickém prostředí. Cílem této práce je zjistit, jaký přízvuk (britský nebo americký) studenti preferují a jestli se jejich preference projevuje v mluveném projevu. V práci jsou zahrnuty fonologické a fonetické rozdíly mezi britskou a americkou angličtinou, a také typické rysy českého přízvuku v angličtině. Prohlášení o jejich preferovaném modelu výslovnosti se od studentů získalo prostřednictvím online průzkumu. Řečová data se skládají z audio nahrávek studentů anglistiky, kteří měli za úkol přečíst úryvek vyprávění s vlastním přízvukem. Součástí studie je také hodnocení od anglických rodilých mluvčích, kteří posuzovali anglickou výslovnost pokročilých anglicky mluvících Čechů. Rodilí mluvčí klasifikovali řečová data pomocí pětibodové Likertovy škály s krajními póly „britský přízvuk“ a „americký přízvuk“. „Silný český přízvuk“ se nacházel uprostřed škály.

Klíčová slova: *britský přízvuk, americký přízvuk, český přízvuk v angličtině, výslovnostní model, hodnocení přízvuku, Likertova škála*

Annotation: This thesis is focused on accents spoken by Czech university students of English. The aim is to find out which pronunciation model (British or American) is preferred by Czech students of English in the Department of English and American and whether this preference is reflected in the speech production of students. Descriptions of phonological and phonetic differences between British and American English, as well as the typical features connected with the Czech accent in English are incorporated in this work. Statements about

the preferred pronunciation model were collected from students via an online survey. The speech data consist of audio recordings of English department students who were reading a narrative passage in their own accent. The study also includes an accent rating by English native speakers to reveal how native speakers perceive the English pronunciation of Czech speakers who are advanced in English. Native speakers judged the speech samples using a 5-point Likert scale ranging from “British-like accent” to “American-like accent” and “a strong Czech accent” as a midpoint.

Keywords: *British accent, American accent, Czech accent in English, pronunciation model, accent rating, Likert scale*

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1 Introduction

The aim of this bachelor's thesis is to find out which native pronunciation (British or American) model students prefer. A part of the second language acquisition process is learning how to pronounce a new language. The correct pronunciation is part of one's speaking skills and facilitates fluency of speech. Since English has many native and non-native varieties, it is not easy to choose one dominant pronunciation model in L2 learning. The most common native pronunciation models taught at schools are Received Pronunciation (RP) and General American (GA).

There are many factors which can play a role in selecting a pronunciation model for students. However, students' own preferences are not usually taken into consideration (Jakšič and Šturm 2017, 355). Therefore, many researchers in the field of L2 pronunciation are interested in students' own accent preferences. Many of these studies are concerned with English pronunciation models at schools, e.g. Szpyra-Kozłowska (2004); Simon (2005); Cenoz and Garcia Lecumberri (1999). According to Julie Scales et al. (2006, 716), "a growing number of studies have also suggested that many learners themselves prefer to model native speakers" (e.g. Chiba, Matsuura, and Yamamoto 1995; Dalton-Puffer, Kaltenboeck, and Smit 1997; Timmis 2002). Most of the previous studies carried out in other European countries showed preference towards RP (Simon 2005; Dalton-Puffer, Kaltenboeck and Smit 1997; Szpyra-Kozłowska 2004).

The current thesis is inspired by Jakšič and Šturm (2017) who investigated attitudes of Czech secondary students including the questionnaire about students' perspectives on learning English, British and American cultural and accent preferences. They hypothesized that Czech students would prefer RP as British English is usually taught in European secondary schools and expected to contain a significant influence of American culture. According to their results, the majority of students (82%) watched American TV series, while most of respondents (78%) considered British accent to be more prestigious. This thesis is interested in whether the preferences of university students from a regional university are the same, whether their pronunciation matches their preferences and how they are perceived by native speakers.

This thesis is a pilot study focused on the preferred pronunciation model of students of the Department of English and American studies at Palacký University. The theoretical part of the thesis consists of a literature review. The first section concentrates on the two most

dominant standard varieties – British and American English which also includes North American English (Canadian English). This part defines these two native varieties – it further describes the phonological and phonetic differences between British and American English focusing on rhoticity and non-rhoticity, major vowel and consonantal differences, and prosodic differences. All major vowel and consonantal differences are summarized in a table. The second section deals with features of the Czech accent in English. This part clarifies typical vowel differences and consonantal differences between Czech and English which may cause problems for Czech speakers. At the end of this section, differences are pointed out concerning stress, rhythm and intonation. The last section is concerned with accent rating. An accent is usually evaluated by native or non-native listeners who use rating scales, most commonly a Likert scale, a sliding scale or direct magnitude estimation. The choice of stimuli and the role of listeners are discussed in this section.

The practical part investigates the following research questions: (1) Which native speaker model do students prefer – British or American?, (2) Is this preference reflected in the speech production of students?, and (3) How is their pronunciation perceived by native English listeners?. In order to answer these questions, the study was divided into 3 parts: (1) a questionnaire about students' accent and cultural preferences, (2) an analysis of speech samples from the students, and (3) an accent rating of students' accents by native speakers. The questionnaire was collected from Czech students of the Department of English and American studies in an online survey. The speech data consist of audio recordings of English department students who were reading a narrative passage in their own accent. Finally, the recordings were evaluated by 2 native speakers (one British and one American) using a 5-point Likert scale ranging from “a British-like accent” to “an American-like accent”. The label “a strong Czech accent” was used as a midpoint.

2 Literature review

This literature review is focused on the description of phonological and phonetic differences between British and American English. Firstly, this section explains the names and definitions of the two most dominant standard varieties – British and American English which also includes North American English (Canadian English). Secondly, it further describes rhoticity and non-rhoticity as well as its consequences for the vowels in the sense of centring diphthongs, *r*-colouring and syllabic *r*. Finally, it serves as a summary of all major vowel, consonantal and prosodic differences. All major vowel and consonantal differences are summarized in the table (see table 1).

Another part of the literature review concentrates on the features of the Czech accent in English. This section clarifies typical vowel differences between Czech and English such as vowel length and vowel chart in general. This part is also focused on consonantal differences which cause problems for Czech speakers e.g. dental fricatives, the labiovelar consonant /w/ and assimilation of voicing. At last, it points out the differences in stress, rhythm and intonation.

The following section is related to rating scales. Accent is usually measured by native or non-native speakers who use rating scales, for example a Likert scale, a sliding scale or direct magnitude estimation. The choice of stimuli and the role of listeners are discussed in this section.

2.1 Description of phonological and phonetic differences between British and American English

2.1.1 Names and definitions of British English and American English

This section deals with names and definitions of British and American English. As was mentioned earlier, RP is the most prestigious and widely understood variety of British English which is not connected to any particular region; it has been regarded as the accent of the educated people usually at public (in the UK *public* means *private*) schools (Hughes, Trudgill and Watt 2012, 3). This term was first used by Walker (1791) to refer to the pronunciation of words in his dictionary. In the early twentieth century, British phonetician Daniel Jones adopted the term “Received Pronunciation” (RP) referring to standard spoken British English. In the second half of the twentieth century, “RP” pronunciation remarkably changed

especially in public schools, as the difference in pronunciation between public schools and other types of secondary schools was lowered. The majority of people used “Modern RP” which related to a modern pronunciation of RP. Another name for standard spoken British English is BBC English owing to the beginning of broadcasting by the British Broadcasting Corporation (BBC) in 1926. The BBC used to promote standard pronunciation referred to as RP. Nevertheless, since the BBC announcers can have a mild regional accent, this term is not accurate anymore. Another term for RP is General British (GB) used in conformity with General American (GA). There are many other names for RP, e.g. Oxford English, the Queen's (or King's) English, Refined RP (U-RP) – a type of RP spoken by the upper class and Southern (Standard) British English – a type of RP which refers to “impure” RP in Southern areas. British English has its regional dialects, e.g. London Regional, Northern English and Thames Estuary (Cruttenden 2014, 77-82).

General American (GA) is a form of standard spoken American English without any eastern or southern regional markers (Cruttenden 2014, 87). However, the majority of speakers have accents with little or no regional characteristics. Wells (1982, 470) distinguishes American accents as “eastern”- “the non-rhotic accents of Boston and eastern New England”, “southern”- “the non-rhotic accents of the lowland south” and “General American”. Another name for General American is “Network English” because it is used on the television networks all around the United States. GA serves as a pronunciation model in parts of Asia and parts of Latin America (Cruttenden 2014, 87). In the current thesis, RP accent is mostly referred as British-like accent and GA accent as American-like accent.

2.1.2 Rhoticity vs. non-rhoticity

This part is focused on rhoticity and non-rhoticity which are one of the most salient distinctions between British RP accent and American GA accent. Ladefoged and Johnson (2015, 101) explain the definition of rhotic accents, “accents that permit some form of [ɹ] after a vowel are said to be rhotic”. In RP /ɹ/ can be only before vowels. However, in GA /ɹ/ can appear also before consonants and before a pause. In the following words *park*, *card* and *mark*, a speaker of RP would pronounce them without the /ɹ/ sound /pɑ:k/, /kɑ:d/ and /mɑ:k/. In contrast, a GA speaker would say /pɑ:ɹk/, /kɑ:ɹd/ and /mɑ:ɹk/. That means, RP is a non-rhotic accent. Nevertheless, GA is rhotic as for example Scottish. GA has a rhotic liquid [ɹ]. As Cruttenden (2014, 29) explains, “the tip of the tongue is curled further backwards than in GB, or else a similar auditory effect is achieved by bunching the body of the tongue

upwards and backwards”. In the following examples *your*, *part* and *write*, /ɪ/ in RP is realized as [ɪ] in GA.

There are also rhotic vowels [ə̃] and [ɜ̃] in GA. The vowels which are rhotic are *r*-coloured and often also called retroflex vowels. This special auditory feature is called a rhotacization. In the following examples *bird*, *curl* and *stir*, an RP speaker would produce /bɜ:d/, /kɜ:l/ and /stɜ:/. However, GA speaker would say the words with rhotic vowels /bɜ:d/, /kɜ:l/ and /stɜ:/.

RP as a non-rhotic accent uses the central vowel [ə] to produce centring diphthongs. Nevertheless, General American lacks centring diphthongs /ɪə/, /ʊə/, /eə/ and /aə/. In the following words *hear*, *lure* and *swear*, a British speaker would pronounce them with centring diphthongs /hɪə/, /lʊə/ and /swɛə/. However, an American speaker would produce a sequence of a vowel plus /ɪ/, /hɪɪ/, /lʊɪ/ and /swɛɪ/. In connected speech the sequence of /əɪ/ can be reduced to the omission of the schwa, in words like *summary*, *advisory* and *conference*. Cruttenden (2014, 225) clarifies that in this case “this may leave non-syllabic /r/ pre-vocally or it may result in a syllabic /r/” and adds that “a similar elision of /ə/ can take place in the sequence /rə/” e.g. *parrot*.

2.1.3 Vowel differences

This section summarises all of the major vowel differences between GA and RP. One of the main differences between GA and RP is that RP has six lax vowels, but GA has only five. As was mentioned earlier, GA does not have an open back rounded vowel /ɒ/, GA speakers use /ɑ:/ or /ɔ:/ instead. In these examples *pot*, *slot* and *block*, a British speaker would pronounce /pɒt/, /slɒt/ and /blɒk/. In contrast, an American speaker would say /pɑ:t/, /slɑ:t/ and /blɑ:k/. According to Cruttenden (2014, 87), instead of RP /ɒ/ “a limited subset has /ɔ:/, e.g. *across*, *gone*, *often*, *cough*, *orange*, *porridge*”. Another significant difference is in a BATH vowel /ɑ:/ in RP and /æ/ in GA. According to Cruttenden (2014, 87), it “involves the context of a following voiceless fricative or alternatively a nasal followed by another consonant thus GB /pɑ:st/~GA /pæst/, GB /ɑ:ftə/ ~GA /æftər/, GB /plɑ:nt/~GA /plænt/”. There is also a contrast in the pronunciation of /ɪ/ in pre-consonantal positions, that means *merry*, *marry* and *Mary* can be pronounced in the same way in GA. In RP *Mary* would be pronounced with /æ/ and in GA /ɛ/.

The next distinction is monophthongisation – the diphthongs /eɪ/ and /əʊ/ become monophthongs [e:] and [o:], for example *mate* [me:t] and *code* [ko:d]. In GA, *code* can be realized as a different diphthong /oʊ/ than in RP /əʊ/.

The last contrast related to vowels is that GA speakers produce nasal vowels [̃]. As Ladefoged and Johnson (2015, 241 and 108) explain, nasal vowels are produced when “the soft palate is lowered to allow part of the airstream to escape through the nose” (241) and “vowels are nasalized in syllables closed by a nasal consonant” (108) e.g. *man*.

2.1.4 Consonantal differences

This part focuses on consonantal differences between RP and GA. The first difference connected to consonants is a tap [ɾ] which is an allophone of /t/. Most speakers of GA pronounce words like *better* and *letter* with a sound similar to [d] which is called a tap. Ladefoged and Johnson (2015, 78) make a generalisation, “alveolar stops become voiced taps when they occur between two vowels, the second of which is unstressed”. The second rule according to Ladefoged and Johnson (2015, 78) is “alveolar stops and alveolar nasal plus stop sequences become voiced taps when they occur between two vowels, the second of which is unstressed”. That means GA speakers would produce a nasal tap in *winter* and *Dante*.

Another distinction between GA and RP is that GA speakers produce a dark (velarized; a lateral liquid) [ɫ] in all positions. In contrast, an RP speaker would say a clear [l] before vowels and a dark [ɫ] in other positions, i.e. when it is word-final or before a consonant. Velarization is explained by Ladefoged and Johnson (2015, 73) as a secondary articulation produced by “arching upward of the back of the tongue”. In the following examples, *loose* and *peeling* would an RP speaker would use a clear [l], but a GA speaker would produce a dark [ɫ]. However, in words such as *peel* and *yield*, both RP and GA speakers would pronounce a dark [ɫ].

The contrast is also visible in the pronunciation of *WH*-words. Some American speakers pronounce words like *what* and *which* with a voiceless approximant [ɰ] which sounds like [hw]. The last-mentioned difference is a yod dropping in GA. A yod dropping means there is an absence of /j/ when it follows /t, d, ð, θ, n/ in accented syllables. The following examples such as *tune* and *news* an RP speaker would pronounce with /j/. Nevertheless, a GA speaker would produce no /j/ sound, i.e. [tu:n] and [nu:z].

2.1.5 Prosodic differences and syllable reductions

Prosodic differences and syllable reductions are discussed in this section. English is considered as a “stress-timed” language. Cruttenden (2014, 271) further explains English rhythm connected to a theory “stressed syllables” which “govern the rhythm of English utterances”, “the occurrence of full vowels generally predicts the rhythm of English rather more usefully than any notion of stress”. In general, lexical words contain full vowels in connected speech. However, function words are usually unaccented and have reduced vowels. The reduced vowels are /ə/, /ɪ/ (/i/ is a variant of /ɪ/) and /ʊ/ (/u/ is a variant of /ʊ/). Cruttenden also clarifies the “Borrowing Rule” in English language – “a syllable with a reduced vowel borrows time” from any immediately preceding syllable containing a full vowel.

In general, stress is used in the English to express emphasis or contrast one word from another. However, stress is significant for distinguishing syntactic categories of a word. It differentiates nouns and verbs, as well as two-word phrases and compounds. Nouns and verbs, which have the same form and vary only in stress, are for example: *contract* (*CONtract* as a noun; *conTRACT* as a verb) and *impact* (*IMPact* as a noun; *imPACT* as a verb). Nouns are usually stressed on the first syllables (there are exceptions such as *guitar* and *event*); verbs are usually stressed on the second (there are also exceptions, e.g. *notice* and *travel*). Compounds such as *takeaway* and *breakout* have a stress on the first syllable, in contrast, two-word verb phrases (phrasal verbs) such as *take away* and *break out* are stressed on both elements. There is also a difference between a compound noun e.g. *greenhouse* and an adjective followed by a noun such as *green house*, similarly *greenhouse* is stressed on the first syllable, but *green house* has a stress on both elements (Ladefoged and Johnson 2015, 119-120).

There are some differences between RP and GA. As Erdmann explains (2009, 42), the stress variation occurs in compound words, some compound words in GA tend to have the main stress on the first element but RP shifts that to the second or has variable stress e.g. *backdate* – RP: /,bæk'deɪt/ and GA: /'bæk.deɪt/. He further discusses that *stage-manage*, RP can have two stress patterns (the second is more common) – /'steɪdʒmæn.ɪdʒ/ or /steɪdʒ'mæn.ɪdʒ/ but GA only one /'steɪdʒmæn.ɪdʒ/. According to Erdmann (2009, 42) “if there is a difference in primary stress between the two varieties, AmE tends to put it on the first syllable whereas BrE moves it to the second or has two prosodic patterns”. However, in words like *ballet* – RP: /'bæl.eɪ/ vs. GA: /bæl'eɪ/ and *garage* – RP: /'gæɪ.ɑːʒ/ and /'gæɪ.ɪdʒ/ vs. GA: /gə'ɑːʒ/, RP stresses the first syllable and GA the last, but in contrast the word

donate – RP: /dəʊ'neɪt/ vs. GA: /'doʊ.neɪt/, RP stresses the second syllable and GA the first. The distinction between RP and GA is also in syllable reduction in the word *secretary* – RP: /'sek.rə.tə.ri/ vs. GA: /'sek.rə.teɪ.ri/. In RP the word has three syllables but in GA it has four syllables.

Major phonological and phonetic differences between RP and GA		
	RP	GA
GOAT vowel	[əʊ]	[oʊ]
LOT vowel	[ɒ]	[ɑ:]
BATH vowel	[ɑ:]	[æ]
Intervocalic T	[t]	[ɾ]
Prevocalic L	[l]	[ɫ]
Rhotic vowels	[ə] and [ɜ]	[ɚ] and [ɝ]
Postvocalic R	<i>park</i> [ɑ:]	<i>park</i> [ɑ:ɹ]
Nasalized vowels [̃]	<i>man</i> [æ]	<i>man</i> [æ̃]
Approximant in WH-words	[w]	[ʍ]
A yod after coronal consonants	[ju:]	[u:]

Table 1: Major phonological and phonetic differences between RP and GA

2.1.6 Canadian English

Canadian English is a native variety of North American English. It has features of both British and American English. However, it is more closely related to the General American accent than the Received Pronunciation. The Canadian English vowel system includes the open back rounded vowel /ɒ/ in e.g. *lot*, this is a similarity between British and Canadian English. American English (GA) does not have the vowel /ɒ/ and uses the vowel /ɑ/ and /ɔ/ instead. Nevertheless, Canadian English shares many features with GA such as the flapping of /t/ in e.g. *writer*, the dropping of /j/ in e.g. *tune*, dark /ɪ/ in all positions, and /ɹ/ can be pronounced before and after a vowel in e.g. *park*. As GA, it is a rhotic accent. Canadian English uses nasalized vowels in French-Canadian loanwords e.g. *bon mot*. It has some special features such as Canadian Raising and the Canadian Vowel Shift. Canadian Raising relates to diphthongs /ai/ and /au/ in words like *slide* and *mound*, which would be pronounced differently with /əi/ and /ʌu/ before voiceless consonants in words like *slice* and *mouth*. That means, *writer* and *rider* wouldn't be homophones as in GA, the diphthong would be different /ɹəɪrə/ and /ɹaɪrə/ (*The Oxford English Dictionary*). As Boberg (2008, 155) explains, the Canadian Vowel Shift includes a set of phonetic shifts which mainly affects a lowering of the

KIT vowel /ɪ/ toward /ɛ/, a lowering of the DRESS vowel /ɛ/ toward /æ/, and a backing of the TRAP vowel /æ/ to /ɑ/.

2.2 Review of features of the Czech accent in English

2.2.1 Introduction

English and Czech are both part of the Indo-European language family. English belongs to the West Germanic language group and Czech belongs to the West Slavic. There are many systemic differences between these two languages. English is an analytic language and has a strict word order. However, Czech is a synthetic language, uses inflection and the word order is free. This section is focused on the differences between Czech and English in the sense of phonology and phonetics; and serves as a review of the features of the Czech accent in the English language.

2.2.2 Vowels

This part deals with all major vowel characteristics of the Czech accent in the English language. As for the vowel system, there are two major differences. The first one is connected to vowel length. Vowel length is distinctive in Czech, e.g. byt “flat” and být “be”. Nevertheless, vowel length is not distinctive in English. In Czech, the short and long high front vowels are qualitatively different as well as the high back vowels (Skarnitzl and Volín 2012).

The second difference is that English has more vowels than Czech. As Skarnitzl and Rumlová explain (2019, 110), “it is indeed the open region which causes the most problems for Czech learners of English: while Czech has only one vowel pair /a/-/a:/ in the entire open region, there are four vowels occupying this space in English, /æ ʌ ɑ: ɒ/”. Czech speakers of English typically pronounce /æ/ as /ɛ/. Czech speakers of English use duration for contrast, e.g. *dead* and *dad* would be pronounced as [dɛd] and [dɛ:d] (Šimáčková 2003). Correspondingly, instead of vowel the /ɒ/, a Czech speaker would say the qualitatively closest vowel /o/, and /ʌ/-/ɑ:/ would be /a/-/a:/ (Skarnitzl and Rumlová 2019, 111). Czech has also no mid central vowel schwa /ə/. Schwa is used in unstressed syllables which are reduced in English. There is also a difference between Czech and English diphthongs. Czech has only 3 diphthongs: /aʊ/, /eʊ/ and /oʊ/. In contrast, English (RP) has about 8 diphthongs (containing also central diphthongs): /ɪə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/ and /aʊ/. According to Skarnitzl and

Rumlová (2019, 111-112), Czech speakers do not have issues with English diphthongs, “they may contribute to a speaker's accentedness, but most likely will not impede intelligibility or comprehensibility”.

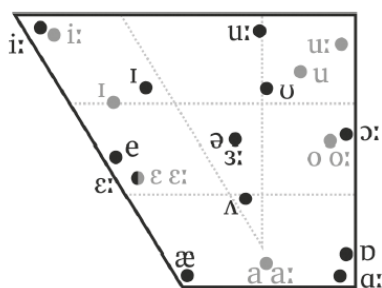


Figure 1. Schematic comparison of the British English (in black) and Czech (in grey) systems of monophthongs. Based on Hawkins and Midgley (2005) for English, and Skarnitzl and Volín (2012) for Czech.

Figure 1: Schematic comparison of British English and Czech by Skarnitzl and Rumlová (2019, 111)

2.2.3 Consonants

This section deals with consonantal features of the Czech accent in English. Pronunciation of the dental fricatives /θ/ and /ð/ can cause problems for English L2 speakers. However, the incorrect pronunciation of the dental fricatives does not have to impact intelligibility (Munro and Derwing 2006, 530). Czech speakers usually mispronounce these fricatives and pronounce /θ/ as [f], [s] or [t], and /ð/ as [d], [z] or [dž] (Skarnitzl and Rumlová 2019, 112).

The labiovelar consonant /w/ can also cause difficulties. According to Skarnitzl and Rumlová (2019, 112), “Czech speakers are known to realize this sound as fricative [v], [...] but they may also pronounce the English /v/ as an approximant”.

Even though both languages have the velar nasal [ŋ], it conveys distinctiveness only in English, e.g. pin /pɪn/ and ping /pɪŋ/. In Czech, it is used in the place assimilation, e.g. branka /branjka/. Therefore, Czech speakers can have problems with pronouncing the following plosive sound /g/ which is incorrect in English.

Czech speakers of English can have problems with pronouncing the voiced alveolar approximant /ɹ/. However, the Czech accent is rhotic like the American accent. They may realise /ɹ/ as a trill (roll) [r] which is common for example in Scottish English. Cruttenden (2014, 30) explains trill as “a series of rapid intermittent closures made by a flexible organ on a firmer surface”.

Another difference is between the /h/ sound in English and Czech. In English, a syllable initial phoneme /h/ is realised as a voiceless glottal fricative, some speakers pronounce voiced glottal fricative [ɦ] which is in the middle between voiced sounds when initially in an

accented syllable, e.g. *ahead* and *behind* (Cruttenden 2014, 207). As Cruttenden (2014, 207) explains, the voiced glottal fricative is created with “the strong air stream of /h/ is accompanied by vocal cord vibration”. In Czech, the voiced glottal fricative /ɦ/ is produced in the larynx with a breathy voice (Palková 1994, 56).

Some speakers can have issues with silent sounds, for example in /k/ preceding /n/ which is not pronounced in English. The following words *knife*, *knight* and *knock* would be produced by native speaker as [naɪf], [naɪt] and [nɒk]. Czech speakers of English tend to pronounce these words with a /k/ sound due to the Czech pronunciation of *kn*, in words like *kniha* [kɲɪɦa] and *knot* [knot].

There is also a difference in voicing. As Skarnitzl and Šturm explain (2017, 428), “in Czech and Slovak, the sounds transcribed as /p t k f s/ tend to be realized as voiceless (and unaspirated in the case of the plosives) and the sounds /b d g v z/ as fully voiced”. However, in English “phonologically voiceless plosives are pronounced as aspirated in stressed positions” (Skarnitzl and Rumlová 2019, 112). Ladefoged and Johnson (2015, 61) define aspiration as “a period of voicelessness after the stop articulation and before the start of the voicing for the vowel”. An English speaker would pronounce the following words such as *pie*, *cake* and *time* with aspiration, that means [p^haɪ], [k^heɪk] and [t^haɪm].

Another contrast is the assimilation of voicing. Assimilation is a process in which one sound becomes another due to the influence of a neighbouring sound (Ladefoged and Johnson 2015, 119). Assimilation can be regressive (i.e. the preceding sound is changed by the influence of the following sound) or progressive (i.e. the following sound is changed by the influence of the preceding sound). Regressive assimilation is more common in English and Czech. Volín (2003, 67) explains key differences between the Czech and English assimilation process, in English: (1) “voicing is never passed across the word boundary”; (2) “voicelessness can be occasionally passed across the morpheme boundary, but the process is usually restricted to weak forms of structural words or certain stabilized structures”; (3) “assimilation of the place of articulation across word boundaries is more common than in Czech” and “it affects alveolar obstruents /t/, /d/, /s/ and /z/”. The key differences are illustrated in the following examples adapted by Volín (2003, 67).

- (1) a. *pink bowl* ['pɪŋk^hbəʊl]
b. *Vlak by odjel*. ['vlagbr^hodjel]
“Train would leave.”
- (2) a. *of course* [əf^h'kɔ: s] (possible)
b. *leave cords* ['li:f^h'kɔ:dz] (not natural)

- (3) a. *ten cups* ['teŋ'kʌps]
b. *light black* ['laɪp'blæk]

According to Skarnitzl and Šturm's recent study (2017), Czech speakers tend to use assimilation of voiceless consonants due to the following voiced consonant, e.g. *ice bucket* ['aɪs'bʌk.ɪt] is pronounced as ['aɪz'bʌk.ɪt].

Duration can also cause problems for Czech speakers. There is a rule for duration in English. Ladefoged and Johnson (2015, 77) state, “voiceless obstruents /p, t, k, tʃ, f, θ, s, ʃ/ are longer than the corresponding voiced obstruents /b, d, g, dʒ, v, ð, z, ʒ/ when at the end of a syllable”. However, in Czech the contrast is facilitated by phonetic voicing, e.g. *let* and *led* will be both pronounced as [lɛt]. Skarnitzl and Šturm (2016) found out in their study that Czech speakers with a strong accent in English, did not use duration to make the contrast.

2.2.4 Stress, rhythm and intonation

Stress, rhythm and intonation are discussed in this section. There is a difference in the lexical stress between these two languages. As Skarnitzl and Rumlová (2019, 113) explain “Czech is a language with stress fixed on the first syllable of the prosodic word and serving only a delimitative function, while stress is contrastive in English and stress placement rules are very complicated”. In English, for example these two words *contract* ['kɒntrækt] as a noun and *contract* [kən'trækt] as a verb are contrasted in stress. Stress is connected to the unstressed vowel schwa [ə] which is used in unstressed reduced syllables. As mentioned before, Czech speakers can have problems with schwa pronunciation because they do not have schwa sound in Czech. Stress is associated with rhythm. Skarnitzl and Rumlová (2019, 113) state that “the temporal and qualitative reduction of unstressed vowels and unstressed grammatical words is a major factor which determines the nature of rhythmic patterning of English”.

The last difference discussed in this section is intonation. Ladefoged and Johnson (2015, 25) simply define intonation as “the pitch pattern in a sentence”. Intonation is linked with the word order which is rather free in Czech. However, English word order is fixed, as English language is dependent on melodic cues when expressing pragmatic meaning (Skarnitzl and Rumlová 2019, 114).

2.3 Review of literature on accent rating

2.3.1 Rating scales

This section deals with rating scales connected to native-like and foreign accent. There is no simple widely known definition for that of a foreign accent. Greene and Wells (1927, 24) defined a foreign accent as “imperfect or defective” and “stammering speech”. Munro (1998, 139) explains a foreign accent as “non-pathological speech produced by second language learners that differs in partially systematic ways from the speech characteristics of native speakers of a given dialect”. A foreign accent is usually measured by native or non-native listeners. They work with a scale and rate speech samples for the degree of perceptible foreign accent of a non-native L2 speaker.

The most common rating scale is a Likert scale which has 2 ends labelled with “no foreign accent” and “very heavy foreign accent”. As Jesney (2004, 2) explains, the number of points on scales vary widely – from 3 to 10, while the most common in recent studies is a 9-point scale, e.g. Munro and Derwing (2001). Munro and Derwing (2001) employed two different scales – one ranging from “very Canadian” to “very American” and another ranging from “definitely from Alabama” to “definitely not from Alabama”. For example, Tatha, Wood and Loewenthal (1981) used a 3-point scale labelled as “no foreign accent”, “detectable but slight accent” and “marked accent”. Thompson (1991) applied a 5-point scale ranging from “no foreign accent” to “heavy foreign accent”.

Another type of rating scale is a sliding scale. Jesney (2004, 3) defines a sliding scale “where raters adjust a lever or cursor along a continuum upon which only the endpoints are marked” and “the position selected by the rater is then interpreted as a numerical score by a computer”. The advantage of this type of scale is that it can have up to 256 values. Nevertheless, as Jesney (2004,3) further explains “raters using a sliding scale approach are unaware of the individual gradients, raising questions about the reliability of these fine distinctions”. Major (1986) used a sliding scale marked as “no foreign accent at all” and ending with “very heavy foreign accent”. The ratings recorded by computer were between 1 to 256. Flege, Munro and MacKay (1995) also worked with a sliding scale with labels “no foreign accent”, “medium foreign accent” and “native speaker of Italian – strongest foreign accent”.

The last type mentioned in this section is direct magnitude estimation. Jesney (2004, 3) clarifies this rating method – “raters accord a numerical score to the first token presented and

then judge subsequent tokens on its basis” that means “multiplying by two for a token deemed twice as accented as the first” and “individual raters effectively devise their own scales”. Direct magnitude was applied in studies by Brennan, Ryan and Dawson (1975); Brennan and Brennan (1981); Southwood and Flege (1999). Interestingly, Southwood and Flege (1999) did not use only direct magnitude estimation but also a 7-point Likert scale to compare their findings. The results reflected each other and proved that interval scales were suitable for a foreign accent rating. They also found that direct magnitude estimation made greater a distinction than that of a 7-point scale and that a 9- or 11-point scale would be more effective to prevent having a ceiling effect.

2.3.2 Stimuli

The most common type of stimuli used in accent rating studies are single sentences. However, the types of stimuli used for accent judgments have varied greatly – from 30ms to 2-minute clips (Jesney 2004). For example, Flege (1984) discovered that with just 30 milliseconds of speech it is sufficient enough for making accurate decisions whether a token is spoken by a native or non-native speaker. He focused on the /t/ pronunciation of native speakers of English and native speakers of French. Other researchers used a word (e.g. Olson and Samuel 1973), a phrase (e.g. Major 1987; Derwing and Munro 1997), a sentence (e.g. McDermott 1986; Thomson 1991; Munro and Derwing 1998; Southwood and Flege 1999), 2 sentences (e.g. Brennan, Ryan and Dawson 1975), 4 sentences (e.g. Asher and García 1969), a paragraph (e.g. Oyama 1976; Brennan and Brennan 1981), 10 seconds of a clip (e.g. Munro, Derwing and Flege 1999) and 2 minutes of a clip (e.g. Suter 1976). In this study, the stimuli of accent rating are 8 short paragraphs.

Thompson (1991) employed extemporaneous speech as stimuli. Nevertheless, McDermott (1986) emphasizes that morphosyntactic and lexical errors can be spotted in extemporaneous (i.e. spontaneous) speech which can also influence accent rating. Therefore, other researchers applied different techniques for eliciting speech samples – direct repetition to native speaker models (e.g. Olson and Samuels 1973); delayed repetition with or without written transcript as a support (e.g. Piske, MacKay and Flege 2001); and reading (e.g. Major 1987; Munro and Derwing 2001). Using reading is an advantage because how Munro and Derwing (1994) clarified the important point that speakers using extemporaneous speech can select words and avoid problematic words on purpose. Therefore, reading is used

as stimuli in this study. Oyama (1976) discovered that the read speech of an Italian-English bilingual was less accented than the extemporaneous speech.

2.3.3 Listeners

This section deals with listeners when it comes to accent rating. As the types of stimuli in accent rating have varied greatly, so has the number of listeners ranging from 1 listener (Snow and Hoefnagel-Höhle 1977) or 2 listeners (Oyama 1976) to 224 raters (Anderson-Hsieh and Koehler 1988). However, in most of the studies, the number of judges fit between these two limits, e.g. 26 listeners (Derwing and Munro 1997) or 80 listeners (Brennan and Brennan 1981). Foreign accent is mostly evaluated by native listeners but it can be also judged by non-native listeners. In this study, we are interested in knowing how native speakers perceive the English pronunciation of Czech speakers who are advanced in English because it is a pilot study, we have only 2 English native listeners.

As Jesney (2004, 7) explains, if the native speakers are involved in rating, “of particular interest must be those factors inherent to different judges that might influence the way in which they assess individual tokens”. McDermont (1986) focused on listener factors in her study and she found out that their opinions could diverge from the degree of importance in the specific criteria that helped them making judgments. There are many factors which can affect one’s perception of a foreign accent occurring in a non-native talker’s speech, e.g. the age of onset of L2 learning, the length of residence in an L2 environment and aptitude (Wester and Mayo 2014, 7749). Bongaerts (1999) conducted a study focusing on the ultimate attainment of L2 pronunciation. His experiment involved 3 groups of speakers – one control group with 5 British native speakers, one group of 10 Dutch highly successful learners of English and the last group of 12 English learners at various levels. All of the English learners were instructed in English after the age of 12. The judges were 4 British native speakers with no linguistic experience, they rated 4 speech samples using a 5-point Likert scale ranging from 1 – “very strong accent: definitely non-native” to 5 – “no foreign accent at all: definitely native”. However, the experiment results were very surprising. The raters appeared to be unable to distinguish between the native speaker group and the highly successful learners of English. The group of native speakers received on average a rather low score at only 3.94. In contrast, half of the group of the highly successful learners got higher ratings than some of the native speakers. Bongaerts hypothesized that the explanation of these unexpected results might be connected to the group of native speakers and the group of judges. The participants from the

group of native speakers were originally from the south of England or from the Midlands, i.e. their pronunciation was affected by some regional features. However, the participants from the group of very successful learners spoke a variety close to Received Pronunciation (RP). The judges were from York, in the north of England. Bongaerts explained that the judges may tend to give higher scores to participants who spoke with the supraregional variety (RP) than to the English native speakers who spoke with a regional accent which was not very familiar to the judges. It is clear that listeners may be affected by bias and that is why our accent rating has 2 native listeners.

Wester and Mayo (2014) carried out similar research focusing on accent rating by native and non-native speakers, specifically on the influence of a listener's native language in relation to a talker's native language on the perception of a foreign accent in English. Listeners were English, Finnish, German and Mandarin native speakers who evaluated the degree of accent of native English, Finnish, German and Mandarin speakers who produced a set of English sentences. According to their results, non-native speakers got higher accentedness ratings than native speakers from all listener groups. Non-native listeners rated non-native accents less strictly than did native English listeners. However, non-native judges gave a higher degree of foreign accent to native English speakers than they did native English speakers. As Wester and Mayo (2014, 7749) explains, "it seems that non-native listeners give accentedness ratings that are less extreme, or closer to the centre of the rating scale in both directions, than those used by native listeners".

3 The choice of the pronunciation model

3.1 Research on learners' preferences

As was mentioned earlier, English is widely learnt as a second language or a foreign language. Thus, the English language has a wide range of native or non-native varieties. Kachru and Nelson (1996) makes the distinction between the “Inner Circle” and the “Outer Circle”. The “Inner Circle” includes the UK, the USA, Canada, Australia and New Zealand, while the “Outer Circle” is used for countries (e.g. India, Pakistan or Singapore) where English serves as a second language in different types of context such as government, business, education or for personal communication (Moyer 2013, 91). Since English exists in many pronunciation varieties, L2 learners should be exposed to different varieties because they can easily get in touch with non-native speakers. Therefore, it is not easy to choose one variety as a dominant learning model for students. The most common native models learnt at schools are Received Pronunciation (RP) and General American (GA). However, Jennifer Jenkins advocated for the intelligible language and core English pronunciation shared by non-native speakers. The flow of the speech is provided by intelligibility and comprehensibility rather than accentedness (Munro and Derwing 1997). Jenkins proposed her own pronunciation model – the Lingua Franca Core (LFC) aiming to achieve mutual intelligibility with other speakers of English.

There are many factors which can play a role in selecting a pronunciation model for students. However, students' own preferences are not usually taken into consideration (Jakšič and Šturm 2017, 355). Therefore, many researchers are interested in students' own accent preferences. Most of the previous studies carried out in other European countries showed a preference towards RP. Simon (2005) conducted a study focused on Belgian students in which the majority of students preferred RP. In Dalton-Puffer, Kaltenboeck and Smit's research (1997), Austrian university students gave preference to RP as well. According to Szypra-Kozłowska (2004), most of the students preferred RP (40%), then GA (33%) and the rest (13%) chose LFC. A similar study using the verbal guise technique was conducted by Carrie (2017). The results revealed that Spanish university students perceived RP accent as more prestigious and according to them, GA accent was connected with solidarity. Jarvella et al. (2001) examined the accent preference of Danish university students who stated that RP was more pleasant. Ladegaard (1998) also concentrated on Danish learners and according to his results, RP was a preferred model due to its long tradition as a correct pronunciation

model at Danish schools. Mobärg (1999) revealed different results where secondary school students in Sweden favoured GA.

As was mentioned in the Introduction, Jakšič and Šturm (2017) investigated the attitudes of Czech secondary school students. They included the questionnaire about students' perspectives on learning, British and American cultural and accent preferences. They also focused on their recognition skills and evaluation skills. Their hypotheses were that Czech students would prefer RP as British English is usually taught in European secondary schools. They also expected a significant influence of American culture and believed that accent and cultural preferences are not independent, i.e. the students who gave a preference to British English, would also prefer living in the UK (not the USA) and vice versa. The results showed that the majority of the respondents watched various TV series (82%) which were American. The British accent was considered to be more prestigious by 78% of the students.

Brabcová and Skarnitzl (2018) concentrated on the accent attitudes of Czech learners of English as well. They were analysed via an online survey including questions about their attitudes to English pronunciation in general and to their own pronunciation, as well as different English accent models. According to their results, over 70% of participants wanted to sound like a native speaker and half of these respondents favoured the British Accent (RP). The LFC model was not favoured by Czech learners.

3.2 Research questions of the current study

Based on the studies above, and aim to carry out a similar research focused on accent preferences of the Department of English and American studies at Palacký University, this thesis asks the following research questions:

1. Which native speaker model do students prefer – British or American? Since British English is usually used as a model at European schools and the influence of American culture is expected during the student's free time, e.g. watching TV series.
2. Is this preference reflected in the speech production of students or will the students' accents result in a mixture of features of British, American and Czech accent?
3. How is their pronunciation perceived by native English speakers? Do native speakers perceive their pronunciation as more British-like or more American-like? Or do the advanced students of English have a strong Czech accent?

4 Methodology

This thesis was inspired by the study of Jakšič and Šturm (2017). However, the current study is focused on the speech production of students. In order to answer the research questions, the research was divided into 3 parts: (1) a questionnaire about students' accent and cultural preferences, (2) an analysis of the speech data, and (3) an accent rating of students' accents by native speakers (one British and one American).

4.1 Questionnaire about students' accent and cultural preferences

4.1.1 Participants

The data were elicited from a questionnaire focused on students' accent and cultural preferences. In total, 191 students took part in the questionnaire. All participants were Czech speakers only and students of the Department of English and American studies at Palacký University. Their answers were collected as an online survey. Out of 191 students, 158 students were bachelor students, 32 students were master students and there was only 1 PhD student.

4.1.2 Procedure

The questionnaire consisted of 10 questions (9 questions about their preferences and 1 question about if they were a bachelor, master or PhD student). The 9 questions were divided into 4 subcategories.

The first subcategory concentrated on their accent learning history consisting of the 3 following questions: (1) *Did you have a British or an American/Canadian native teacher at a secondary grammar school / high school?*; (2) *Did you attend any additional private classes with a native speaker or someone with whom you could improve your speaking skills and accent (at least for a half a year)?*; and (3) *Did you spend more than a month in an English-speaking country (during high school or during the last 5 years)?*

The second section investigated their regular exposure to accent with these questions: (1) *Do you watch British or American/Canadian TV/series regularly?*; (2) *Do you have a favourite English-speaking influencer on YT?*; and (3) *Do you regularly talk with a friend (or family member) from the UK or USA/CANADA?*

In the next subcategory, students were asked about their general accent preferences answering following questions: (1) *Do you personally have a closer relationship to British or American English?*; and (2) *Do you speak English with a British-like accent or an American-like accent, or you don't think about your accent at all?*

The last section dealt with a general cultural preference using only one question: (1) *Would you like to live in the UK or USA/CANADA (at least 6 months, not necessarily forever)?*

4.2 Analysis of the speech data

4.2.1 Participants

The speech data were provided by 19 advanced students of English. They were all students of the Department of English and American studies at Palacký University. The recordings were made by 11 bachelor students and 8 master students. Of the 19 participants, 14 were female and 5 were male students. All of the students were native speakers of Czech.

4.2.2 Stimuli

The task of the participants was to read a short passage in their own accent. It was a short story *The Tiger Who Came to Tea* (a full text of the story is in the Appendix) written by Judith Kerr. Speech data were recorded using a Zoom H4n digital recorder with a 44.1 kHz sampling rate and 16-bit quantization. The recording process took place at a sound treated room at Palacký University during the first lesson of the pronunciation seminar in the summer semester in 2020. The recordings were recorded by an MA student at Palacký University which was convenient as it could limit the amount of stress and anxiety.

4.2.3 Procedure

Data obtained from the recordings were annotated using TextGrid in Praat. They were coded according to the most common features which differ in GA and RP. The analysis of the data was focused on 95 tokens/words. The coding was concentrated on the GOAT vowel, LOT vowel, BATH vowel, tapping, prevocalic L and postvocalic R (see the table below). In RP, GOAT vowel is realized as a centring diphthong with schwa /əʊ/ in words like *coats* or *know*. However, GA does not have centring diphthongs and the GOAT vowel is produced with a rounded vowel /oʊ/. Czech speakers tend to pronounce a monophthong /o/ instead

of a diphthong /əʊ/ or /oʊ/, in words like *Sophie* or *told*. There was no distinction made between a GA diphthong /oʊ/ and a Czech diphthong /ou/ which are very similar. The LOT vowel was examined in words like *teapot* or *lots* whether it was produced with a rounded or an unrounded vowel. No difference in coding was made between an RP vowel /ɒ/ and a Czech vowel /o/, as well as a GA vowel /ɑ/ and a Czech vowel /a/. The aim was to find out if the speaker makes an effort to sound British-like and uses a rounded vowel, or the speaker wants to sound American-like and produces an unrounded vowel. The BATH vowel was investigated as the last vowel feature, the BATH vowel (in e.g. *bath* or *can't*) could be articulated as a front (British-like) vowel /ɑ/ or as a back (American-like) vowel /æ/. There was no distinction made between a back (American-like) /æ/ and an /e/ vowel which is often produced by Czech speakers of English. Tapping (in words like *better* or *water*) was focused on if the speaker produced a voiceless RP-like *t* [t] or a voiced American-like *t* [ɾ] which could be also pronounced as [d]. Another examined feature was a prevocalic L (in words like *lovely* or *lights*) which is dark [ɫ] in GA but clear [l] in RP. As the Czech language has also a clear /l/ in a prevocalic position, Czech speakers of English would be probably inclined to use a clear /l/. The last-mentioned feature is rhoticity, as it includes a rhotic vowel [ə̞] or a non-rhotic vowel [ə] (in e.g. *tiger* and *supper*) and a postvocalic liquid [ɹ] or [r] which is not realized in RP (in e.g. *morning* or *door*). A trill [r] was taken into consideration during the coding process. A trill is a typical feature of Czech accented speech in English. When the examined sound was mispronounced it was marked as [x] and it was counted as faulty.

Feature	Coding	Words
GOAT vowel (schwa diphthong vs. rounded diphthong vs monophthong)	[eu ~ ou ~ o]	<i>Sophie</i> (13), <i>coats</i> , <i>go</i> (2), <i>grocer</i> , <i>home</i> , <i>know</i> (2), <i>open</i> , <i>opened</i> , <i>road</i> , <i>so</i> (5), <i>told</i>
LOT vowel (rounded vs. unrounded)	[ro ~ ur]	<i>from</i> , <i>got</i> (3), <i>lots</i> , <i>of</i> (2), <i>on</i> (5), <i>shopping</i> , <i>swallowed</i> , <i>teapot</i> , <i>what</i> (4)
BATH vowel (front vs. back)	[f ~ b]	<i>bath</i> , <i>can't</i> (3), <i>passed</i>
Tapping (voiceless vs. voiced <i>t</i>)	[t ~ d]	<i>better</i> (2), <i>little</i> , <i>water</i> (2)
Prevocalic L (clear vs. dark)	[cL ~ dL]	<i>lamps</i> , <i>left</i> , <i>lights</i> , <i>like</i> (2), <i>lit</i> , <i>looked</i> (2), <i>lovely</i> , <i>plate</i>
Rhoticity (rhotacized vowels)	[er ~ eR ~ e]	<i>tiger</i> (12), <i>cupboard</i> , <i>supper</i> (3), <i>wonder</i>
Postvocalic R (approximant vs. trill)	[r ~ R ~ Nr]	<i>beer</i> , <i>cars</i> , <i>course</i> , <i>dark</i> , <i>door</i> , <i>for</i> (2), <i>more</i> , <i>morning</i> (2)

Table 2: Coding table

Coded data from Praat were transformed into Excel tables where the accent preferences were calculated as per feature and occurrence. Our observed features were the BATH vowel,

GOAT vowel, LOT vowel, postvocalic R, prevocalic L, rhoticity (rhotic vowels and voiced T. The words *Sophie* and *tiger* were examined separately (further defined in the Discussion session). The number of tokens of each type were calculated using a formula separately for each feature: $x = \text{variety}/\text{total occurrence}$. Finally, the accent proportions were computed using an AutoSum tool for mean in Excel. The results were rounded to one decimal place and multiplied by the number 100 to get the percentage.

Feature	Total occurrences
BATH vowel	5
GOAT vowel	16
<i>Sophie</i>	13
LOT vowel	19
Postvocalic R	10
Prevocalic L	10
Rhotic vowels	5
<i>Tiger</i>	12
Voiced T	5

Table 3: Coding tables with features and total occurrences

4.3 Evaluation of students' accents by native speakers

4.3.1 Listeners

Two native male speakers – one British and one American both working at same language school in Prague – were chosen as the listeners and judges. Neither of them was experienced in phonetics or linguistics. The British native speaker was 34 years old, originally from Suffolk and studied at the University of Birmingham. He describes his accent as a southern standard accent. He has been living in the Czech Republic for 5 years and has been teaching English in Prague for 4.5 years. The American native speaker was 26 years old, originally from Boston and studied at The Boston Conservatory. He has been living and teaching English in Prague for 3 years. His accent was considered as close to General American (GA).

4.3.2 Procedure

The listeners were asked to read and follow the instructions which were sent to them via e-mail. Their task was to listen to 19 speech samples spoken by advanced students of English. The speech data were transformed into extracts each lasting approximately 1 minute. After

listening to the extracts, they should evaluate their speech. The judges were given instructions on how to rate the samples and they knew the aim of the study that they should focus on whether the speaker sounds more British-like or American-like. They also knew that all speakers were Czech and that they should bear in mind that all speakers had at least a slight Czech accent but they were supposed to evaluate whether they sounded more British-like, or American-like, or if they had a strong Czech accent. For this purpose, a five-point Likert scale was presented to them: 1 – British-like accent, 2 – Mostly British-like accent, 3 – a strong Czech accent, 4 – Mostly American-like accent and 5 – American-like accent. The form also included a comment session where they could write which features helped with their decisions. The data were collected as an online survey (see in the Appendix).

Speaker 14 (OG)	3	voiced 'th' /ð/ in 'the' sounds like /d/ (Czech) /I/ in stripy - "strippy" (Czech)
Speaker 15 (PK)	4	says /æ/ in first can't - (American) says /a/ in second can't - (British) voiced r in tiger (American) /ɛ/ in swallowed - "swellowed" (Czech)

Table 4: Model table of an accent rating sheet

5 Discussion of the results

5.1 Results of the questionnaire

The data about accent and cultural preferences were elicited from the questionnaire submitted by 191 students (158 bachelor students, 32 master students and 1 PhD student). The questionnaire consisted of 4 subcategories: (1) accent learning history, (2) regular accent exposure, (3) general accent preferences, and (4) general cultural preferences.

Table 5 shows the results of accent learning history. This subcategory focused on the 3 following questions: (1) *Did you have a British or an American/Canadian native teacher at a secondary grammar school / high school?*; (2) *Did you attend any additional private classes with a native speaker or someone with whom you could improve your speaking skills and accent (at least for a half a year)?*; and (3) *Did you spend more a month in an English-speaking country (during high school or during the last 5 years)?*. Most of the students (109 students) did not have a native teacher at their secondary grammar school / high school, while more students (29 students) had an American or Canadian native teacher than a British native speaker (26 students) at school from those who were exposed to a native English-speaking teacher. As another option, respondents usually chose that they had a teacher from South Africa or Australia. Most of the students (127 students) did not attend any additional private classes to improve their accent, more students had their private classes with a British native speaker (28 students) than an American/Canadian native speaker (24 students). As another option, participants wrote than had a Czech native teacher. Many students (164 students, approximately 86% of all respondents) did not spend more than a month in an English-speaking country, 12 students chose the UK and only 8 students chose the US/Canada. The students who picked another option spent more than a month in Malta and Ireland.

	Br/UK	Both	No	Am/Can	Other
Native teacher	26	19	109	29	8
Private classes	28	6	127	24	6
ES country	12	3	164	8	4

Table 5: Results of accent learning history

The results from the regular accent exposure part are listed in table 6. This part asked 3 questions: (1) *Do you watch British or American/Canadian TV shows/series regularly?*; (2) *Do you have a favourite English-speaking influencer on YT?*; and (3) *Do you regularly*

talk with a friend (or family member) from the UK or USA/CANADA?. Most of the participants (161 participants) watch British and American TV shows or series regularly, while only American/Canadian TV shows/series (18 respondents) were picked more than only British ones (2 respondents). A lot of students (72 students) did not have their own favourite English-speaking influencer. Nevertheless, in comparison, more students picked that they had an American/Canadian influencer (44 students) than that of British (11 students). The majority of participants (148 participants) did not have an English-speaking friend, while 23 students had only an American one and only 10 students had only a British one.

	Br/UK	Both	No	Am/Can	Other
TV	2	161	10	18	
Influencer	11	59	72	44	5
Friend	10	10	148	23	

Table 6: Results of regular accent exposure

The results from the third subcategory (general accent preferences) are presented in table 7 and table 8. This section investigated 2 questions: (1) *Do you personally have a closer relationship to British or American English?;* and (2) *Do you speak English with a British-like accent or an American-like accent, or you don't think about your accent at all?* In general, more respondents favoured American English (82 respondents) than British English (78 respondents). Many students (93 students) think that they speak with an American-like accent or make an effort to speak with an American-like accent. Only 55 students think they speak with a British-like accent or make an effort to speak with a British accent. Some of the students (43 students) are not aware of their accent and 10 students chose option “other” and described their accent as a mix of British and American accent. Figure 2 shows graphically a question about their accent.

	Br	Both (Br+)	No	Both (Am+)	Am	Other
Interest	11	67	31	75	7	

Table 7: Results of general accent preferences (general interest)

	Br (think)	Br (effort)	No	Am (effort)	Am (think)	Other
Accent	23	22	43	23	70	10

Table 8: Results of general accent preferences (accent)

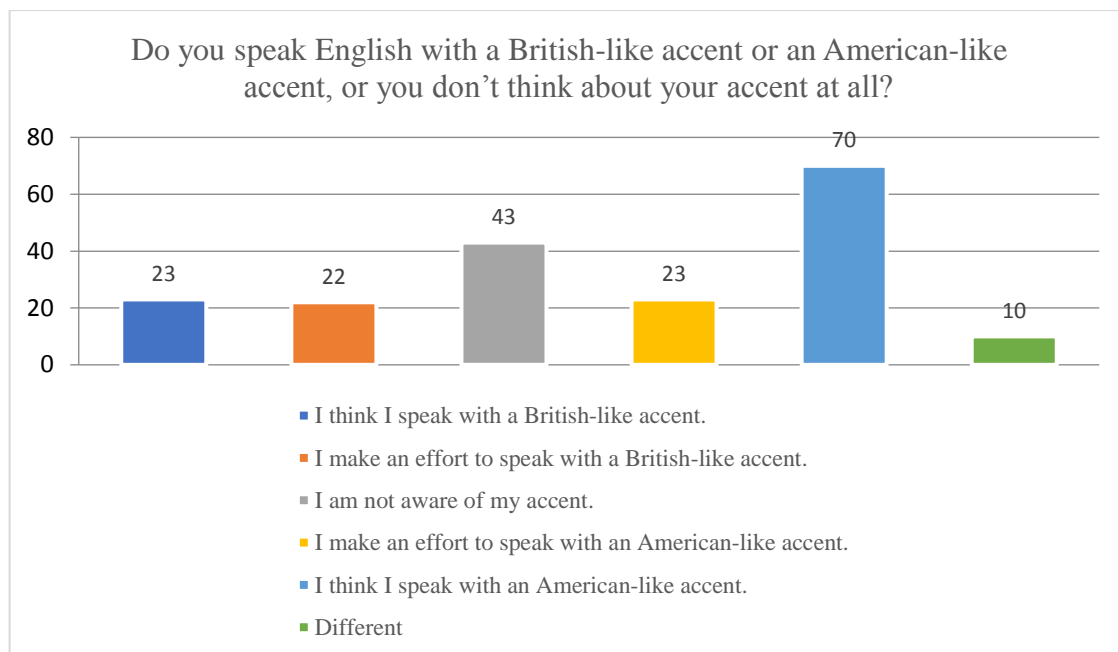


Figure 2: Accent question from the questionnaire

The results of general cultural preferences are in table 9. This section focused on one question: (1) *Would you like to live in the UK or USA/CANADA (at least 6 months, not necessarily forever)?* The majority of participants preferred living in the UK (93 participants), than living in the USA/Canada (59 participants). As another option, students chose New Zealand or expressed that they would like to live in the UK and the USA/Canada without any preference.

	UK	Both (UK+)	No	Both (US/CA+)	USA/CA	Other
Culture	22	71	30	43	16	9

Table 9: Results of general cultural preferences

There is a complete table (table 10 below) comparing students' British and American preferences. More students had an American/Canadian teacher at school and watch American TV/series and movies, have a favourite American/Canadian influencer, have a friend from the USA/Canada, are interested in American English and prefer to sound more American-like. However, more students had a private British teacher, and were for a month in the UK rather than the USA/Canada. The majority of students would like to live in the UK (93 students) rather than in the USA (59 students).

	British/UK	American/USA/CANADA
Native teacher	26	29
Private classes	28	24
English-speaking country	12	8
TV series/movies	2	18
Influencer	11	44
Friend/family	10	23
Interest	78	82
Accent	45	93
Culture	93	59

Table 10: Complete table comparing students' British and American preferences

5.2 Results of the analysis of speech data

The analysed speech data are presented in table 11. It is important to mention that 2 speech samples were not recorded correctly, i.e. "TS" and "TP" speakers were evaluated only on 52 tokens instead of 95 tokens. The mean percentage of American versus British pronunciation features accent is 49.7% and 39.1% respectively. Twelve speakers out of the 19 speakers scored above 50% when it came to American features (9 speakers) or British accent (3 speakers).

Speaker	Am (≠ %)	Br (≠ %)	Cz (≠ %)	Faulty (≠ %)
AG	42.7	42.2	15.1	0
AR	53.9	30.3	15.3	0.6
AS	33	52.2	13.9	0.9
BM	69.7	24.8	3.3	2.2
ED	54.2	33.3	12.5	0
IP	61.3	33.3	3.1	2.2
KJ	51.5	36.7	11.8	0
KT	46	42.2	11	0.9
LC	41.8	43.9	12.5	1.9
LM	37.7	47.6	13.2	1.5
MP	60.6	26.9	10.8	1.8
MS	62.7	26.5	10.8	0
MV	45.1	52.5	2.4	0
OG	41.6	45.2	12.3	0.9
PK	41.6	43.8	11.8	2.8
SV	35.1	60.6	1.6	2.8
TP*	51.3	37.6	9.5	1.6
TS*	47.6	36.9	11.1	4.4
ZM	67.2	27.3	3.2	2.2

Table 11: Analysed speech data

Table 13 (in the Appendix) represents the occurrence of British and American accent features. There were 2 consistent pronunciation features. One was the pronunciation of the prevocalic L, all participants produced only a clear L in a prevocalic position. This is not surprising because a dark L is not used in the Czech language. Another consistent part of pronunciation was the pronunciation of GOAT vowel which was realized as an American diphthong /oʊ/ or monophthong /o/, while none of the speakers enounced centring diphthong /əʊ/. This is also not surprising because the American diphthong /oʊ/ is similar to the Czech diphthong /ou/. The British-like BATH vowel was produced more by 11 speakers than the American-like with only 8 speakers. The name *Sophie* was coded separately. *Sophie* was borrowed from Greek and its form in Czech is *Sofie* which is pronounced with the monophthong /o/. Out of 19 speakers, 13 speakers tended to produce the monophthong in *Sophie* while 6 speakers used an American diphthong /oʊ/. In general, all speakers used British-like vowels more. However, most of the participants pronounced postvocalic *r* (18 participants) and rhotacized schwa (17 participants) which is American-like. Ten speakers out of 19 preferred to use intervocalically a tap (or voiced *t*) more than a voiceless *t* which was preferred by 8 speakers (1 speaker used it equally). The word *tiger* was also coded separately and borrowed to Czech and has its written form *tygr* which is enounced with an *r* ending. Thirteen speakers were prone to saying *tiger* with an *r* ending, 5 speakers produced it more in British-like way and 1 speaker produced half of it a British-like and half American-like.

Most of the speakers had mixed pronunciation. One of the mixed cases was the speaker “TP”, he/she had 100% rhoticity and tapping in his/her speech but tended to use more British vowels. Another mixed case was the speaker “KT”, he/she also had 100% rhoticity but his/her LOT vowel and BATH vowel were 100% British-like.

5.3 Results of accent rating

Table 12 shows the accent rating of the speech samples evaluated by one British native listener and one American native listener. Their evaluations varied greatly. The British native listener adjusted his rating scale and used the number 3 (“a strong Czech”) when the speakers had some elements of both British and American accent in their speech. That means no listener was scored by him with a strong Czech accent. He concentrated mainly on vowels (the BATH vowel and the LOT vowel) and the *r* pronunciation as the rating criteria. The American native listener’s judgements were stricter overall. He focused more on the typical features of the Czech accent in English. His evaluations were based on the pronunciation of a

voiced dental fricative /ð/, which was often produced as a dental stop /d/, on the pronunciation of vowels and the pronunciation of *r*. There was little agreement in most cases the evaluation did not agree. Their results were rated differently in most of the cases. Out of 19 speakers, the rating was the same only in 3 people (strictly speaking in 2 people because the British speaker did not use the number 3 for “a strong Czech accent”). The British native listener perceived 10 speakers as sounding British-like or mostly British-like, out of the 10 speakers 4 were rated as sounding British-like and 6 as sounding mostly British-like; 6 students were evaluated as speaking with an American-like (2 students) or mostly an American-like accent (4 students); only 3 were assessed as having strong elements of both. The American native listener evaluated most of the students (11 students) as having a strong Czech accent, he rated only one speaker as sounding mostly British-like and 7 speakers as sounding mostly American-like.

Speaker	British listener	American listener
AG	Mostly British-like accent	A strong Czech accent
AR	Mostly American-like accent	A strong Czech accent
AS	Mostly British-like accent	A strong Czech accent
BM	A strong Czech accent*	Mostly American-like accent
ED	Mostly American-like accent	A strong Czech accent
IP	British-like accent	A strong Czech accent
KJ	A strong Czech accent*	A strong Czech accent
KT	Mostly British-like accent	Mostly American-like accent
LC	Mostly British-like accent	A strong Czech accent
LM	British-like accent	Mostly American-like accent
MP	American-like accent	A strong Czech accent
MS	Mostly American-like accent	Mostly American-like accent
MV	Mostly British-like accent	A strong Czech accent
OG	Mostly American-like accent	A strong Czech accent
PK	British-like accent	Mostly American-like accent
SV	Mostly British-like accent	Mostly British-like accent
TP	A strong Czech accent*	Mostly American-like accent
TS	British-like accent	A strong Czech accent
ZM	American-like accent	Mostly American-like accent

Table 12: Accent rating results

6 General discussion

The results of the questionnaire showed that most of the students (48.7%) of Department of English and American studies think or make an effort to speak with an American-like accent, while only 23.6% of students think or make an effort to sound British-like. However, the majority of the respondents would prefer to live in the UK (48.7%) than in the USA (30.9%). To sum up it all up, students gave preference to the American accent and to sound more American-like. In contrast, in terms of culture, students favoured living in the UK than in the USA, probably because British culture is closer to them since it is also a European country.

It is contradictory to most of the previous studies conducted in other European countries where respondents showed preference towards RP. Jakšič and Šturm (2017) hypothesized that Czech students would prefer RP as British English is usually taught in European secondary schools. Their results showed that the majority of the respondents watched American TV series (82%). The British accent was perceived as more prestigious by 78% of the students. According to the results of Brabcová and Skarnitzl (2018), over 70% of their participants wanted to sound like a native speaker and half of these respondents favoured the British accent (RP).

The analysis of the speech samples shows that preference for the American accent is reflected in the speech production of the students. Since out of 12 speakers who scored above 50 %, 9 speakers were coded as sounding more American-like and only 3 speakers as British-like. However, all of the students had different portions of American and British accent features in their speech, none of the students was 100% British or 100% American. The highest percentage for the American accent was 69.7% and 60.6% for the British accent. Nevertheless, all speakers produced only a clear L in a prevocalic position and none of the speakers enounced a centring diphthong /əʊ/. This was not surprising because Czech does not have a dark L and centring diphthongs. As Czech is a rhotic language, most of the participants used more a postvocalic *r* (18 participants) and rhotic vowels (17 participants). On the other hand, all speakers preferred to use British-like vowels more. The words *Sophie* and *tiger* were coded separately because they have their own form in Czech. Most of the speakers (68%) tended to produce a monophthong instead of a diphthong in *Sophie* and pronounce *tiger* with a rhoticity.

The speech samples were evaluated by two native listeners using a 5-point Likert scale. Most of the cases were rated by them differently, they agreed on only 3 speakers (strictly speaking 2 speakers). The British native listener evaluated most of the speakers as sounding British-like, in contrast, the American listener rated most of the speech samples as having a strong Czech accent. The results show that it is insufficient to have only two native judges since their results varied greatly. As was mentioned, the American listener concentrated more on the Czech accent features in English, maybe it was because he has spent only 3 years in the Czech Republic and the British native speaker has been living in Prague for 5 years, that means he had more time to get used to the features of the Czech accent in English.

7 Conclusion

The aim of this bachelor's thesis was to find out which native pronunciation (British or American) model students prefer and whether this preference is in their speech production. Another aim was to examine how their pronunciation is perceived by native English speakers, or if they perceive their pronunciation as more British-like or more American-like, or the advanced students of English have a strong Czech accent.

The results of the questionnaire show that the students of the Department of English and American studies gave preference to the American accent and to sound more American-like. Most of the students (48.7%) think or make an effort to speak with an American-like accent, while only 23.6% of students think or make an effort to sound British-like. In contrast, the majority of the respondents would prefer living in the UK (48.7%) than in the USA (30.9%).

The analysis of the speech samples reveals that the American English preference is reflected in the speech production of the students. Since out of 12 speakers who scored above 50%, 9 speakers were coded as sounding more American-like and while only 3 speakers as British-like. However, all students had different portions of American and British accent features in their speech.

The results of accent rating varied greatly. They show that it is insufficient to have only two native listeners. The British native listener evaluated most of the speakers as sounding British-like, in contrast, the American listener rated most of the speech samples as having a strong Czech accent.

8 Resumé

Cílem této bakalářské práce bylo zjistit, jaký přízvuk (britský nebo americký) studenti preferují a jestli se tato preference projevuje v mluveném projevu. Tato bakalářská práce byla také zaměřena na to, jak je jejich výslovnost vnímána rodilými mluvčími angličtiny, a zda vnímají jejich výslovnost jako spíše britskou nebo více americkou, nebo mají pokročilí studenti angličtiny silný český přízvuk.

Podle výsledků z dotazníku studenti katedry anglistiky a amerikanistiky upřednostňují americký přízvuk a myslí si, že zní nebo by chtěli znít spíše americky. Konkrétně si většina studentů (48,7 %) si myslí, že mluví nebo se snaží mluvit s americkým přízvukem, pouze 23,6 % studentů si myslí, že mluví nebo snaží se znít britsky. Studenti nicméně často dali přednost žít ve Velké Británii (48,7 %) než v USA (30,9 %).

Na základě analýzy řečových dat se zjistilo, že se preference americké angličtiny objevuje v mluveném projevu studentů. Vzhledem k tomu, že z 12 studentů, kteří překonali 50% hranici, přízvuk 9 studentů byl hodnocený jako americký a u 3 studentů jako britský přízvuk. Všichni studenti však ve svém projevu používali různé rysy amerického a britského přízvuku.

Hodnocení přízvuků od rodilých posluchačů se velmi lišilo. Ukázalo se, že jen dva rodilí posluchači pro analýzu jsou nedostačující. Britský rodilý posluchač vyhodnotil většinu studentů s britským přízvukem, naopak americký posluchač ohodnotil většinu nahrávek se silným českým přízvukem.

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12 Appendices

Appendix 1: Tables

speaker	BATHam	BATHbr	GOATam	GOATbr	LOTam	LOT br	Eram	ERbr	POSTVRam	POSTVRbr	PREVLam	PREVLbr	Tam	Tbr
ZM	0,600	0,400	0,940	0,000	0,210	0,790	1,000	0,000	0,900	0,100	0,000	1,000	0,800	0,000
MP	0,800	0,200	0,875	0,000	0,105	0,737	1,000	0,000	1,000	0,000	0,000	1,000	0,600	0,400
MS	0,800	0,200	0,875	0,000	0,211	0,789	1,000	0,000	1,000	0,000	0,000	1,000	0,600	0,400
OG	0,800	0,200	0,813	0,000	0,000	1,000	0,400	0,600	0,600	0,400	0,000	1,000	0,800	0,200
ED	0,800	0,200	0,875	0,000	0,000	1,000	0,800	0,200	1,000	0,000	0,000	1,000	0,400	0,600
AR	0,800	0,200	0,625	0,000	0,105	0,842	1,000	0,000	0,600	0,400	0,000	1,000	0,800	0,200
IP	0,200	0,800	0,875	0,000	0,000	1,000	1,000	0,000	1,000	0,000	0,000	1,000	0,600	0,200
TS	0,000	1,000	0,857	0,000	0,111	0,889	1,000	0,000	1,000	0,000	0,000	1,000	0,750	0,000
PK	0,000	1,000	0,938	0,000	0,105	0,842	1,000	0,000	0,800	0,200	0,000	1,000	0,400	0,400
LM	0,000	1,000	0,813	0,000	0,158	0,790	1,000	0,000	1,000	0,000	0,000	1,000	0,400	0,600
SV	0,800	0,200	0,940	0,000	0,000	0,950	0,000	1,000	0,100	0,900	0,000	1,000	0,400	0,400
MV	0,200	0,800	0,938	0,000	0,105	0,895	0,800	0,200	1,000	0,000	0,000	1,000	0,000	1,000
KT	0,000	1,000	0,938	0,000	0,000	1,000	1,000	0,000	1,000	0,000	0,000	1,000	0,200	0,800
AS	0,200	0,800	0,875	0,000	0,000	1,000	0,600	0,200	0,800	0,200	0,000	1,000	0,000	1,000
LC	0,000	1,000	0,875	0,000	0,053	0,947	1,000	0,000	0,600	0,400	0,000	1,000	0,400	0,600
AG	0,000	1,000	0,813	0,000	0,000	1,000	1,000	0,000	1,000	0,000	0,000	1,000	0,200	0,800
BM	0,800	0,200	0,938	0,000	0,053	0,947	1,000	0,000	1,000	0,000	0,000	1,000	0,800	0,000
TP	0,250	0,750	0,857	0,000	0,222	0,778	1,000	0,000	1,000	0,000	0,000	1,000	1,000	0,000
KJ	0,200	0,800	0,938	0,000	0,000	1,000	1,000	0,000	0,900	0,100	0,000	1,000	0,600	0,400

Table 13: Occurrence of British and American accent features

Speaker	<i>Sophie-Am</i>	<i>Sophie-Cz</i>	<i>tiger-Am</i>	<i>tiger-Br</i>
ZM	0,769	0,231	0,83	0,17
MP	0,1538	0,8462	0,9167	0,0833
MS	0,1538	0,8462	1	0
OG	0,923	0,077	0,25	0,667
ED	0	1	1	0
AR	0	1	0,9167	0,0833
IP	0,846	0,154	1	0
TS	0	1	0,57	0,43
PK	0	1	0,5	0,5
LM	0	1	0,9167	0
SV	0,92	0,08	0	1
MV	0,846	0,154	0,167	0,833
KT	0	0,9231	1	0
AS	0,077	0,923	0,417	0,5
LC	0	1	0,833	0
AG	0	1	0,8333	0,1667
BM	0,7692	0,2308	0,9167	0,0833
TP	0	0,857	0,286	0,714
KJ	0	1	1	0

Table 14: Occurrence of *Sophie* and *tiger*

Appendix 2: The tiger who came to tea

Once there was a little girl called Sophie and she was having tea with her mummy in the kitchen. Suddenly, there was a ring at the door. Sophie's mummy said: "I wonder who that can be. It can't be the milkman because he came this morning and it can't be the boy from the grocer because this isn't the day he comes. And it can't be daddy, because he's got his keys. We'd better open the door and see."

Sophie opened the door and there was a big, furry, stripy tiger. The tiger said: "Excuse me, but I'm very hungry. Do you think I could have tea with you?" Sophie's mummy said: "Of course! Come in!" So the tiger came into the kitchen and sat down at the table.

Sophie's mummy said: "Would you like a sandwich?" But the tiger didn't take just one sandwich. He took all the sandwiches on the plate and swallowed them in one big mouthful. Owp! And he still looked hungry, so Sophie passed him the buns. But again the tiger didn't eat just one bun. He ate all the buns on the dish. And then he ate all the biscuits and all the cake, until there was nothing left to eat on the table.

So Sophie's mummy said, "Would you like a drink?" And the tiger drank all the milk in the milk jug and all the tea in the teapot. And then he looked around the kitchen to see what else he could find. He ate all the supper that was cooking in the saucepans and all the food in the fridge, and all the packets and tins in the cupboard. And he drank all the milk and all the orange juice and all daddy's beer and all the water in the tap.

Then he said, "Thank you for my nice tea. I think I'd better go now." And he went.

Sophie's mum said, "I don't know what to do. I've got nothing for daddy's supper; the tiger has eaten it all." Sophie found that she couldn't have her bath because the tiger had drunk all the water in the tap.

Just then Sophie's daddy came home. So Sophie and her mummy told him what had happened, and how the tiger had eaten all the food and drunk all the drink. And Sophie's daddy said, "I know what we'll do. I've got a very good idea. We'll put on our coats and go to a café."

So they went out in the dark, and all the street lamps were lit, and all the cars had their lights on, and they walked down the road to a café. They had a lovely supper with sausages, and chips and ice cream. In the morning Sophie and her mummy went shopping and they bought lots more things to eat. And they also bought a very big tin of tiger food, in case the tiger should come to tea again. But he never did.

Appendix 3: Answer sheet (British listener)

	Accent options	Your comment (not necessary)
Speaker 1 (AG)	2)	A in was, can't, swallow
Speaker 2 (AR)	4)	As, all, passed
Speaker 3 (AS)	2)	Swallow, passed, but US Can't
Speaker 4 (BM)	3)?	I used this when they had strong elements of both
Speaker 5 (ED)	4)	
Speaker 6 (IP)	1)	Pronounced Rs but otherwise UK
Speaker 7 (KJ)	3)?	UK was/can't USA all/passed
Speaker 8 (KT)	2)	
Speaker 9 (LC)	2)	
Speaker 10 (LM)	1)	Some USA Rs, rest UK
Speaker 11 (MP)	5)	USA Can't got Rs
Speaker 12 (MS)	4)	
Speaker 13 (MV)	2)	UK was Rs can't USA pass
Speaker 14 (OG)	4)	USA can't, pass. Rs are a mix
Speaker 15 (PK)	1)	
Speaker 16 (SV)	2)	Mostly v. UK but USA can't/pass
Speaker 17 (TP)	3)?	
Speaker 18 (TS)	1)	USA Rs, UK rest
Speaker 19 (ZM)	5)	A in passed, can't, rs,

Appendix 4: Answer sheet (American listener)

	Accent options	Your comment (not necessary)
Speaker 1 (AG)	3	voiced 'th' /ð/ in 'the' sounds like /d/ (Czech) /ə/ in suddenly - "suddenleh" (Czech)
Speaker 2 (AR)	3	no r in girl - "grr" (Czech) /I/ in stripy - "strippy" (Czech)
Speaker 3 (AS)	3	voiced 'th' /ð/ in 'the' sounds like /d/ (Czech) /I/ in stripy - "strippy" (Czech)
Speaker 4 (BM)	4	voiced /r/ in tiger (American) voiced 'th' /ð/ in 'the' sounds like /d/ (Czech)
Speaker 5 (ED)	3	voiced 'th' /ð/ in 'the' sounds like /d/ (Czech) /ə/ in daddy - "daddeh" (Czech)
Speaker 6 (IP)	3	voiced 'th' /ð/ in 'the' sounds like /d/ (Czech) /ɛ/ in daddy - "deddy" (Czech)
Speaker 7 (KJ)	3	voiced 'th' /ð/ in 'the' sounds like /d/ (Czech) /I/ in stripy - "strippy" (Czech)
Speaker 8 (KT)	4	voiced /r/ in tiger (American) says /a/ in can't - "cahnt" (British)
Speaker 9 (LC)	3	voiced /r/ in tiger (American) unvoiced r in furry (British)
Speaker 10 (LM)	4	voiced /r/ in tiger (American) voiced 'th' /ð/ in 'the' sounds like /d/ (Czech)
Speaker 11 (MP)	3	voiced 'th' /ð/ in 'the' sounds like /d/ (Czech) /ɛ/ in swallowed - "swellowed" (Czech)
Speaker 12 (MS)	4	voiced /r/ in tiger (American) /i/ instead of /I/ - "sandweech" (Czech)
Speaker 13 (MV)	3	voiced 'th' /ð/ in 'the' sounds like /d/ (Czech) /i/ instead of /I/ - "sandweech" (Czech)
Speaker 14 (OG)	3	voiced 'th' /ð/ in 'the' sounds like /d/ (Czech) /I/ in stripy - "strippy" (Czech)
Speaker 15 (PK)	4	says /æ/ in first can't - (American) says /a/ in second can't - (British) voiced r in tiger (American) /ɛ/ in swallowed - "swellowed" (Czech)
Speaker 16 (SV)	2	unvoiced r in tiger (British) voiced 'th' /ð/ in 'the' sounds like /d/ (Czech)
Speaker 17 (TP)	4	voiced /r/ in tiger (American) says /a/ in can't - "cahnt" (British)
Speaker 18 (TS)	3	voiced 'th' /ð/ in 'the' more like /d/ (Czech) /i/ instead of /I/ - "sandweech" (Czech)
Speaker 19 (ZM)	4	voiced /r/ in tiger (American) voiced /ð/ in 'the' sounds like /d/ (Czech)

Appendix 5: Questionnaire

1. Are you a bachelor, master or PhD student?
 - Bc
 - Mgr
 - PhD

2. Did you have a British or an American/Canadian native teacher at a secondary grammar school / high school?
 - I had only a British English native teacher.
 - I had both a British English native teacher and an American/Canadian native teacher.
 - I had only Czech teachers.
 - I do not remember.
 - I had only an American/Canadian English native teacher.
 - Other:

3. Did you attend any additional private classes with a native speaker or someone with whom you could improve your speaking and accent (at least for half a year)?
 - Yes, I did with a British native speaker.
 - Yes, I did with a British native speaker and an American/Canadian native speaker.
 - No, I did not.
 - Yes, I did with an American/Canadian native speaker.
 - Other:

4. Did you spend more than a month in an English-speaking country (during high school or during the last 5 years)?
 - Yes, I did in the UK.
 - Yes, I did in the UK and in the USA/CANADA.
 - No, I did not.
 - Yes, I did in the USA/CANADA.
 - Other:

5. Do you watch British or American/Canadian TV series/films regularly?
- Yes, I watch only British TV series/films.
 - Yes, I watch both British and American/Canadian TV series/films.
 - No, I do not.
 - Yes, I watch only American/Canadian TV series/films.
 - Other:
6. Do you have a favourite English-speaking influencer on YT?
- Yes, I have a favourite British influencer.
 - Yes, I have favourite British and American/Canadian influencers.
 - No, I do not.
 - Yes, I have a favourite American/Canadian influencer.
 - Other:
7. Do you regularly talk with a friend (or family member) from the UK or USA/CANADA?
- Yes, I regularly talk with a friend speaking with a British-like accent.
 - Yes, I have a friend with a British-like accent and also a friend with an American-like accent.
 - No, I do not.
 - Yes, I regularly talk with a friend speaking with an American-like accent.
 - Other:
8. Do you personally have a closer relationship to British or American English?
- I am interested only in British English.
 - I am interested in British and American English but I prefer British.
 - I don't care.
 - I am interested in British and American English but I prefer American.
 - I am interested only in American English.
 - Other:

9. Do you speak English with a British-like accent or an American-like accent or you don't think about your accent at all?

- I think I speak with a British-like accent.
- I make an effort to speak with a British-like accent.
- I am not aware of my accent.
- I make an effort to speak with an American-like accent.
- I think I speak with an American-like accent.
- Other:

10. Would you like to live in the UK or USA/CANADA (at least 6 months, not necessarily forever)?

- I would like to live only in the UK.
- I would like to live in the UK and USA/CANADA but I prefer living in the UK.
- I would not like to live in the UK nor in the USA/CANADA.
- I would like to live in the UK and USA/CANADA but I prefer living in the USA/CANADA.
- I would like to live only in the USA/CANADA.
- Other: