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**ASPECTS OF CONNECTED SPEECH IN VARIOUS
TYPES OF DISCOURSE**

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ABSTRACT

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Aspects of Connected Speech in Various Types of Discourse.

Supervisor: PhDr. Naděžda Stašková, Ph.D.

“Even if you do manage to make yourself understood, you will not express yourself well; you will not do yourself justice unless your pronunciation is good” (Christophersen, 1975, p. 3).

This undergraduate thesis concerns a significant component of phonology which to a great extent modifies the spoken form of language – the aspects of connected speech. As far as the structure of the work is concerned, the theoretical part provides the reader with coherent information designed as a literature survey regarding the phenomena of further researched topic. The main attention is given to assimilation, linking and elision; nevertheless, taking into consideration the integrity of the paper, the theoretical part also includes information regarding other aspects related to the topic of connected speech such as coarticulation, rhythm, juncture, etc. The aim of the undergraduate thesis is to capture the occurrence and frequency of the aspects of connected speech in various types of communication and to use these results for comparison of the analysed recordings of both native and non-native English speakers. According to the results, showing the frequency of the researched topic, it can be said that the level of occurrence of the examined phenomena in the speech of the non-native speaker with considerably good knowledge of the English language is comparable to the speech of the native speaker, although the frequency of the aspects of connected speech is still naturally prevailing in the speech of the native speaker. Rather surprising is the result displaying a higher occurrence of these aspects in formal speeches than in informal communication. Finally, attention is given to contractive forms and their relevance / irrelevance in terms of connected speech, more particularly elision. Their extensive frequency in informal communication and occurrence even in formal communication emphasizes their importance as far as the tuition of these aspects is concerned, which supports the opinion of authors such as Underhill and Kelly.

Keywords: connected speech, assimilation, elision, linking, transcription

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1 INTRODUCTION

Communication is incontestably an indivisible part of human society. It may be realized in various forms such as in written form, in sign language, through non-lingual communication, etc. The primary function of any language, however, is the communication in its spoken form. The disciplines which concern with this level of language are phonetics and phonology. They deserve a great attention not only because they create an important part of linguistics, but because they study an integral component of our everyday life, the spoken language. This form consists of numerous aspects, and one of them, which to a great extent modify particular discourse, is connected speech.

Perception of any utterance simply as a complex of individual sounds is incomplete and immature. The speech is normally perceived as a stream of sounds which mutually modify and affect each other. From this point of view, the spoken language radically differs from its written form. Unlike in the script, the division of words in the stream of speech is not strictly determined by spaces. The partial absence of this feature in spoken communication notably complicates its perception. The spoken language varies with every speaker, and differs under the influence of extralinguistic situation. The alternations in the stream of speech are realized even on the level of individual words, but mainly on the word boundaries.

The present undergraduate thesis focuses on capturing the frequency and occurrence of the aspects of connected speech in English. The analyzed materials are diverse speech recordings realized under various extralinguistic situations. The objective of the study is to compare individual speaking subjects as far as the modification of the utterances by the aspects of connected speech is concerned, and to reveal the extent of their occurrence. The aim of the research is described in detail in the Methods chapter.

The Theoretical Background presents comprehensive information regarding the aspects of connected speech, and introduces the reader to the topic. Apart from the factual information it includes the sub-chapter concerning the tuition of these aspects. Another part of this work is the Analysis. It introduces the actual analysis and displays its results as well as the results of the questionnaire related to the topic, which was addressed to English language teachers at Czech schools. The final sub-chapter Summary of the Results consists of the discussion regarding the obtained data. The chapter Methods precedes the Analysis. It describes the objective and the procedure of the study.

2 THEORETICAL BACKGROUND

2.1 Speech Mechanism

Speech can be described as a result of a process consisting of three stages. The initial impulse occurs in the brain and the main purpose of communication is to convey ideas and thoughts. The second step involves the transmission of the idea by the nervous system to the speech organs and the following air disturbances representing the final, third step of the speech chain. The communication presupposes the recipient of the message, thus the whole process will be repeated, but of course, vice versa (Cruttenden, 2008).

Speech is produced in the vocal tract which consists of speech organs. The first substantial organs to mention are the lungs. Their role is to release an air stream, which is the initial stimulus for the sound production. The lung capacity therefore has an impact on the utterances which we produce. The air stream expelled from the lungs is first modified in the larynx containing the vocal folds. Glottis is found in the larynx. The vocal folds enable an open or shut position. When they are closely brought together, the air is stopped beneath them, we speak about a glottal stop (?), which is in English to be found e.g. when preceding a vowel /ʔæmbjələns/ or when reinforcing p, t, k as in /klɔʔk/. The vocal folds may be also held apart, no vibration occurs and they enable to produce voiceless sounds and it is also a state for breathing. Another state of this organ is when they are brought together, but not totally shut. In this position they vibrate, produce voiced sounds. To some extent we are able to control the speed of the vibrations and consequently adjust a higher or lower pitch of the voice. Further, the air stream is shaped in the upper cavities. The pharyngeal cavity is situated above the larynx reaching the back of the mouth and the rear part of the soft palate. If the soft palate is lowered, the air stream is heading the nasal cavity with no oral escape. /m, n, ŋ/ are typical English nasal consonants. Other consonants are, unlike these, produced through the mouth, which means that the soft palate is raised, blocking the air stream to get into the nasal cavity. Another section of the vocal tract which finally shapes the quality of the sounds is the cavity formed by the mouth. The organs within the mouth can be divided into two categories: movable and fixed. The teeth, the alveolar ridge, the hard palate, and the pharyngeal wall are fixed, others are movable: the lips, the tongue, the soft palate with the uvula and the lower jaw. The tongue is very flexible organ, which is divided into several parts, although there are no precise borders: front, back, centre, and root (create the body of the tongue), blade, and tip; the edges are called rims. As it is very movable organ it may touch many different parts of the mouth

and it can be moved to many different shapes. Speaking of the movable parts, the final obstruction is the lips. They are variously shaped. They may be pressed, creating a complete obstruction /p, b/, in contact with teeth /f, v/, held apart in a spread lip position when producing vowels such as in “see” /si:/ or in neutral position or rounded position as in “got” /gɒt/. As it is obvious from what is written above, the air stream, beginning in the lungs, is miscellaneously modified on its passage until it is eventually released to the air as a particular sound (Cruttenden, 2008, pp. 7-12).

2. 2 Received Pronunciation

As far as the spoken language is concerned, there is a diverse variety of accents in Britain corresponding with the regions and communities in which they developed under different external influences. These are referred to as regional varieties. Throughout the history one regional accent was commencing to rise above the others, and was considered a prestige variety. It was the London region due to the fact that it was, and still is, the area of cultural and political centre. Subsequently, it lost its regional characteristics and gained the social connotation. It was the speech used by the ruling class, and in the public schools (Cruttenden, 2008). Another, not conservative, branch of Modern English developed in the 16th century, and was spoken by the lower social classes of London. This branch is called Cockney (Běliček, 2001).

The accent of British English which is regarded a social standard is referred to as Received Pronunciation (RP). The term “Received” expresses the Victorian attitude meaning being received to the polite society (Laver, 1994). In *A manual of English phonetics*, Běliček comments on other names, by which the standard pronunciation of English was, and is referred to. In the 19th century, it was referred to as Queen’s English or King’s English. Currently it is spoken about as BBC standard, Oxford English, Cambridge English, Public School English or Educated Southern British English (2001, p. 81).

Recently, the respectability of RP is declining. The importance of speaking “without an accent” to gain a decent position in a society is decreasing. Refined RP or General RP is typically to be used by people of the older generation. The younger population, including people with the university degree or secondary education, is to a great extent abandoning RP, and is approaching the colloquial speech (Běliček, 2001). Jenkins (2000) states that RP is spoken by only 3% of the British population. If this is the attitude of the native speakers, the consideration about the role of RP from the point of view of an international language is appealing. Over the past half century, the English

language has gained a substantial role of the international language. Realizing this, the question about who should be the one to prescribe the norms is arising, speaking on the non-native level. The term “international” itself contains the idea that no nation should have the absolute entitlement. Such considerations then relegate RP as a model for foreign learners. Jenkins (2000) further discusses other disputations about RP as a norm. Nevertheless, abandoning RP as a norm is not an opinion of all linguists, learners, or teachers. The fact that RP is employed as a model serving for the description of the phonetics of the British English, and for teaching the English language to foreign learners has several reasons, despite the fact that it is spoken only by a minority of the British population. One of the reasons is that it is not a region bound accent, another is that it is regarded the variation comprehensible to all users of the British English and finally, the official announcements on the radio or television broadcasting are read in RP (Roach, 1992). In the public view RP is therefore closely connected with BBC English (The British Broadcasting Corporation). According to certain distinctive features RP may be classified into three types. Refined RP is connected with the upper-class and sometimes considered artificial or affected. Another type, which can be regarded a contradictory term, regional RP, involves in itself some very slight features of the pronunciation typical of the particular region, but not easily noticeable by the speakers of RP themselves, and finally there is general RP (Cruttenden, 2008).

As it was mentioned above, RP is the type of pronunciation used for the purposes of description in the books on phonetics, and as a model pronunciation for the learners of the English language, thus it is used even as a model for this undergraduate thesis, which emerges from the literature based on the norms of RP.

2.3 Aspects of Connected Speech

Stream of speech cannot be viewed as a sequence of singular words with the dictionary pronunciation, which they have if they stay in isolation. By the term connected speech we comprehend a flow of words in which the sounds are simplified, or more precisely, modified under the influence of the speed and context of the utterance. Underhill (2005) subsequently discusses two terms; careful colloquial speech, and rapid colloquial speech in the correspondence with the speed, and the context of the discourse. The careful colloquial speech is typical of formal situations when the producer is attentive to his or her pronunciation; therefore the modifications are on a moderate level. The rapid colloquial speech involves more extensive modifications due to its fast tempo, and the decreasing

attention of the speaker towards the pronunciation. The scope of the modifications largely depends on the characteristics of the speaker, as well as on the characteristics of the particular utterance, and its context.

2. 3. 1 Assimilation. Verbal communication is perceived as a connected flow of individual sounds. These sounds cannot be viewed as discrete items as they influence each other in the stream of speech. Such alternation of a sound induced by its adjacent segment is referred to as assimilation (Roach, 2001).

2. 3. 1. 1 Historical & contextual. Jones (1997, pp. 217-229) classifies assimilation into two categories, historical and contextual.

The historical assimilation is described as the change of pronunciation of a particular sound with respect to the development of the language throughout the time. He represents it with an example when in Early English -s endings were likely to be pronounced as /s/ e.g. in “dogs” /dɒgs/, subsequently, under the influence of preceding sound /g/, they altered into /z/. To be more specific, he states, that more modern, analogically formed words like “globes” /glɒbz/ cannot be regarded examples of the historical assimilation as in these cases it has never taken place.

The contextual assimilation then is resulting from the mutual influence of the words in a sentence, gaining a different way of pronunciation than the one when they stand alone.

The phenomena of assimilation are typically classified into three categories: assimilation of voicing, place and manner (Roach, 2001).

2. 3. 1. 2 Assimilation of voicing. Assimilation of voicing is further divided into progressive and regressive, according to the fact if the sound is influenced by the preceding or following sound, respectively. In this type of assimilation, a voiced sound alters into voiceless, under the impact of neighbouring sound or vice versa a voiceless sound modifies into voiced (Roach, 2001).

Progressive assimilation of voicing. This type of assimilation is observable in the “-s” suffixes as the third person singular of verbs, as a productive form of creating plural form of nouns or as a possessive suffix. If “s” follows lenis it is pronounced as /z/, if fortis it is pronounced as /s/. E.g. “runs” /rʌnz/ vs. “walks” /wɔ:ks/; “bags” /bægz/ vs. “hats”

/hæts/; “Jim’s” /dʒɪmz/ vs. “Jane’s” /dʒeɪnz/. Similarly, it works with past tense endings “asked” /ɑːskt/ vs. “loved” /lʌvd/ (Roach 2000, p. 141).

Regressive assimilation of voicing. As far as the regressive assimilation of voicing in word boundaries is concerned there must be mentioned its restricted occurrence in the English language. Having the example “have”, the pronunciation of the final consonant /v/ will be voiced. If we add the particle “to”, consequently /v/ loses its voiced quality under the influence of voiceless /t/ sound. Such assimilation of voicing is quite frequent in the English language; nevertheless, the inverse process is hardly to be found. This would be the case when a final voiceless consonant would be voiced by the influence of adjacent voiced consonant. Therefore, foreign learners may make the mistake in pronouncing “nice view” as /naɪz vjuː/ instead of the correct pronunciation /naɪs vjuː/. The reason is that such a type of regressive assimilation may be regularly used in their native language. The explanation is given in phonological level, in the different occurrence of types of coarticulation (see coarticulation), (Roach, 2001, pp. 53-60).

2. 3. 1. 3 Assimilation of place. Second type of assimilation concerns the change of the place where the sound is produced. Frequently, it involves alveolar consonants /t, d, n/, which alter according to the adjacent consonant to the same place of articulation (Roach, 2001).

Alveolar /t/ sound becomes /p/ sound before a bilabial consonant as in “light blue” /laɪp bluː/.

Alveolar /t/ sound becomes /k/ sound before a velar consonant as in “quite good” /kwɑɪk gʊd/.

Alveolar /t/ sound becomes dental plosive /t̪/ before a dental consonant as in “get those” /geɪ̪ ðəʊz/.

Alveolar /d/ sound becomes /b/ sound before a bilabial consonant as in “good boy” /gʊb bɔɪ/.

Alveolar /d/ sound becomes /g/ sound before a velar consonant as in “good girl” /gʊg gɜːl/.

Alveolar /d/ sound becomes dental plosive /d̪/ before dental consonant as in “read these” /riːd̪ ðiːz/.

Alveolar /n/ sound becomes /m/ sound before a bilabial consonant as in “ten mice” /ten maɪs/.

Alveolar /n/ sound becomes /ŋ/ sound before a velar consonant as in “ten gowns” /ten gaʊnz/.

Alveolar /n/ sound becomes dental nasal /ɲ/ before a dental consonant as in “in the” /ɪn ðə/. Alveolar /s/ and /z/ alter into /ʃ/ and /ʒ/, respectively before /f/ or /j/ as in “this shoe” /ðɪʃ ʃuː/ and “those years” /ðəʊz jɪəz/ (Roach 2000, pp. 139,140).

2. 3. 1. 4 Assimilation of manner. Third type is the assimilation of manner, in which the sound converts the manner of articulation towards the consonant which is more easily produced and is perceptible only in the most rapid speech (Roach, 2001). There are two types regressive and progressive. In the regressive assimilation of manner final plosive converts into fricative or nasal as in “that song” /ðæt sɒŋ/ or in “red nose” /ren nəʊz/. The progressive assimilation occurs when a plosive or nasal precede /ð/ as an initial sound of a word as in “get them” or “read these” or “in the”. “Th” will become plosive or nasal with dental place of articulation (Roach 2000, pp. 140,141).

It may seem that these changes are frequently of character of phonemic change, but it does not mean always. For example, the position of the lips in pronouncing “this event” and “this August” influences the /s/ sound. In the first example the /s/ sound will have the tendency to the pronunciation with spread lips; the second example will have the tendency to the pronunciation with rounded lips. Such a modification is not regarded as phonemic change (Roach, 2001, pp. 55,56).

Roach (2001, p. 56) claims that the articulatory reason for assimilation is established on so-called “principle of least effort”. This means that the speaker tends to produce the sounds in the most uncomplicated way. For example instead of lowering and consequent rising of the soft palate in pronouncing the word “morning” for the sounds /m/ and /n/, the soft palate is left lowered and the nasalisation develops through the whole word.

2. 3. 1. 5 Glottal stop. In *How to teach pronunciation*, at the end of the chapter concerning assimilation, Kelly (2000, p. 109) introduces another possibility of assimilation, which is the glottal stop. The function of a glottis is described in the part *Speech mechanism*. In the example “Could you pass me that book?” we may encounter the glottalization of the plosive consonant /t/ > /ʔ/. Roach (2000) nevertheless, suppresses its importance, and describes it only as an “alternative pronunciation of /p/, /t/ or /k/” (p.32).

2. 3. 1. 6 Coalescent assimilation. This type of assimilation represents the situation when two sounds are conjoined, coalesced into a new single sound. The examples of the phenomenon which is to be found at the word boundaries in a fast speech are presented below (Plavka, 2003, p.28).

/t/ + /j/ > /tʃ/	don't you /dəʊntʃə/
/d/ + /j/ > /dʒ/	did you /dɪdʒə/
/s/ + /j/ > /ʃ/	bless you /bleʃə/
/z/ + /j/ > /ʒ/	he's your friend /hi:zə frend/

2. 3. 2 Coarticulation. Assimilation was described as a process where a sound is influenced by the adjacent segment. Nevertheless, there was already given an example where the influence was not only in one direction, but the modification in the example “morning” was more complex. The impact was not only from one sound to the neighbouring sound, but the nasal effect was spread on the whole word. It is typical of coarticulation that it affects more simultaneous modifications. Coarticulation is dealing with all the articulatory processes during speech. The processes co-occur, therefore more than one movement of articulators have the impact on the vocal tract at the same time. In the study of coarticulation the analyzed processes are not as apparent as in the study of articulation. It describes and studies the way the brain operates the articulators when producing speech, creating a concrete utterance from abstract system. The difference between coarticulation and assimilation is that assimilation concentrates on modification of sounds which are detectable in particular language; in contrast, coarticulation refers to coarticulatory features in all languages as they are of biological nature (Roach, 2001).

2. 3. 3 Elision. It is typical of rapid speech that one sound or certain sounds are omitted; such sounds would not be omitted in slow speech or in isolation. If elision is looked upon from the point of view of coarticulation, it cannot be totally independent of assimilation. As Roach (2001) states: “It is simply an extreme result of coarticulation whereby two sounds are articulated so closely in time to each other that a sound or sounds between them are completely obscured” (p. 61). The sounds are “obscured” not entirely deleted as the articulators endeavour, though not completely, to move the way where the obscured sound would be realized.

There are two types of elision historical and contextual. Contextual elision appears in the rapid speech in which a certain sound is obscured, but it is preserved if the word stands in isolation, or in slow careful pronunciation. Historical elision is a result of language development which means that certain sounds pronounced earlier in the history are no longer pronounced in the current stage of language (Jones, 1997).

2. 3. 3. 1 Contextual elision.

- i) Loss of weak vowel after p, t, k.

The vowel in the syllable may be omitted as in “perhaps” /phæps/.

- ii) Weak vowel + l, r, nasal (n, m, ŋ) becomes syllabic.

Consonants n, l or r adopt the function of vowel in syllables where no vowel is to be found and stand in the centre, for example, “cattle” /kætɫ/. It is possible to encounter a situation when some of the English accents insert a vowel before l /kætəl/, nevertheless, such a situation would be improper for RP (Roach, 2000, p. 142).

Syllabic ɫ, which was presented as an example, is by Roach (2000, pp. 86-90) considered the most noticeable example of English syllabic consonants. He also states that in some English accents, especially those in or around London, the speakers pronounce a close back rounded vowel instead of the syllabic ɫ “bottle” /bɒtʊ/. As far as the RP is concerned, frequently syllabic ɫ occurs in the words with a consonant followed by “le” as in the previous example or if the word is spelled with “al” or “el” at the end after one or more consonant letters preceding it e.g. “parcel” /pɑ:sɫ/.

Speaking of syllabic nasal, the most frequent is syllabic ŋ. It occurs in the middle or final position after plosive or fricative consonants, but not in the initial position, therefore, “tonight” is likely to be pronounced /tənaɪt/. Syllabic ŋ is also more frequent after f or v, although the variation as in “seven” /sevən/ is also acceptable, as well as it is acceptable after bilabial consonants “ribbon” /rɪbən/ or /rɪbŋɪ/.

Contrary, syllabic ŋ is not widespread after non-alveolar consonants e.g. “toboggan” /təbɒgən/, not even after /l, tʃ, dʒ/, or after consonant clusters composed of nasal + plosive + syllabic nasal e.g. “London” /lʌndən/.

Finally, syllabic ɾ is likely to be found in rhotic languages (see linking), therefore, it is not very frequent among RP speakers, and it could be said that the alternation

without the syllabic r is acceptable in majority of the situations where syllabic r occurs.

iii) Avoidance of complex consonant clusters.

In clusters of three consonants the middle consonant is omitted, specifically clusters consisting of three plosives or two plosives and a fricative. For example “looked back” /lɒk bæk/ or “acts” /æks/.

iv) Elision of initial consonants in pronouns.

For example “I’ve seen him” /aɪv ‘si:n ɪm/.

v) Loss of final v in “of” before consonants.

For example “waste of money” /weɪst ə mʌni/ (Roach, 2000, p. 143).

Pavlík (2000) divides the contextual elision into the elision of vowels and elision of consonants discussing elisions which have not been mentioned.

vi) The elision of a vowel on a word boundary takes place, when a word ending in a diphthong /eɪ, aɪ, oɪ, əʊ, aʊ/ is preceding a word beginning with /ə/; in this case, the second vowel of the diphthong tends to be elided, and the remaining vowel may be lengthened as in “how about” /haʊ əbaʊt/ > /haəbaʊt/ > /ha(:)əbaʊt/.

vii) Another type of elision is the elision of a final /ə/ if the word is followed by linking /r/, e.g. in “here is” /hɪərəɪz/ > /hi:ri:z/.

viii) Elision of consonants which has not yet been mentioned is an elision of one of two identical adjacent consonants. The situation when two identical consonants are standing next to each other is called gemination. The example is “take care” /teɪk keə/ > /teɪkeə/ (pp. 191, 192).

It is also a matter of question whether contractive forms of grammatical words should be studied as a part of elision or not. Roach (2000) claims that their special form of spelling distinguishes them from the above mentioned examples. The difference is quite noticeable as in “would” pronounced as /d/ or /əd/ or “have” pronounced in contraction as /v/ or /əv/. Contrary, Underhill (2005), or Kelly (2000) regard contractions as part of connected speech. Pavlík (2000, p. 193) claims that “all cases of contracted forms are examples of contextual elision which came to be used in written form”; “cannot – can’t” /kɑ:nt/. Elision in cases as “want to” /wɒnə/ is typical of colloquial speech, and is regarded “vulgar” in formal communication.

2. 3. 3. 2 Historical elision. One of the most characteristic examples of historical elision is the loss of r sound in the final position or before a consonant as in “arm, horse” /ɑ:m/ /hɔ:s/. Up to the 15th century the r sound was sounded, it is expected that the omission expanded later at court. Other examples are elision of l sound in “walk” /wɔ:k/, omitted p sound e.g. in “cupboard /kʌbəd/, dropped d sound e.g. “kindness” /kainnis/ or elision of unstressed vowels such as /ə/ or /ɪ/ e.g. “history, university” /hɪstrɪ/ /ju:nɪvɜ:stɪ/ although it is sometimes still possible to hear the variations preserving /ə/ or /ɪ/ (Jones, 1997, pp. 230,231).

2. 3. 4 Vowel reduction, strong and weak forms. Underhill (2005) comments on the English learners’ observations regarding the native speakers’ pronunciation, and their tendency to “swallow” certain sounds. Underhill states that it is usually the combination of assimilation, elision, and vowel reduction.

Vowel reduction is often referred to as centralisation because in fast speech, the length and quality of a vowel is frequently reduced to /ə/, tongue is in central position, lips, and jaw relaxed. The partial centralization takes place in monophthongs /u:/ towards /ʊ/, and /i:/ towards /ɪ/ (p. 62).

Strong, and weak forms are two possible ways of pronunciation when speaking of monosyllabic grammar words. The strong form is the stressed one, or if the word stands in an isolation. The weak form is typical of unstressed positions. The vowel reduction is closely related to the rhythmicity of the speech. The level of the speech speed has an impact on the extent of the reduction of the unstressed vowel; nevertheless, still this phenomenon occurs in both careful and rapid colloquial speech (Underhill, 2005).

Underhill depicts the typical features of the above discussed words. Typically these are:

- i) it involves words consisting of one syllable;
- ii) the affected words are frequently function words;
- iii) they usually take the weak form, if not emphasized on purpose;
- iv) they are very frequent in occurrence, although few in quantity (1994, p. 64).

To compare strong and weak syllables, Roach lists several characteristics of the weak syllables. Commonly, they are shorter, they have a lower intensity, and they differ in quantity. Frequently, they occur at the word-final position of the words containing earlier mentioned “schwa” /ə/, /ɪ/ or /ʊ/, possible are also syllabic consonants e.g. in “bottle” /bɒtl/ (2000, pp. 81-82).

2. 3. 5 Word and sentence stress. Stress in the English language is a very complex issue. To compare it with the Czech language in which the word stress is always on the first syllable, the English system of placing stress is more difficult as it can be placed on various parts of the words. The rules concerning its placement are dependent on the word origin and structure. From the learners' point of view it is often seen as the best way to learn the word stress when learning the particular meaning and pronunciation of the word (Skaličková, 1979). For more detailed information concerning the placement of word stress see Skaličková (1979, pp. 147-149); Roach (2000, pp. 93-111).

Speaking of the sentence stress, Pavlík (2000) claims that “in common with word stress, it is a conscious prominence-increasing change of loudness, length and pitch” (p. 181). Unlike the word stress it applies to a larger unit than words. The sentence stress is further divided into two levels – primary and secondary. The primary sentence stress is carried by the most important words – usually content words such as nouns, verbs, adjectives, numerals, and some adverbs. The secondary stress is placed on the content words of less importance. Also the function words in their strong form may carry the secondary stress (Pavlík, 2000).

2. 3. 6 Linking, intrusion. Skaličková emphasizes in her work *Základy fonetiky angličtiny* the fact that speech cannot be understood as a “sum of elements which would be arranged together as graphemes in script; speech signifies a seamless stream of sounds mutually dependent” (1967, p. 17). An important component of this “seamless stream” is linking or as Underhill (2005) calls it liaison. The fluency is accomplished when final consonant is linked with initial vowel of adjacent word, and final vowel with initial consonant. In real connected speech, speakers also link words together in several special ways, four in particular. The means of linking are linking /j/, /w/, /r/, and intrusive /r/.

2. 3. 6. 1 Linking /j/. Linking /j/ is slightly heard between two words under the condition that the first one ends in /i:/ or a diphthong ending in /ɪ/, and the second one begins with a vowel e.g. “my ears” /maɪ jɪəz/.

2. 3. 6. 2 Linking /w/. Linking /w/ appears in the speech when the first word ends in /u:/ or a diphthong ending in /ʊ/ e.g. “two-eyed” /tu: wɪd/.

These linking means should not be considered identical with phonemic /j/, and /w/. The minimal pairs (with the above mentioned examples) illustrate the differences; “my years” /maɪ jɪəz/, and “too wide” /tu: waɪd/ (Cruttenden, 2008, p. 306). Minimal pairs is a term signifying pairs of words which are nearly identical, but differ by one sound (Ladefoged & Johnson, 2011).

In a fast speech, it is possible to encounter the absorption of the second part of the diphthong plus the following vowel e.g. “my ears” /ma ɪəz/. This situation is regarded marked more in Refined RP than in General RP, (see elision).

Glottal stop may be also used for replacement of linking /j/ or /w/ involving a certain degree of emphasis e.g. “very angry” /veri ʔ æŋɡrɪ/ (Cruttenden, 2008, p. 306).

2. 3. 6. 3 Linking & intrusive /r/. RP reintroduces post-vocalic /r/ when a word ending with a syllable containing /r/ is followed by a word beginning with a vowel, for example in expression “four eggs”, the /r/ sound will be reintroduced /fɔ: r egz/ in comparison to only “four” /fɔ:/ (Roach, 2000, 9. 144). The situation when the /r/ sound is not reintroduced but newly developed occurs between two words when one is ending and the other beginning with a vowel as in “media event” /mi: dɪə r ɪvent/. This phenomenon is called intrusive /r/, typically it occurs in / ə/ ending as in “drama and music” /drɑ: mər əm mju: zɪk/, less frequently after /ɑ:, ɔ:/. The usage of intrusive /r/ is expanding, and used unconsciously among RP speakers, nevertheless, some English speakers still consider it substandard, and there are rising tendencies which avoid using it in favour of a pause or a glottal stop. Also linking /r/ is often replaced by a glottal stop e.g. “War and Peace” /wɔ: ʔ ənd pi: s/ (Cruttenden, 2008, p. 305).

Speaking about linking /r/, the issue regarding rhotic and non-rhotic accents of English is emerging. Accents referred to as rhotic are those in which the /r/ sound is pronounced if it is adjacent to a vowel; more precisely, if it stands after a vowel in spelling. This phenomenon is typical of American English, Irish English, and some of the regional accents of the British English. Contrary, RP, and other accents are called non-rhotic. It is apparent from the term itself that in these accents /r/ remains silent. The difference between these two varieties may be presented on the following example: “bark” pronounced by a speaker of a rhotic accent would be pronounced as /bɑ: rk/; the same word would be pronounced as /bɑ: k/ by a speaker of a non-rhotic accent (Kelly, 2000, p. 111). Wells (1982, p. 76) in addition to these two types mentions another type of accent. In semi-rhotic accent the preconsonantal /r/ is not preserved, nonetheless it preserves /r/ sound in

some word-final positions as in “far” /fɑ:r/. This type of pronunciation could be found for example in Jamaican English accent. Further Wells mentions so called “hyper-rhotic” accents in southern Britain as well as southern America which are typical of retaining the historical /r/ sounds; moreover /r/ appears at the word-final positions as in “comma” or “China”. It must be emphasized that these /r/’s are not interchangeable with intrusive /r/’s of non-rhotic accents.

2. 3. 7 Juncture. There are several types of juncture; close, external open and internal open. The first two types can be rather easily described. In practice the close juncture in expression “my turn” /maɪ tɜ:n/ would be between m and aɪ, t and ɜ:, ɜ: and n. M and n would represent external open juncture. More complicated relation arises between aɪ and t, in fast speech there is no pause which would signal where should be the space in the transcription, which leads to two possible meanings: “my turn”, and “might earn”. Juncture expresses the relations between one sound and its preceding and following sounds. This phenomenon should help the listener to distinguish between the two above mentioned expressions. In this case the solution lies in the aspirated initial t sound and unaspirated final t sound. To conclude, it must be said that although many minimal pairs, similar to the above mentioned, have been invented to represent the importance of juncture, the concrete realization, and context makes the juncture issue redundant (Roach, 2000, p. 144).

2. 3. 8 Rhythm. Commonly, the English language is regarded a stress-timed rhythm language. According to this theory the stressed syllables are regularly repeated in a stretch of language without any respect to the number of the unstressed syllables standing between them. Thus regular stress results into irregular syllable length (Underhill, 2005). Some theories operate with the term foot, a unit of rhythm, which contains the stressed syllable, and all the following unstressed syllables. Another foot starts with another stressed syllable. The fact that the rhythmicity of stressed-timed language alters in various speech situations cannot be omitted. As linguistics is not regarded an exact science, the rhythm should not be perceived as a strictly given entity, but as a scale with a range from very rhythmical to less rhythmical speeches. Syllable-timed rhythm represents the opposite to the stressed-timed rhythm, the major role have the regularly occurring syllables irrespective of their stress (Roach, 2001).

From what has been written above, it is clear that the rhythm is closely related to the vowel-length. The length of a long vowel (e.g. i:, a:, ɔ:, u:) or a diphthong in a syllable is dependent on the adjacent syllables. If it is followed by another stressed syllable or if it is in the final position, the length of such a syllable will be longer than if it were followed by an unstressed syllable. Because English speakers tend to maintain the distances of the stressed syllables at the same level the result must be as follows: the more unstressed syllables after the stressed syllable containing a long vowel or a diphthong, the shorter the long vowel or the diphthong will be (Jones, 1997). The practical examples of this phenomenon are displayed below.

The long vowel i: in “lead” /i:d/ will be longer than in “leader” /li:də/ because in the second example the stressed syllable is followed by another unstressed syllable, and the duration of the two expressions should be approximately of the same time. The English rhythm may be one of the problematic aspects for some foreign learners, e.g. for the Czech students due to the fact that the Czech language belongs to the group of syllable-timed languages, therefore the students should practice the right rhythmicality of the English language from the initial point of their study so that their speech will not sound excessively unnatural. (Jones, 1997, pp. 234-244).

To conclude this chapter concerning rhythm, it must be said that the division of the languages into these two groups is a topic greatly discussed by many phoneticians. To some of them Roach (1982) refers in his article *On the distinction between “stress-timed” and “syllable-timed” languages*. The paper demonstrates the difficulty, and possibly, impossibility of an objective division of the languages into these groups based on a test measuring purely the time intervals in speech. The classification, to a great extent, still depends on the auditory abilities of the phoneticians. He also refers to the opinion which doubts the strict division of the languages into stress-timed, and syllable-timed, and which claims that a language is a combination of both, but only with one that prevails. This topic reaches beyond the theme of this thesis, nevertheless, it provides a space for further research.

2. 4 Transcription

2. 4. 1 The definition of transcription. The most problematic aspect of English pronunciation concerns the discrepancy between the written, and spoken form; letters do not correspond with the sounds. The result of this issue is then the establishment of a set of symbols which represent the spoken communication. The majority of these symbols arise

from the Roman alphabet e.g. /b/; partially, the symbols are invented as /f/, or they are created from the combination of the symbols /tʃ/. These symbols represent so called “phonetic alphabet” (Pavlík, 2000). Crystal (2008) defines the transcription as “a method of writing down speech sounds in a systematic and consistent way” (p. 490). Transcription may be also referred to as notation or script.

2. 4. 2 Types of transcription. Transcription is a significant device for the phoneticians when analysing the speech prescription as well as production. The eventual use of the symbols is in accordance with the aim of the transcription. There are two main types of transcription phonemic and phonetic/allophonic (Ladefoged, 2006).

Phonemic transcription. In the phonemic transcription one symbol stands for one phoneme. Phonemic symbols are represented in slant brackets / / (Pavlík, 2000). Crystal (2008) describes this type of transcription as a transcription in which “the only units to be symbolized are those which have a linguistic function, i.e. the phonemes” (p. 490). Subsequently, phonemic transcription is divided into simple phonemic transcription, and comparative phonemic transcription.

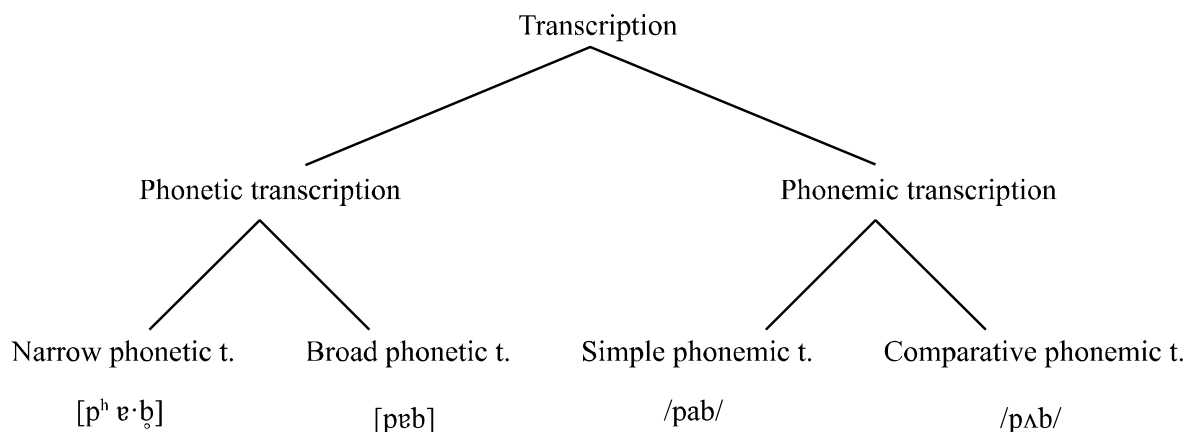
In the formerly mentioned, the quality of a vowel is functionally irrelevant, and the length of the vowels is expressed only by the length mark e.g. “sit” /sit/, “seat” /si:t/.

The later mentioned type is based on the IPA (International Phonetic Alphabet) established by the International Phonetic Association in 1886. Thus, this type recognizes between long and short vowel counterparts by using different symbols e.g. “sit” /sit/, “seat” /si:t/. The quality of a vowel is indicated in /sit/, it implies the use of a more open vowel than in /sit/ (Pavlík, 2000, p. 31-33).

Phonetic transcription. Phonetic (allophonic) transcription presents physically articulated sounds, their articulatory identity. For this purpose an extensive set of symbols is used, enclosed within square brackets []. As well as the earlier mentioned type, this one is further divided into two categories; narrow phonetic transcription, and broad phonetic transcription. The first one captures such peculiarities as nasalization of vowels or aspiration of consonants; broad phonetic transcription is less detailed (Pavlík, 2000). Although, the broad phonetic transcription is very similar to the comparative phonemic transcription e.g. “pen” [pen] /pen/, it is important to realize the difference between their functions. Crystal (2008) claims “the broad phonetic transcription is representing a

sequence of concrete, physical articulations, the second is phonemic transcription representing a sequence of abstract, functional units, and reflecting a particular theoretical point of view” (p. 490).

Radoslav Pavlík in his work *Phonetics and phonology of English: A theoretical introduction* provides the reader with a graphic illustration of the division of the types of transcription on the example “pub” (p.32).



For the purposes of the transcription, and further analysis of the recordings in the practical part of this undergraduate thesis, the comparative phonemic transcription, emerging from the IPA symbols (see Appendix 3), will be used, with respect to the aim of this thesis, the analysis of the aspects of connected speech.

2. 5 Tuition of the Aspects of Connected Speech

Kelly (2000) discusses the relevance of teaching connected speech to the second language speakers. He refers to many different views. Those who are against support their opinion by stating that expecting a successful pronunciation among students is too much or that not producing these features will not decrease the ineligibility of the students’ speech.

Contrary, those in favour say that practicing these aspects is favourable especially in case of small children who are perfect mimics and thus adopt the skill easily. The same conviction expresses Christophersen claiming that “the secret of all language-learning is imitation”. Further, he discusses the imitation of native speakers by second language learners in comparison with a baby, who learns its language, not because of any inherited precondition for a particular language, but through imitation of its surrounding. The same pattern should be performed by learners who want to accomplish an acceptable level of a foreign language (1975, p. 5). In contrast to the opinion according to which children

acquire the native-like pronunciation more easily than adults, who uneasily, if they ever do, according to the hypothesis referred to as “the critical period hypothesis”, achieve the native-like pronunciation, Jones (2002) in his article *Beyond 'listen and repeat': Pronunciation teaching materials and theories of second language acquisition* discusses studies which present results in contrast with those earlier mentioned. These studies claim that in the initial levels of teaching pronunciation the adults accomplished better results than children; nevertheless, they admit that further in their study the children eventually exceeded the adults. According to the results the best native-like pronunciation was acquired by teenagers.

Taking into consideration the naturalness of the student's speech, the native speaker will not notice when the features of connected speech are present, but he/she will, if they are not produced (Kelly, 2000).

Another opinion is that just exposing the students towards these features is enough.

In contrast to this opinion, Hancock (1995) claims, though admitting that teaching aspects of pronunciation through a teacher being a model (“listen and repeat”) is certainly in many ways beneficial, it is not suitable for all learners as for a great number of them it is essential to go deeper into the system, and not only simply follow the teacher's pronunciation without understanding the rules.

Both Kelly (2000) and Roach (2000) agree that it is important to teach the aspects of connected speech, but admitting that some of these features are of major, and some of minor importance. For example they do not regard practicing assimilation as useful as practicing elision, rhythm, or linking. Kelly (2000) emphasizes the usefulness of contractions because the speaker, as not using them, will sound overformal in many communicative situations. What Roach (2000) regards highly important is to prepare students to meet in listening the rapid, colloquial, connected speech.

The results emerging from the present research depict to what extent the teachers of the English language at the addressed Czech schools acquaint their students with the aspects of connected speech.

3 METHODS

Subjects and Material for the Analysis

The material analyzed are speech recordings realized under various extralinguistic situations. The recordings are organized into 6 sections.

The first two speakers participate in a telephone call from Plzeň to Nottingham, which means that the first two analyzed subjects are: a British native speaker (informal communication) and a non-native speaker having a considerably advanced knowledge of English confirmed by a Certificate of Proficiency in English (ESOL Examinations). The two following speakers present the speech realized in formal situations: a political speech and BBC radio broadcasting. Eventually, two interviews are extracted from the FCE and CPE textbooks for the comparison of the occurrence of the aspects of connected speech in different levels of English.

The Method

The first step of the actual analysis was listening to the audio and video recordings followed by their transcription. The second step presented subsequent comparative phonemic transcription. After listening to the recordings several times, the aspects of connected speech were located in the transcription in the parts in which the speakers realized them. The main focus is given to assimilation, linking, and elision. Apart from these segments attention is given also to one suprasegmental feature – the sentence stress, described in the theoretical part of the thesis.

The Objective of the Analysis

The aim of the analysis is to detect and to compare the frequency of occurrence of the aspects of connected speech in various types of communication and to use these results for the comparison of the analysed recordings. One of parts of the research is concentrated on the comparison of the discourse of four speakers; two in informal communication and two in formal communication. The first two speakers did not have their speech prepared in advance unlike the other two. The practical part presents, apart from the primary analysis, the comparison of the individual subjects as follows:

- i) Is the frequency of the aspects of connected speech, so important for naturalness of one's speech, realized by a non-native speaker with CPE (the

- highest level of the Cambridge exams) comparable to the frequency of those aspects realized by a native speaker?
- ii) What is the frequency of those features in unprepared informal speech in comparison with their occurrence in prepared formal discourse? Are they prevailing in the informal speech?
 - iii) The thesis is to some extent concentrated on the issue of teaching connected speech (chapter regarding the tuition and the questionnaire). Two analyzed recordings were extracted from the course books for learners of English; one FCE and one CPE level. Those two international exams vary from each other in a required level of the applicant's knowledge such as in grammar, vocabulary etc. This work tries to compare those two recordings and focuses to what extent the interviews are modified under the influence of the aspects of connected speech, which demand high attention of the listener. What is the frequency of those aspects in the recordings; and whether the presumption that higher occurrence of them will be found in the CPE level is correct.
 - iv) In Roach's opinion contractive forms of grammatical words should not be studied as a part of elision. Another part of the research concentrates on the occurrence of those contractive forms in informal communication (or if they are present even in formal communication), and if the occurrence is of great number, whether it would not be better to support the contrary opinion of Underhill, Kelly and Pavlík, who consider the tuition of these aspects (in scope of elision) important (see elision).

The Questionnaire

The impulse for creating the questionnaire concerning the tuition of the spoken English and its pronunciation as a second language at Czech schools was the article *Foreign language phonology: Field independence, attitude, and the success of formal instruction in Spanish pronunciation* published in the magazine *The modern language journal* (1995). The research was performed to "examine the acquisition of a non-native phonological system by adult language learners studying Spanish at Indiana University. The objective of the study was to determine the success of supplementing intermediate Spanish courses with formal instruction in pronunciation" (Elliott, 1995, p. 530). The tuition of a foreign language usually concentrates on four language skills: listening,

speaking, reading, and writing. According to Elliott (1995) the development of the pronunciation is very often neglected. Subsequently, he gives several possible explanations for this insufficiency. One reason may be that as it is studied by second language students, taught by second language teachers, the pronunciation of a second language by those is not seen of a great importance. Speaking of the second language teachers, the questionnaire also includes the questions if the school offers the students classes with native speakers, usually in form of conversation classes, or the possibility to travel abroad. What may also contribute to the insufficient attention towards the practice of pronunciation is the traditional view regarding the pronunciation as a part of linguistics, and not that much as a significant component of fluent, and intelligible communication (Elliott, 1995).

Subjects of the Questionnaire

The subjects of the questionnaire are teachers of the English language at Czech schools. The eventual number of answered questionnaires is 104. The addressed teachers teach at primary schools, secondary schools, and a certain number of them are teachers of post-secondary education. The primary schools are divided into two levels according to the educational system in the Czech Republic. The first group includes pupils aged 6-10, the second group is formed by pupils aged 10-14. The majority of the respondents are employed at schools in Praha, Plzeň, others in Cheb and Karlovy Vary.

The Objective of the Questionnaire

The conception of the foreign language textbooks is from a great part concentrated on the grammatical side of the language, which serves for the comprehension of the system, and for the preparation to the subsequent, usually written, and grammatically oriented, tests of the student's future studies. The objective of this questionnaire is to detect to what extent it is possible to prepare the second language students to the spoken English, both its production, and reception. If a user of the English language finds himself / herself in a situation in which he / she needs to communicate with a native speaker, it is often the rapid, colloquial, connected speech, which may greatly complicate the communication.

4 ANALYSIS

4.1 Introduction

As it was already mentioned above, the analysis concentrates on three fundamental features of connected speech: assimilation, linking, and elision. To these features a great attention is given in the theoretical part. The analysis does not include rhythm, juncture, and coarticulation, which are described in the theoretical part for the reasons of integrity of the undergraduate thesis.

Vowel reduction, strong and weak forms are not specially highlighted in the analysis because as Pavlík (2000, p. 173) claims when these “function words are used in connected speech, they are unstressed, and they are said to be in their weak form”. Still, there are situations when even these words may be in their strong form in connected speech. Such situations occur usually when the speaker emphasizes them intentionally; in this case, these forms are marked in the analysis by a stress mark.

The phenomenon of linking is also worth a comment. In the analysis concentration is applied to linking /j/, /w/, and linking and intrusive /r/. As it is described in the theoretical background, an indispensable part of the fluent speech is linking of adjacent consonant to vowel. Nevertheless, as this phenomenon is absolutely natural for native speakers and marking it would occupy around 80-90% of the analyzed examples, this phenomenon is left unmarked. The focus is, however, given to those situations in which the speaker did not use this fluent liaison, but used a glottal stop instead.

The full reading of the actual analysis is placed in Appendix 1. The organization is as follows; it provides the full reading of the text with related source, than the actual analysis follows. It is organized into paragraphs consisting of three parts. First line of each paragraph presents the record of the speaker’s speech. Second line introduces the fundamental part of the analysis, the comparative phonemic transcription, emerging from the IPA, of the recordings including the highlighted analyzed phenomena. Third line of each paragraph consists of the identification of the phenomena highlighted in the phonemic transcription.

The following paragraphs display a brief commentary of each recording.

Text No. 1

This text presents the analysis of a recording of two speakers participating in an informal, spontaneous telephone call. “A” stands for Aleš, a non-native English speaker with a considerably advanced knowledge of English. “P” stands for Patricia, a British native speaker. The overall atmosphere of the dialogue was relaxed without any haste as far as the speech speed is concerned.

Text No. 2

The text is a transcription of Nigel Farage’s political speech performed in Canada 2013 concerning his negative attitude towards a certain European project. The speech was evidently prepared in advance, although not read. It could be described as very straightforward, striking and to compare it with the previous recording also very swift.

Text No. 3

This text introduces the analysis of a formal discourse. The speech is realized by a BBC radio reader. The excerpt is a part of a radio program on BBC Radio 4 – *1913: The year before*.

Text No. 4

This text presents the analysis of an interview extracted from the English course book for foreign learners of the English language *FCE gold plus*. “I” stands for the interviewer; “A” stands for Alice, the novelist. The recording concentrates on the theme regarding a non-routine job – the life of a novelist.

Text No. 5

The fifth text introduces the analysis of an interview recording extracted from a course book for foreign learners of English on CPE level, two levels above the previous one. Similarly, the content of the discourse concentrates on a non-routine job – the life of a painter. “I” stands for the interviewer; “M” stands for Madeline.

4. 2 Results of the Analysis

The following results present the frequency of the phenomena examined in numbers in analysed recordings of approximately the same length. The obtained data are arranged into 3 tables. The first table introduces the occurrence of assimilation, the second presents the occurrence of linking, and the third table displays the number of elision. Apart from the individual aspects, the last line of each table introduces the total sum of occurrences of each phenomenon. Graph 1 is situated under the tables presenting the occurrence of the aspect of connected speech in each analysed recording, emerging from all 547 detected examples.

Table 1: Frequency of assimilation

	Text No. 1 native speaker	Text No. 1 non-native speaker	Text No. 2 political speech	Text No. 3 BBC reader	Text No. 4 FCE interview	Text No. 5 CPE interview
Regressive assimilation of voicing	6	6	4	9	8	7
Progressive assimilation of voicing	17	10	12	37	9	22
Assimilation of place	21	10	21	17	6	19
Regressive assimilation of manner	0	0	0	0	0	0
Progressive assimilation of manner	1	0	2	0	0	2
Coalescent assimilation	0	0	0	1	3	1
Assimilation in total	45	26	39	64	26	51

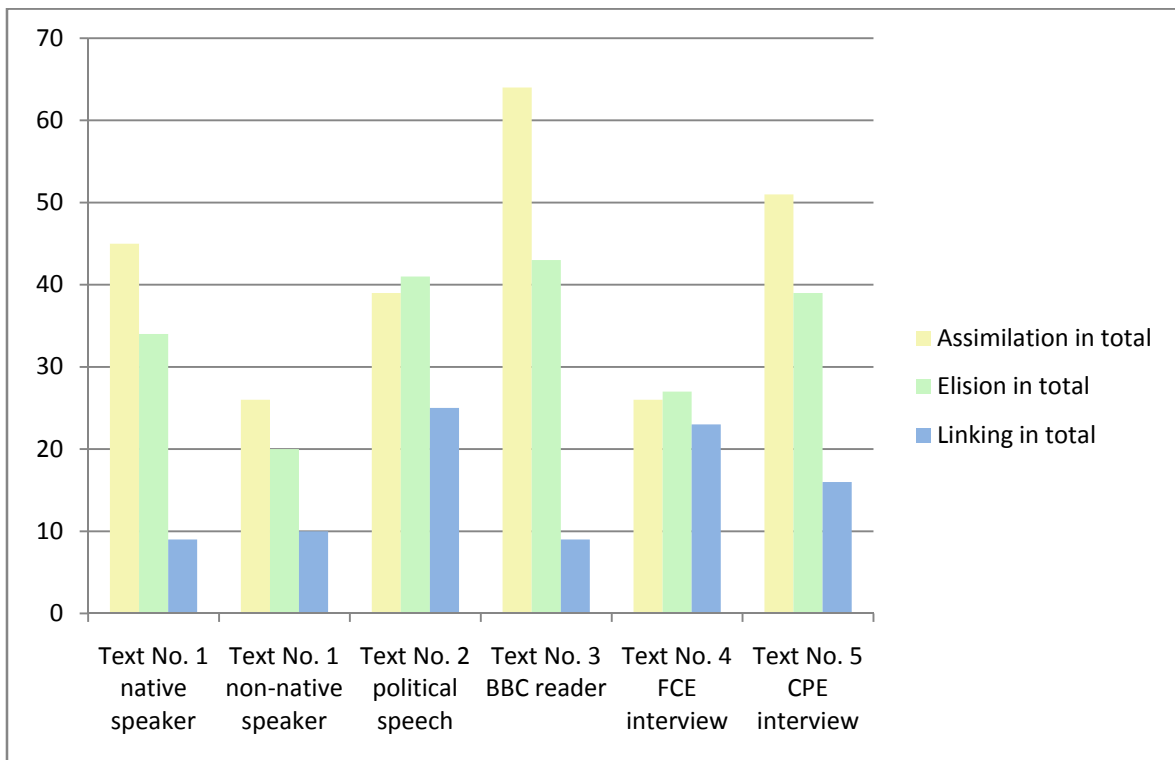
Table 2: Frequency of linking

	Text No. 1 native speaker	Text No. 1 non-native speaker	Text No. 2 political speech	Text No. 3 BBC reader	Text No. 4 FCE interview	Text No. 5 CPE interview
Linking / ^h /	2	1	12	4	11	3
Linking / ^w /	2	4	1	1	9	4
Linking /r/	3	4	8	3	2	7
Intrusive /r/	0	0	3	0	0	0
Glottal stop instead of linking	2	1	1	1	1	2
Linking in total	9	10	25	9	23	16

Table 3: Frequency of elision

	Text No. 1 native speaker	Text No. 1 non-native speaker	Text No. 2 political speech	Text No. 3 BBC reader	Text No. 4 FCE interview	Text No. 5 CPE interview
Loss of weak vowel after p, t, k	0	1	2	0	2	0
Syllabic consonants	6	5	17	31	4	11
Avoidance of complex consonant clusters	7	2	7	5	4	8
Elision of initial consonants in pronouns	1	0	0	0	0	0
Loss of final v in "of" before consonants	1	0	2	0	0	1
Elision of a vowel on a word boundary	0	0	0	0	0	0
Elision of a final /ə/ before linking /r/	0	3	5	1	0	3
Elision of one of two identical adjacent consonants	5	4	5	6	3	5
Contraction	13	5	3	0	13	11
Elision of consonant in a fast speech when linking	1	0	0	0	1	0
Elision in total	34	20	41	43	27	39

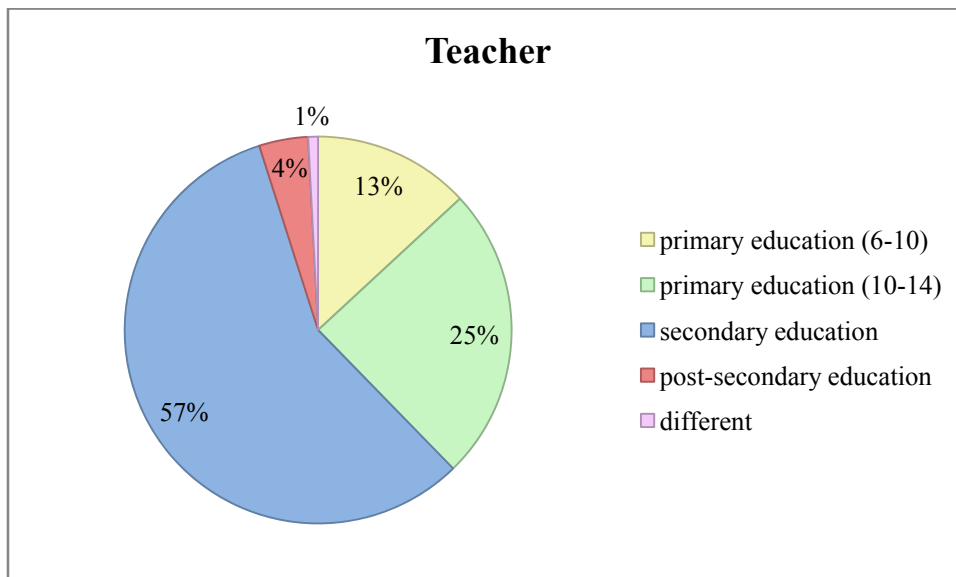
Graph 1: The aspects of connected speech in total (emerging from 547 detected phenomena)



4.3 Results of the Questionnaire

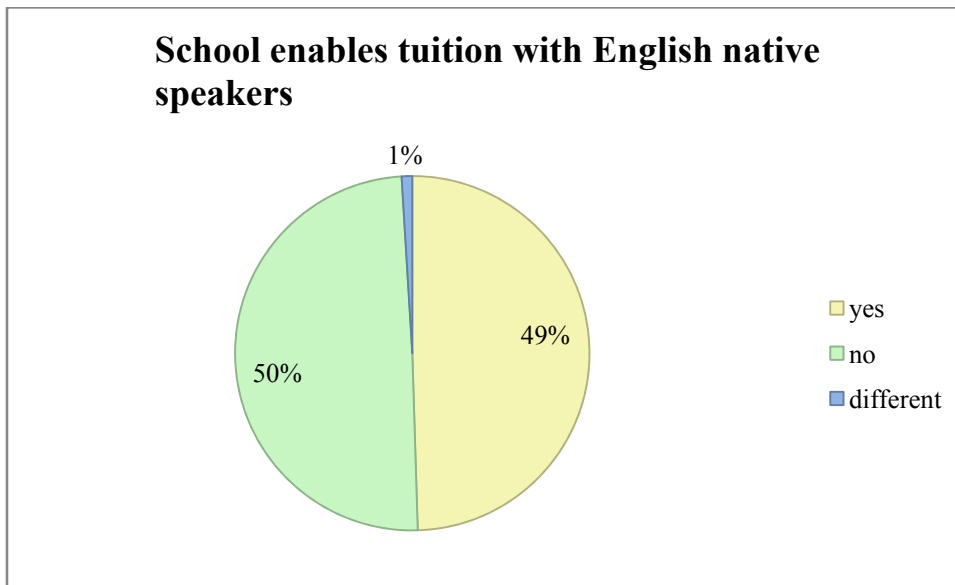
The following chapter introduces the results of the questionnaire. It depicts 9 graphs corresponding with 9 questions answered by 104 respondents. The 10th question is depicted in Table 5. The graphs present the results in percentage. If the respondent did not choose one of the offered answers he / she had the possibility to select “different”, in this case, his / her answer is placed under the particular graph. The results referring to question No. 9 are presented, apart from the graph, in Table 4 displaying more detailed information. The full reading of the questionnaire is available in Appendix 2.

Graph 2: Questionnaire – question No. 1



Different: Respondent No. 85:
Courses for adults.

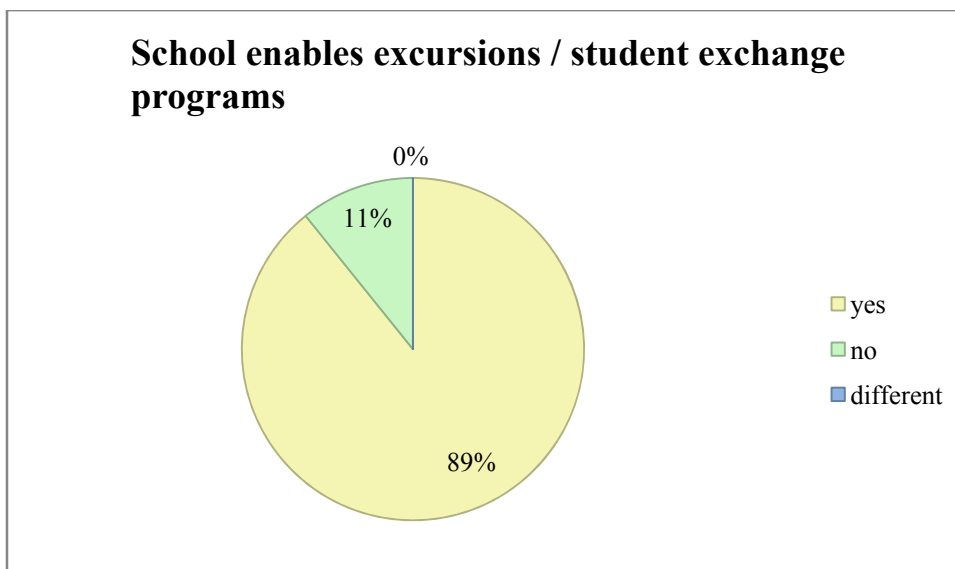
Graph 3: Questionnaire – question No. 2



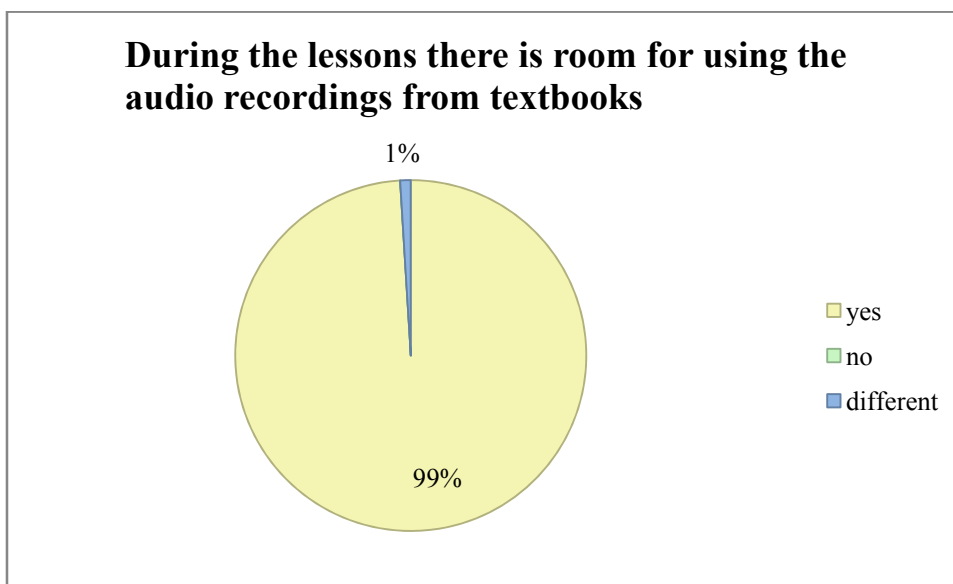
Different: Respondent No. 48:

The native speakers are invited by individual teachers for one/several classes during the year, the last year we organized the whole week tuition with native speakers.

Graph 4: Questionnaire – question No. 3

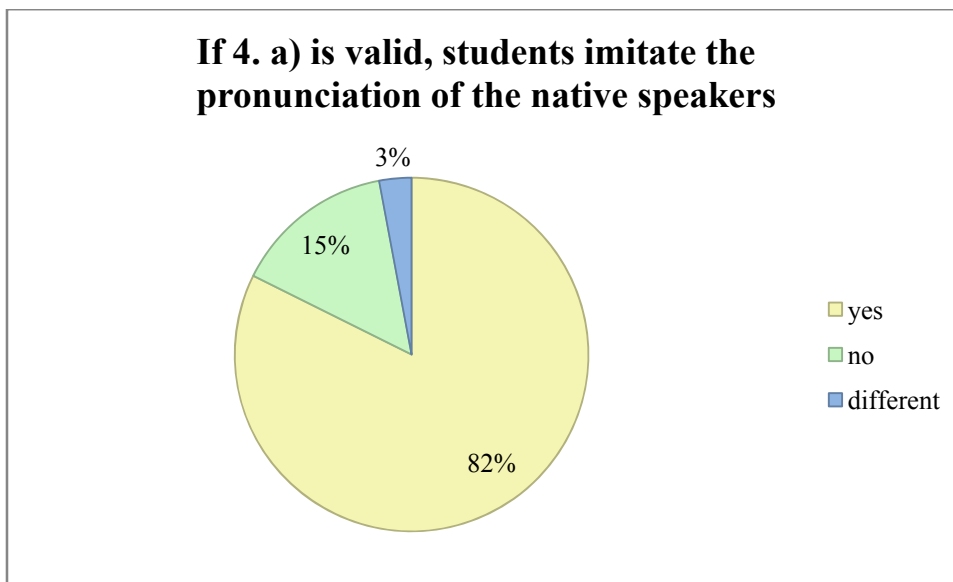


Graph 5: Questionnaire – question No. 4



Different: Respondent No. 86:
I prefer my own speech exhibition.

Graph 6: Questionnaire – question No. 5



Different: Respondent No. 48:
It depends on the quality of the recording, speaker's accent... I regard repeating the vocabulary or intonation very useful.

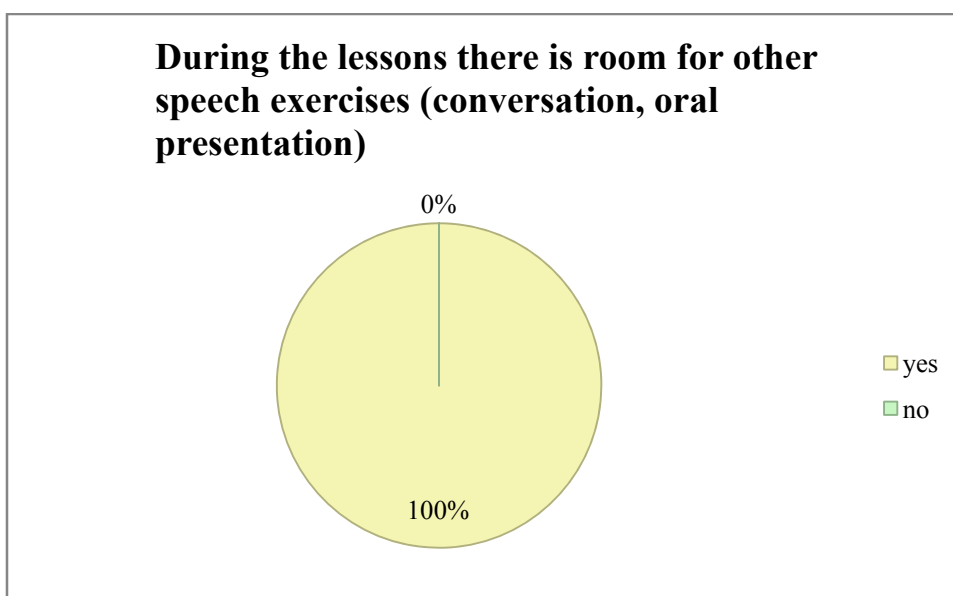
Respondent No. 62:

I am not entirely sure about the meaning of this question. There are many variations of English (Canada, USA, UK...); students cannot imitate different variety each time... Nevertheless, incorrect pronunciation is corrected; I do not regulate idiolect, students may choose what they like, but they have to understand all the varieties.

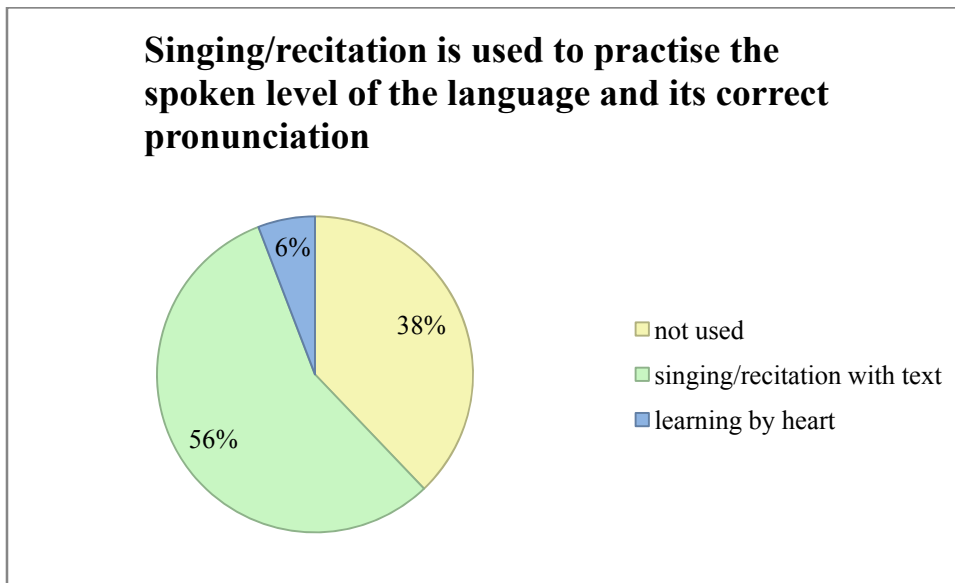
Respondent No. 75:

It depends on the recording, very often those are foreigners with different accent (current textbook trend).

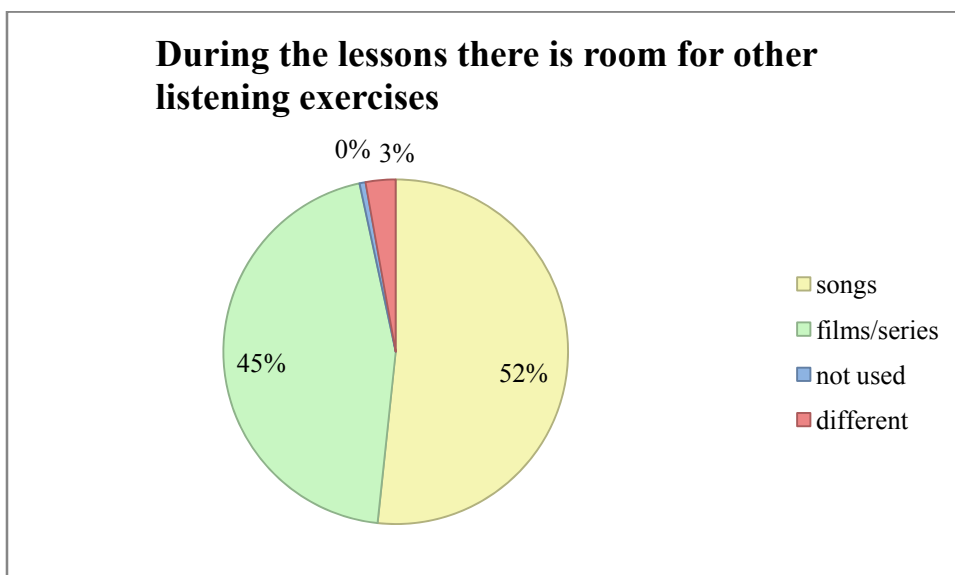
Graph 7: Questionnaire – question No. 6



Graph 8: Questionnaire – question No. 7



Graph 9: Questionnaire – question No. 8



Different: Respondent No. 62:
Practising the listening part of the school leaving exams, FCE... (source: Bridge, Cermat...).

Respondent No. 64:
Documentaries, listening exercises from magazines with adjusted level of English, recordings, fairy tales, stories R. Dahl - Revolting rhymes, on-line fairy tales (source TES - teaching resources English KS1-2 for native speakers).

Respondent No. 66:

Short videos, iTools, magazine Gate, Bridge.

Graph 10: Questionnaire – question No. 9

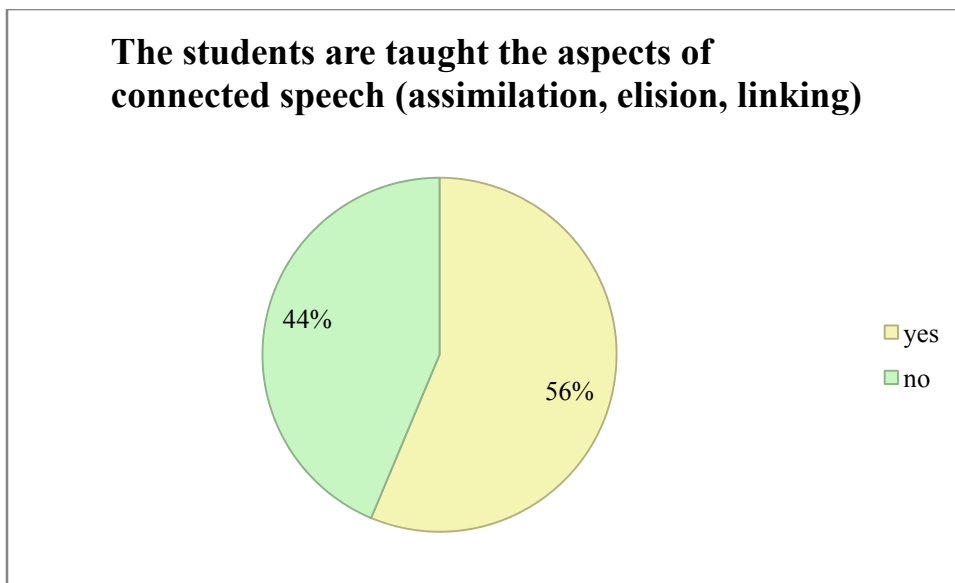


Table 4: Questionnaire – question No. 9

	YES	NO
primary education (6-10)	53%	47%
primary education (10-14)	40%	60%
secondary education	62%	38%
post-secondary education	80%	20%
courses for adults	100%	0%

Table 5: Questionnaire – question No. 10

	Other possibilities to practise speaking, listening, pronunciation
primary education	TV news online
	YouTube videos
	fairy tales - audio, video
	various on-line pages
	English theatre performances
	English games
	controlled dialogue
	presentation of students 'works
	plays with the concentration on listening (riddles, battle ship)
	imitation of real life situation
	regular Edison project, university students from all over the world stay a week at school and present their countries = listening to various accents!
	reading fairy tales, discussing particularities in the text
	role plays
secondary education	You Tube videos
	theatre scenes and "plays" learned by heart, theatre incantation - Shakespeare
	interviews, dialogues, speaking on a topic, presentations, situation dialogues
	debate clubs
	youth parliaments
	language course
	magazine Bridge, Gate - listening exercises
	role plays
	practising the correct pronunciation and intonation with the audio-visual recordings of native speakers
	practising clap the beat rhythm
	developing the communication abilities by presentations, projects
	listening to the topical news with following discussion, listening to talk shows, chat shows
	listening - audio books, CD ROM
	on-line listening tests, helpforenglish.cz, English Me - educational software, various on-line sources
	readers 'club
	retelling a story

	English games
	picture description
	mutual listening among students
	recording of one's video - song, news, reports, presenting the school, family etc
	interactive video course on DVD ("Angličtina Extra")
	reading abbreviated books
	the teacher speaks to the students only in English including the organization matters
	project days - communication with the tourists in the city
	course book New Headway Pronunciation - chapters concerning connected speech><
	practising the speaking part for the school leaving exams
courses for adults	each student has his/her CD for listening the coherent text to individually master the recording at home, in classes the student reproduce the text or discuss it with other students
	course book Pronunciation Games (M. Hancock - connected speech)

4. 4 Summary of the Results

The first question of the analysis is concerning the frequency of aspects of connected speech in informal, unrehearsed speech realized by a native (NS) and non-native speaker (NNS). According to the data emerging from tables 1, 2 and 3 it is visible that the results do not present immense differences, although naturally, the number of aspects of connected speech is still to some extent prevailing in the speech of the NS. More detailed inspection regarding assimilation shows that the occurrence of assimilation of manner is really minimal as only once the progressive assimilation of manner was used by the NS. Particularly, this phenomenon occurred in the Text No. 1 on the boundary of the lines 37 and 38 “discovered that the” /dɪ'skʌvəð d̥ ðə/. The assimilation of manner, nevertheless, was not realized on the entire section, on the word boundary between “that” and “the” the assimilation of place was realized instead /d̥ ðə/. The regressive assimilation of voicing was not detected at all. This obtained result confirms the information given in the theoretical part where it is stated that this type of assimilation occurs only in the most rapid speech. Similarly, the occurrence of coalescent assimilation is entirely absent. Distinct is, however, the difference in the frequency of the assimilation of place (e.g. in Text No. 1, line 18: “seemed the” /si:m̥ ðə/), which the NS used twice as much as the NNS. The total sum of elision occurrences (e.g. Text No. 1, line 29: “they’re” /ðeə/) is dominating in the NS’s speech caused by a higher frequency of contractions in comparison with the NNS. The rest of the individual examples are well balanced. As it is described in the Theoretical Background, linking plays an important role in the naturalness of one’s speech. The fact that the occurrence of linking of the two analysed subjects is nearly even, and moreover it is slightly prevailing in the speech of the NNS, shows very clearly that the naturalness of the NNS with an advanced level of English is approximate to the NS speech expression. The alternative pronunciation for linking consonants may be also the usage of glottal stop, which was detected e.g. in Text No. 1 (NNS, line 23: “to Eva” /toʔeva/). To comment on the issue regarding the regressive assimilation of voicing discussed in the Theoretical Background, the defective pronunciation of this aspect may be heard in some pronunciation of NNSs. Particularly it concerns the incorrect voicing of final voiceless consonant preceding voiced consonant (e.g. using incorrect pronunciation “nice view” /naɪz vju:/ instead of /naɪs vju:/). Such a situation, nonetheless, was not detected in the NNS’s speech, which is in accordance to the above mentioned quality pronunciation of the NNS. Only a minor inconsistency in the pronunciation of the NNS was detected regarding the sound /r/. In otherwise British pronunciation (thus non-rhotic accent of the English

language) it happened that the NNS articulated /r/ in a situation where /r/ sound should remain silent e.g. in “afford” /əfɔ:rd/.

The second task of the analysis regards comparison of the occurrence of aspects of connected speech in formal, prepared and informal, spontaneous discourse, and examination whether the aspects are prevailing in informal speech. Specifically it concerns Text No. 1 (NS), Text No. 2 (a political speech by NS), and Text No. 3 (BBC reader). To comment on the individual aspects, the restricted occurrence of the assimilation of manner must be mentioned again. Even in the rapid political speech the phenomenon occurred only twice; in Text No. 1 it was realized only once, and it was not detected in Text No. 3. The assimilation of voicing is of similar frequency in the texts, only the progressive assimilation of voicing is predominating in Text No. 3, nonetheless this aspect does not have the major impact on the modification of the discourse. Coalescent assimilation is present only in Text No. 3 (line 8: “as you” /əʒə/). The occurrence of the assimilation of place is well-balanced (21:21:17). Speaking of linking (e.g. Text No. 3, line 20: “stay in” /steɪ^lm/), the figures in Texts No. 1 & 3 are equal (9:9). Predominating is the occurrence in Text No. 2 (25). In the Theoretical Background there are discussed growing tendencies in the English language towards the usage of intrusive /r/. Intrusive /r/ was detected 3 times in the analysis (e.g. Text No. 2, line 20: “idea, I mean” /aɪ'diə r aɪ mɪn/, and all the occurrences were realized by the speaker of Text No. 2. Total analysis of elision shows that Text No. 1 presents less frequency of these aspects in comparison to Texts No. 2 & 3. The only aspect which prevails is contraction, although it is present to some extent even in the formal political speech, but this issue will be discussed later. Entirely absent is the occurrence of elision of a vowel on a word boundary, which means that all the speakers preferred the usage of linking consonants instead (e.g. in “how about” the elision of final sound of the diphthong /aʊ/ may be elided and the phrase is pronounced as /haəbaʊt/ or /ha(:)əbaʊt/ if the remaining vowel is lengthened (Pavlík, 2000, p. 191)). This is an alternative pronunciation for linking consonants /haʊ^wəbaʊt/. Although the higher frequency of the aspects of connected speech was presupposed in the informal speech, the results show the contrary. The reason may be in the relaxed character of the telephone call (Text No. 1 NS) decreasing the speech speed. Possibly, the fact that the NS was talking with NNS the NS could modify her speech speed a little. Although the frequency of the aspects of connected speech predominates in the analysed formal types of discourse, the difference is not fundamental. The fact that these aspects are used in both types of discourse in a similar frequency only emphasizes their relevance.

Thirdly, the comparison of two recordings (Text No. 4 & Text No. 5) in accordance with two different levels of English (FCE & CPE) shows that the assumption of CPE involving a higher frequency of the aspects of connected speech is correct. Total occurrence of assimilation is 2 times higher in the analyzed CPE recording. The noticeable difference appears particularly regarding the occurrence of assimilation of place. Also the final sum of elisions (e.g. Text No. 5, line 6: “actually” /ækʃʊəli/ – avoidance of complete consonant cluster) shows that the CPE speakers realized this aspect more frequently than the speakers of FCE level (39:27). These obtained data are worth mentioning, because the speech speed has a considerable impact on the modification of the discourse, in this case presented by the occurrence of various types of elision. Opposite results are, however, to be found in linking; it is prevailing in FCE level speech (23:16).

Finally, attention is given to the occurrence of contractive forms (e.g. Text No. 4, line: 18: “I’ve” /aɪv/) in the analyzed recordings. Their relevance or irrelevance in terms of connected speech is discussed in the Theoretical Background (see elision). Obtained results present that their frequency is quite noticeable. In the analyzed recordings of approximately the same length it occurred as follows: thirteen times in Text No. 1 (NS, informal communication), five times in Text No. 1 (NNS, informal communication), thirteen times in Text No. 4 (FCE interview), and 11 times in Text No. 5 (CPE interview). Apparently, the occurrence of this phenomenon is quite high in informal speeches. Important is also the fact that contractive forms occurred even in the political, formal speech. The reason may be that the speaker tried to induce a “friendly” atmosphere. Still, startling may be the finding that in this communicative situation the speaker used also a specific type of contraction, particularly in form of “gonna” /gɒnə/ which is by Pavlík (2000) described as typical of colloquial speech, and regarded “vulgar” in formal communication. The contractive forms were not used in the speech of the BBC reader, where their occurrence would be highly improper. To conclude, the high frequency of this aspect in informal communication and its presence even in some formal communication attest to the relevance of this phenomenon. Therefore, in this study, we support the opinion of Pavlík, Underhill, and Kelly who, unlike Roach, emphasizes the importance of contractive forms to be studied as a part of elision.

To comment on Graph 1, the highest frequency of occurrence in all the recordings is presented by assimilation. Linking has the lowest occurrence because linking of a consonant + vowel was not examined, otherwise it would present the major part of the revealed cases. The high occurrence of assimilation is mainly due to the occurrence of

the assimilation of voicing and place. To relate these results to the matter of teaching connected speech, Roach's quotation is convenient. "It would not be practical or useful to teach all learners of English to produce assimilations; practice in making elision is more useful, and it is clearly valuable to do exercises related to rhythm and linking" (Roach, 2000, p. 145). The tuition of assimilation is suggested to be left aside, which does not agree with the results I obtained from the analysis. I do agree with this opinion as far as the assimilation of manner and coalescent assimilation is concerned. These are rarely present in the analysed recordings. Nevertheless, I see practicing the assimilation of voicing as useful, to be more precise, speaking of Czech learners. It concerns especially the progressive assimilation of voicing in –s ending in 3rd person plural. Czech speakers are accustomed to the assimilation of voicing of final voiced consonants into voiceless. Czech students of English therefore may often make the mistake in pronunciation e. g. in "dogs" pronouncing /dɒks/ instead of correct pronunciation /dɒgz/. In my opinion similar situations should be avoided, and at least this aspect of assimilation should be practised with students.

Although the results of the questionnaire are clearly presented in graphs in the analysis, several points and certain sections are worth discussing.

In *The modern language journal* Elliott (1995) expressed his opinion that the pronunciation skills are often neglected in comparison with the tuition of speaking or listening. Question No. 6, concerning speech exercises such as conversations or oral presentations, shows that the speech exercises are practised in 100% of the addressed schools. It is similar with listening to the recordings of native speakers in question No. 4 (only 1% prefers his/her own speech exhibition). These are very positive results. Question No. 5 is concerning the development of the students' pronunciation skills; the outcome is not as absolute as with the previous questions, nonetheless 82% of the teachers dedicate some of their time during the lessons to the students' pronunciation improvement.

Elliott (1995) also discusses the general attitude towards the pronunciation of the second language as not so important, mentioning that the second languages are very often taught by second language teachers. The questionnaire also tries to gain information to what extent the students have the possibility to attend classes led by native speakers. The results are well-balanced, 50% answered "no", 50% answered "yes".

Question No. 9 concerning the tuition of the aspects of connected speech is also worth a commentary. Moderately prevailing is the attitude of the teachers to teaching these aspects – 56%. Kelly (2000) regards the tuition of the aspects of connected speech

important especially as far as the little children are concerned. He supports his argument by saying that young children are perfect with imitating, thus they adopt the skills easily. 53% of addressed teachers of primary Czech schools teaching children aged 6-10 may share the opinion as they acquaint their pupils with the aspects of connected speech.

The benefit of the questionnaire consists in presenting the overview concerning the teachers' attitude towards the spoken level of English and its pronunciation in the addressed Czech schools. Apart from that it provides the reader with an extensive number of ideas how to train speaking, listening, and pronunciation with students, which is seen as a useful summary for English teachers (question No. 10).

5 CONCLUSION

The objective of this study was the analysis of the frequency of the aspects of connected speech in English with the concentration on three main aspects: assimilation, liking, and elision. For this purpose five recordings, realized under various extralinguistic contexts, were analyzed; transcribed in the comparative phonemic transcription, and afterwards the examined aspects which occurred in the discourse of the speakers were detected.

The results emerging from the analysis met with the first question regarding the comparison of NS and NNS with considerably advanced level of English. The obtained data showed that the naturalness of NNS is comparable to the NS's speech, but of course, it must be admitted that the aspects of connected speech were naturally still slightly prevailing in the speech of the NS.

The results did not, however, meet with the presupposition in the second hypothesis. They showed that higher frequency of examined aspects was in the formal, prepared speeches than in the spontaneous informal communication.

The hypothesis that the aspects of connected speech will be more frequent in Text No. 5 (CPE interview) than in Text No. 4 (FCE interview) was confirmed, in the correspondence with the speech speed of the speakers.

It may be said that the results are in correspondence with the information presented in the chapter of Theoretical Background. There it is stated that the speech speed has an essential effect on the occurrence of the aspects of connected speech. The rapid tempo of the political speech (Text No. 2) and CPE interview (Text No.5) reached together with BBC broadcasting (Text No. 3) the highest occurrences of the researched aspects.

The last analysed topic concerned the occurrence of contractive forms, as different authors have different attitude towards them, speaking of them in terms of connected speech. It was discovered that their frequency is of a great extent in informal communication, and moreover they occur even in formal speeches, therefore they are regarded as an important part in the tuition of the aspects of connected speech, which supports the opinion of authors such as Pavlík, Underhill and Kelly.

The contribution of the questionnaire is also worth mentioning. It presents an integral part of this study. The questionnaire concentrates on the tuition of English pronunciation, including the tuition of the aspects of connected speech, at Czech schools. It presents the overview regarding the attitude of teachers towards the tuition of English

pronunciation at Czech schools. Besides, it provides the reader with numerous ideas how to train students' pronunciation, which is seen as very beneficial information for English teachers.

The aspects of connected speech were analysed as very frequent in both formal and informal discourse, which emphasizes their importance. Presenting them especially to learners of English who want to achieve a considerably good knowledge of English with acceptable ability of expressing themselves without defective pronunciation would be very beneficial. This topic therefore presents a possibility for further study which could involve construction of study material for students with practical implication, which would help to develop their pronunciation skills, and would contribute to the naturalness of their speech performance. The work suggests also another possibility. As it was written in the Theoretical Background, research concerning rhythm would be worth considering as some phoneticians doubt the strict division of languages into two groups, into syllable-timed and stress-timed languages.

6 SUMMARY IN CZECH

Tato bakalářská práce se zabývá jednou z důležitých součástí fonologie, která do velké míry ovlivňuje recepci mluvených projevů; zabývá se tematikou aspektů řeči spojitě. Pokud jde o strukturu práce, teoretická část představuje ucelený soubor informací koncipovaný formou literární rešerše. Podává informace týkající se studovaného tématu a hlavní důraz je kladen na „assimilation, linking, elision“. Z důvodu komplexnosti práce teoretická část zahrnuje také další aspekty řeči spojitě jako je „coarticulation, rhythm, juncture“ a jiné. Hlavním cílem práce je zaznamenání četnosti výskytu aspektů řeči spojitě v různých typech komunikace a následné užití získaných dat pro porovnání analyzovaných nahrávek rodilých i nerodilých mluvčích anglického jazyka. Podle výsledků, představujících četnost výskytu zkoumaných jevů, lze konstatovat, že zkoumaná úroveň výskytu daných jevů v promluvě nerodilého mluvčího s vysokou znalostí anglického jazyka je porovnatelná s výskytem těchto jevů u rodilého mluvčího. Přirozeně, výskyt aspektů řeči spojitě mírně převažuje v promluvě rodilého mluvčího. Překvapivě, získaná data ukazují, že vyšší frekvence zkoumaných jevů se nachází ve formálních projevech než v projevech neformálních. Pozornost je dále věnována stažným tvarům a jejich relevanci či irelevanci z hlediska řeči spojitě, konkrétně z hlediska elize. Značný výskyt těchto jevů v neformální komunikaci, a dokonce jejich přítomnost ve formální komunikaci zdůrazňuje jejich relevanci v rámci výuky aspektů řeči spojitě, což podporuje názory autorů jako je Underhill nebo Kelly.

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LIST OF ABBREVIATIONS

BBC	British Broadcasting Corporation
CPE	Certificate of Proficiency in English
ESOL	English for Speakers of Other Languages
FCE	First Certificate in English
IPA	International Phonetic Alphabet
NS	Native speaker
NNS	Non-native speaker
RP	Received Pronunciation

APPENDIX 1
The Actual Analysis

Text No. 1

Full reading of the text:

A: It's something I wanted to tell you anyway.

P: All right.

A: Because we were talking about politics the last time, and meanwhile I read an article in Mladá Fronta, do you know the newspaper?

P: Yes, I do. Yes, I think, didn't Michel use to write a page for them some time? Yeah, I think it was an English language page. Ok, I don't know if I'm mistaken.

A: But, it's a... I think it's the most read newspaper in Czech, I would say, and there was an article about a Czech Egyptologist exploring the ancient Egypt.

P: And I remember reading last week they've just found some very early remains of a king called Seneb Kay the previously, pre-date the known ones, found about three meters down under the sand.

A: I see. So, there is still something to explore in Egypt.

P: Oh, yeah!

A: Unfortunately, travelling to Egypt is not something I would do today, you know.

P: Well that's the same really for, unfortunately, for lots of parts of the world, there's too much turmoil. And to me it's always seemed the most ridiculous idea to go on holiday in a country, where there's effectively civil war and I think that's ultimately selfish of you actually.

A: Selfish and dangerous as well. But you know, I was there, more than twenty years ago, and I was impressed, of course, and indeed, I would like to show it to Eva and to share the impression with her, but I don't think that it can come to that, you know.

P: No, it's not a very safe option, unless you are able to fly to the southern part of Egypt, and go straight to places like Karnak.

A: Yes, do you think it's more calm there than in the north?

P: I would guess so, but I don't know to what extent the unrest in Egypt has made the rest of the population mistrustful of foreigners that they're usually that danger.

A: Anyway, in front of the Hatshepsut tomb, is it a tomb, possibly, there was the first shooting in Egypt, the whole bus of tourists shot down, and that was exactly the place

where I walked on my own without any security or something, it was years ago so, that feels a little strange, you know.

P: Yeah, actually, also in front of that very tomb you can still see the bullet marks, the bullet holes, unfortunately. I remember seeing them, and feeling very, very silly that it came to that, and also, I was quite sorry there too, when I discovered that the trees that have been there something like 5000 years somebody dug them up, cut them down, one or the other, but anyway, the trees are gone, and that's such a shame.

A: So, you went there after the shooting.

P: Yes.

A: I see. Because, I was there before the Gulf War, so it was quite a safe time, in fact. The soldiers could be seen from time to time, but I could afford walking from the Valley of the Kings to the Hatshepsut tomb, just only with a bottle of water, over the hills, really, I could move there freely.

P: And when I went, it was actually from Czech, when I was living in Czech, and one thing that I do remember was the guide, a Czech guide, we had to get up like half past one in the morning to catch the bus, and for the whole of the journey, like four or five hours or however long it was he didn't shut up (laughing), he was just reading in a very bored tone of voice.

A: In Czech?

P: Yes, for hours and hours, and most people just switched off the loud speakers.

Source: own

Analysis:**1. A: It's something I wanted to tell you anyway.**

/ɪt'sʌmθɪŋ aɪ ,wɒntɪd tə 'tel ju ,eniweɪ/

contraction, elision of two identical adjacent consonants, progressive assimilation of voicing

2. P: All right.

/ɔ:l 'raɪt/

3. A: Because we were talking about politics the last time, and meanwhile I read

/bɪ ,kɒz 'wi: wə 'tɔ:kɪŋ ə ,baʊt 'pɒlɪtɪks ðə ,lɑ:s'taɪm ənd 'mi:nwaɪl aɪ ,red /

progressive assimilation of voicing, elision of two identical adjacent consonants

4. an article in Mladá Fronta, do you know the newspaper?

/ən 'ɑ:tɪkl̩ ɪn [...]də ju ,nəʊ ðə 'nju:spɛɪpə/

syllabic l, regressive assimilation of voicing

5. P: Yes, I do. Yes, I think, didn't Michel use to write a page for them some time?

/'jes aɪ 'du: ,jes aɪ 'θɪŋk ,dɪdnt̩ ,mɪ'ʃel ,ju:s tə ,raɪt ə 'peɪdʒ fə ðəm səm ,taɪm/

assimilation of place, contraction, syllabic n

6. Yeah, I think it was an English language page. Ok, I don't know if I'm mistaken.

/jeə aɪ 'θɪŋk ɪt wəz ən ,ɪŋɡlɪʃ 'læŋɡwɪdʒ 'peɪdʒ əʊkeɪ aɪ dəʊnəʊ ɪf ɑ:mɪ'steɪkən/

3x assimilation of place, consonant cluster > elision of two identical consonants,

contraction, elision of two identical consonants

7. A: But, it's a... I think it's the most read newspaper in Czech, I would say, and

/bʌt ɪts ə aɪ 'θɪŋk ɪts ðə məʊst 'red 'nju:spɛɪpər ɪn 'tʃek aɪ ,wʊd ,seɪ ənd/

2x contraction, 2x assimilation of place, assimilation of voicing regressive, linking r

8. there was an article about a Czech Egyptologist exploring the ancient Egypt.

/ðeə wəz ən 'ɑ:tɪkl̩ ə ,baʊt ə ,tʃek ɪ:dʒɪp'tɒlədʒɪst ɪk'splɔ:rɪŋ ,ði: ,ɛɪmʃənt 'i:dʒɪpt/

syllabic l, linking j

9. P: And I remember reading last week they've just found some very early remains

/ənd aɪ rɪˌmembə ˌriːdɪŋ ˈlɑːst ˈwiːk ðeɪv dʒəst ˌfaʊnd səm ˌveri ˌɜːli rɪˈmeɪnz/

contraction, progressive assimilation of voicing

10. of a king called Seneb Kay the previously, pre-date the known ones, found about

/əv ə ˈkɪŋ ˌkɔːld ˌsɛnɛpˈkaɪ ðə ˌpriːvɪəsli ˌpriːˈdeɪð ə ˈnəʊn ˌwənz ˌfaʊnd əbaʊt/

regressive assimilation of voicing, assimilation of place, progressive assimilation of voicing

11. three meters down under the sand.

/'θriː ˈmiːtəz ˌdaʊn ˌʌndə ðə ˈsænd/

progressive assimilation of voicing

12. A: I see. So, there is still something to explore in Egypt.

/aɪ ˈsiː ˈsəʊ ðɛr ɪz stɪl ˈsʌmθɪŋ tə ˈɪkˈsplɔːr ɪn ˈiːdʒɪpt/

2x linking r, elision of /ə/ before linking r, regressive assimilation of voicing, linking w

13. P: Oh, yeah!

/əʊ jɛə/

14. A: Unfortunately, travelling to Egypt is not something I would do today,

/ʌnˈfɔːtʃənɪtli ˈtrævəlɪŋ tə ˈiːdʒɪpt ɪz nɒt ˌsʌmθɪŋ aɪ wʊd ˈduː tˈdeɪ/

glottal stop instead of linking, loss of a weak vowel after t

15. you know.

/jə ˌnəʊ/

16. P: Well that's the same really for, unfortunately, for lots of parts of the world,

/wel ðəts ðə ˌseɪm ˈriːəli fɔː ʌnˈfɔːtʃənɪtli fɔː lɒts əv ˈpɑːts əv ðə ˈwɜːld

contraction, regressive assimilation of voicing, progressive assimilation of voicing

17. there's too much turmoil.

/ðeəz ˈtuː ˌmʌtʃ ˈtɜːməɪl/

Contraction

18. And to me it's always seemed the most ridiculous idea to go on holiday in a/ænd tə 'mi: its ɔ:lweɪs ,si:mɪŋ ðə məʊst rɪ'dɪkjʊləs aɪ'dɪə tə ɡəʊ^wɒn ,hɒlədeɪ ɪn ə/

contraction, regressive assimilation of voicing, assimilation of place, linking, glottal stop instead of linking j

19. country, where there's effectively civil war and I think that's ultimately selfish of

/'kʌntri weə ðeəz ɪ'fektɪvli ,sɪvəl ,wɔ:r ənd aɪ 'θɪŋk ðæts ,ʌltɪmətli 'selfɪʃ əv/

2x contraction, linking r, assimilation of place

20. you actually.

/jʊ ,ækʃʊəli/

consonant cluster

21. A: Selfish, and dangerous as well. But you know, I was there, more than twenty

/,selfɪʃ ən'deɪndʒərəs əz wel ,bʌt jə ,nəʊ aɪ wəz ðeə ,mɔ: ðən ,twenti/

elision of two identical consonants

22. years ago and I was impressed, of course, and indeed, I would like to show it to/'jɪəz ə ɡəʊ ənd aɪ wəz ɪm'prest əf kɔ:s ənd ɪn'di:d aɪ ,wʊd ,laɪk tə ,ʃəʊ^wɪt tu/

2x progressive assimilation of voicing, regressive assimilation of voicing, linking w

23. Eva, and to share the impression with her, but I don't think that it can come to

/?'eva ənt tə 'ʃeə ðə ɪm'preʃn wɪð hə bət aɪ dəʊn't θɪŋk ðət ɪt ,kæŋ 'kʌm tə/

glottal stop instead of linking, regressive assimilation of voicing, syllabic n, contraction > elision of consonant cluster, 2x assimilation of place

24. that, you know.

/,ðæt jə ,nəʊ/

25. P: No, it's not a very safe option, unless you are able to fly to the southern part of/'nəʊ ɪts nɒt ə ,veri ,seɪf 'ɒpʃn ənles ju^wər'eɪbəl tə 'flaɪ tə ðə ,sʌðəm 'pɑ:t ɒv/

contraction, syllabic n, linking w, linking r, syllabic l, assimilation of place

26. Egypt, and go straight to places like Karnak.

/ˈiːdʒɪpt əŋg gəʊ ˌstreɪtə ˈpleɪsɪz ˌlaɪk ˈkɑːrnək/

2x assimilation of place, elision of two identical consonants, progressive assimilation of voicing

27. A: Yes, do you think it's more calm there than in the north?

/jes də jʊ ˈθɪŋk ɪts mɔː ˈkɑːm ðeə ðən ɪŋ ðə ˈnɔːθ/

2x assimilation of place, contraction

28. P: I would guess so, but I don't know to what extent the unrest in Egypt has made

/aɪ wʊd ˈgeɪsəʊ bət aɪ dəʊnəʊ tə wɒt ɪkˈstend ˈðiː ˌʌnˈrest ɪn ˈiːdʒɪpt hæz ˌmeɪd/

elision of two identical consonants, consonant cluster > elision of two identical consonants, linking j

29. the rest of the population mistrustful of foreigners that they're

/ðə ˌrest əv ðə pɒpjʊˈleɪʃn mɪsˈtrʌstfəl əf ˈfɔːrɪnəz ðəɪ ðeə/

syllabic n, regressive assimilation of voicing, progressive assimilation of voicing, assimilation of place, contraction

30. usually that danger.

/ˌjuːʒʊəli ðæt ˈdeɪndʒə/

31. A: Anyway, in front of the Hatshepsut tomb, is it a tomb, possibly, there was the

/ˌeniweɪ ɪn ˌfrʌnt əv ðə ˌhʌtʃəpsət ˈtuːm ɪz ɪt ə ˌtuːm ˌpɒsɪbli ðeə wəz ðə/

32. first shooting in Egypt, the whole bus of tourists shot down, and that was exactly

/ˌfɜːst ˈʃuːtɪŋ ɪn ˈiːdʒɪpt ðə ˌhəʊl ˈbʌs əf ˈtʊərɪsts ˌʃɒt ˈdaʊn ənd ðæt wəz ɪgˈzæktli/

regressive assimilation of voicing, progressive assimilation of voicing, assimilation of place, elision of consonant cluster

33. the place where I walked on my own without any security or something,

/ðə ˈpleɪs wer aɪ ˈwɔːkt ɒn ˌmaɪ ˌəʊn wiðˈaʊt ˌeni sɪˈkjʊərɪti ɔː ˈsʌmθɪŋ/

linking r, elision of a final /ə/, progressive assimilation of voicing, assimilation of place

34. it was years ago so, that feels a little strange, you know.

/ɪt wəz 'ji:z ə,gəʊ səʊ ðæt ,fi:lz ə ,lɪt 'streɪndʒ jə ,nəʊ/

assimilation of place, progressive assimilation of voicing, syllabic l

35. P: Yeah, actually, also in front of that very tomb you can still see the bullet marks,

/jeə 'ækʃuəli 'ɔ:ləsəʊ ɪn ,frʌnt əv ðæt ,veri 'tu:m ju kən stɪl 'si: ðə ,bʊlɪt 'mɑ:ks/

elision of a consonant cluster, linking j, progressive assimilation of voicing

36. the bullet holes, unfortunately. I remember seeing them, and feeling very, very

/ðə ,bʊlɪt 'həʊlz ʌn'fɔ:tfənɪtli aɪ rɪ ,membə 'si:ɪŋ ðəm ənd ,fi:lɪŋ 'veri 'veri 'sɪli/

progressive assimilation of voicing

37. silly that it came to that, and also, I was quite sorry there too, when I discovered

/ðæt ɪt 'keɪm tə ðæt ən 'ɔ:ləsəʊ aɪ wəz ,kwɑɪt ,sɒri ðeə ,tu: wen aɪ dɪ'skʌvəʃ/

elision of consonant in a fast speech when linking, progressive assimilation of manner

38. that the trees that have been there something like 5000 years somebody dug them

/ðæt ðə 'tri:z 'ðæt həv 'bi:n ðeə ,sʌmθɪŋ ,laɪk ,faɪf 'θaʊzənd 'jɜ:z 'sʌmbədɪ ,dʌg əm/

2x assimilation of place, 2x progressive assimilation of voicing, regressive assimilation of voicing, syllabic n, elision of initial consonant in pronoun

39. up, cut them down, one or the other, but anyway, the trees are gone,

/'ʌp ,kʌt ðəm 'daʊn ,wʌn ɔ: ,ði: 'ʌðə bət ,eniweɪ ðə 'tri:z ə gɒn/

2 assimilation of place, linking j, progressive assimilation of voicing, contraction

40. and that's such a shame.

/ənd ðæts ,sʌtʃ ə 'ʃeɪm/

assimilation of place, contraction

41. A: So, you went there after the shooting.

/səʊ ju 'went ðer 'ɑ:ftə ðə 'ʃu:tɪŋ/

assimilation place, linking r, loss of a final /ə/

42. P: Yes.

/jes/

43. A: I see. Because, I was there before the Gulf War, so it was quite a safe time,

/aɪ 'si: bi,kɒz 'aɪ wəz ðə bi,fɔ: ðə ,gʌlf 'wɔ:r səʊ^wɪt wəz ,kwɪt ə ,seɪf 'taɪm/

linking w, (rhotic /r/ in British pronunciation)

44. in fact. The soldiers could be seen from time to time, but I could afford walking

/ɪn ,fækt ðə 'səʊldʒəz kʊ**b** bi: 'si:n frəm 'taɪm tə ,taɪm bʌt aɪ ,kʊd ə ,fɔ:rd 'wɔ:kɪŋ/

progressive assimilation of voicing, assimilation of place, (rhotic /r/ in British pronunciation)

45. from the Valley of the Kings to the Hatshepsut tomb, just only with a bottle of

/frəm ðə 'væli əv ðə 'kɪŋz tə ðə 'hʌtʃəpsətʊ:m dʒəst ,əʊnli wɪð ə 'bɒtl̩ əv/

progressive assimilation of voicing, elision of two identical consonants, syllabic l

46. water, over the hills, really, I could move there freely.

/'wɔ:tə ,əʊvə ðə 'hɪlz 'ri:li aɪ ,kʊd 'mu:v ðeə 'fri:li/

progressive assimilation of voicing

47. P: And when I went, it was actually from Czech, when I was living in Czech, and

/ən wen aɪ ,went ɪt wəz ,ækʃʊəli frəm 'tʃek wen aɪ wəz 'lɪvɪŋ ɪn ,tʃek ənd/

2x consonant cluster

48. one thing that I do remember was the guide, a Czech guide, we had to get up like

/wʌn 'θɪŋ ðət aɪ 'du: rɪ'membə wəz 'ði: 'gaɪd ə ,tʃeg ,gaɪd ,wi: hət tə ,get 'ʌp ,laɪk/

regressive assimilation of voicing, assimilation of place

49. half past one in the morning to catch the bus, and for the whole of the journey,

/,hɑ:f ,pɑ:st ,wʌn ɪŋ ðə 'mɔ:nɪŋ tə 'kætʃ ðə 'bʌs ənd fə ðə ,həʊl əv ðə 'dʒɜ:nɪ/

assimilation of place

50. like four or five hours or however long it was he didn't shut up (laughing), he was

/,laɪk 'fɔːr ɔː'faɪv 'aʊəz ɔː haʊ ,evə ,lɒŋ ɪt ,wɒz 'hiː 'dɪdn̩t ʃʌt 'ʌp ,hiː wəz /

linking r, progressive assimilation of voicing, contraction

51. just reading in a very bored tone of voice.

/,dʒəst 'riːdɪŋ ɪn ə 'veri 'bɔːt 'təʊn ə 'vɔɪs/

regressive assimilation of voicing, loss of final v

52. A: In Czech?

/,ɪn'tʃek/

53. P: Yes, for hours and hours, and most people just switched off the loud speakers.

/'jes fə ? 'aʊəz ənd 'aʊəz ənd məʊst 'piːpəl dʒəz ,swɪtʃt 'ɒf ðə ,laʊd 'spiːkəz/

glottal stop instead of linking, 3x progressive assimilation of voicing, syllabic l, consonant cluster

Text No. 2**Full reading of the text:**

Good afternoon everybody! I must say that to receive an invitation from the great Preston Manning, who did so very much to totally change the nature of political debate and to reconfigure a Canadian politics was absolutely an irresistible invitation, and thank you. And to be honest to share a platform with John Howard who did so much to make Australia a really great, global, proud country even if we beat them in cricket these days. Now I've just got one small bone to pick with the introduction that I was given; press had introduced me as being a well known Euro sceptic. If you look up the word sceptic in the Oxford English Dictionary, it says: "Inclined to doubt." I am not at least a bit doubtful about this European project. I am absolutely, wholly, and viscerally opposed to the direction in which this European project is moving, and here is why. The attempt to get France, and Germany sitting around the table, talking to each other in the 1950s was absolutely the right and sensible thing to do, you know. Not just The First World War, and The Second World War, but a Franco-Prussian War in 1870 as well, three times within seventy years, disastrous conflict between France and Germany. So the idea of getting them to talk together and to trade together was a good sensible idea. And the idea that lot of us who we are the European neighbours might want to trade with each other without the imposition of very high tariffs equally was a good sensible idea, I mean we all forget that in the 1960s tariffs were often as high as 30 and 40 % on manufactured goods between western world countries. So all of that was perfectly sensible, and indeed, my mum and dad both voted in 1975 in a referendum for the United Kingdom to stay part of the common market. But you see, communism was rather a good idea in a way, wasn't it? Well the idea that the world was gonna become perfect, and fair, and lovely.

Source: UKIP Nigel Farage – speech in Canada 2013 (2013, March 15). *Nigel Farage: MNC 2013*. Retrieved February 12, 2014, from <http://www.youtube.com/watch?v=XbCgw2nsrOw>

Analysis:**1. Good afternoon everybody! I must say that to receive an invitation from the great**

/ˌɡʊd ɑːftəˈnuːn ˈevrɪbɒdi aɪ məs ˈseɪ ðæt tə riˈsiːv ən ɪnviˈteɪʃən frəm ðə ˈɡreɪt/

consonant cluster, syllabic n

2. Preston Manning, who did so very much to totally change the nature of political

/ˈprestən ˈmæniŋ ˌhuː ˌdɪd ˈsəʊ ˈveri ˈmʌtʃ tə ˌtəʊtəli ˈtʃeɪndʒ ðə ˈneɪtʃə ɒ p,lɪtɪkəl/

syllabic n, loss of final v, loss of weak syllable, syllabic l

3. debate and to reconfigure a Canadian politics was absolutely an irresistible

/dɪˈbeɪt ənt tə riːkənˈfɪɡr ə kəˈneɪdɪən ˈpɒlɪtɪks wɒz æbsəˈluːtli ən ɪriˈzɪstəbəl/

regressive assimilation of voicing, linking r, elision of a final /ə/, syllabic l

4. invitation, and thank you. And to be honest to share a platform with John Howard

/ɪnviˈteɪʃənð ˈθæŋk jə ənt tə bi ˌɒnɪsto ˌʃer ə ˈplætfɔːm wɪð ˈdʒɒn ˈhaʊəd/

syllabic n, 2x assimilation of place, regressive assimilation of voicing, elision of two identical consonants, linking r, elision of a final /ə/

5. who did so much to make Australia a really great, global, proud country even if

/ˌhuː ˌdɪd ˈsəʊ ˈmʌtʃ tə ˈmeɪk ə ˈstreɪlə ə ˈriːli ˈɡreɪt ˈɡləʊbəl ˈpraʊd ˌkʌntri ˈiːvən ɪf/

syllabic l, assimilation of place, syllabic n

6. we beat them in cricket these days.

/wɪ ˈbiːt ðəm ɪŋ ˈkrɪkɪt ˌðiːz ˌdeɪz/

3x assimilation of place

7. Now I've just got one small bone to pick with the introduction that I was given;

/ˌnaʊ aɪv ˌdʒʌsk ˈɡɒt ˌwʌn ˌsmɔːl ˈbɒn tə ˈpɪk wɪð iː ˌɪntrəˈdʌkʃən ðətaɪ wəz ˌɡɪvən/

contraction, assimilation of place, elision of two identical consonants, linking j, syllabic n

8. press had introduced me as being a well known Euro sceptic.

/ˈpres həd ɪntrəˈdjuːst ˈmiː æz ˈbiːɪŋ ˌeɪ ˌwel ˌnəʊn ˈjʊərəʊ ˈskeptɪk/

progressive assimilation of voicing, glottal stop instead of linking

9. If you look up the word sceptic in the Oxford English Dictionary, it says: “Inclined

/ɪf jəˌlʊk ˈʌp ðə ˈwɜːd ˈskeptɪk ɪŋ ðiː ˈɒksfəd ˈɪŋɡlɪʃ ˈdɪkʃənəri ɪt ˈsez ɪn ˈklaɪnd/

assimilation of place

10. to doubt.” I am not at least a bit doubtful about this European project. I am

/tə ˈdaʊt aɪ ˈjəm nɒt ət ˌliːst ə ˌbɪt ˈdaʊtful ə ˌbaʊt ðɪs jʊərəˈprɪəm prəˈdʒekt aɪ ˈjəm/

2xlinking j, 2x assimilation of place

11. absolutely, wholly, and viscerally opposed to the direction in which this European

/ˈæbsəluːtli ˈhəʊli ən ˈvɪsərəli əˈpəʊzd tə ðə dɪˈrekʃn ɪn wɪtʃ ðɪs jʊərəˈprɪəm/

consonant cluster, progressive assimilation of voicing, syllabic n, assimilation of place

12. project is moving, and here is why.

/prəˈdʒekt ɪz ˈmuːvɪŋ ənd ˌhiə ɪz ˈwaɪ/

linking r

13. The attempt to get France, and Germany sitting around the table, talking to

/ˌðɪː ˈəˈtempt tə ˌget ˈfrɑːns ən ˈdʒɜːmənɪ ˈsɪtɪŋ əˈraʊnd ðə ˌteɪbəl ˈtɔːkɪŋ tə/

linking j, consonant cluster, assimilation of place, syllabic l

14. each other in the 1950s was absolutely the right and sensible thing to do,

/iːtʃ ˌʌðər ɪŋ ðə nɑːm ˈtiːn ˈfɪftɪz wəz æbsəˈluːtli ðə raɪt ən ˈsensɪbl ˈθɪŋ tə du/

linking r, loss of final /ə/, assimilation of place, progressive assimilation of manner,

consonant cluster, syllabic l

15. you know. Not just The First World War, and The Second World War, but a

/jə ˌnəʊ nət dʒəʊz ðə ˈfɜːst ˈwɜːld ˈwɔːr ənd ðə ˈsekənd ˈwɜːld ˈwɔː bət ə/

2x assimilation of place, linking r

16. Franco-Prussian War in 1870 as well, three times within seventy years, disastrous

/ˈfræŋkəʊ ˈprʌʃn ˈwɔː ɪn eɪˈtiːn ˈsevntɪ əz wel ˌθriː ˈtʌmz wɪð ɪn ˌsevntɪ ˈjɪz dɪˈzɑːstrəs/

assimilation of place, syllabic n, 2x progressive assimilation of voicing

17. conflict between France and Germany. So the idea of getting them to talk together

/kɒn'flikt bɪ,twi:n 'frɑ:ns ən 'dʒɜ:məni səʊ ,ði: 'jɑ:diə əv ,getɪŋ ðəm tə 'tɔ:k tə,geðə/

consonant cluster, linking j, intrusive r

18. and to trade together was a good sensible idea. And the idea that lot of us who we

/ənt tə 'treɪt tə,geðə wəz ,eɪ 'gʊd 'sensəbəl aɪ'diə ənɔ̃ ,ði: 'jɑ:diə ðæt lət əv əz hu wi/

2x regressive assimilation of voicing, syllabic l, assimilation of place, linking j

19. are the European neighbours might want to trade with each other without the

/jə ðə jʊərə'piə neɪbəz maɪt ,wɒntə 'treɪd wið ,i:tʃ ,ʌðə wið'əʊt ,ði:/

linking j, 2x elision of two identical consonants, progressive assimilation of voicing, assimilation of place

20. imposition of very high tariffs equally was a good sensible idea, I mean we all

/ɪm'pə'zɪʃn ə 'veri ,haɪ 'tærɪfs 'i:kwəli wəz ə ,gʊd 'sensəbəl aɪ'diə aɪ mɪn ,wi: 'j,i:l/

2x linking j, syllabic n, loss of final v, progressive assimilation of voicing, syllabic l, intrusive r

21. forget that in the 1960s tariffs were often as high as 30 and 40 % on manufactured

/fə'get ðæt ɪn ɪnə nam'ti:n 'sɪkstɪz 'tærɪfs wər ,ɒfŋ əz ,haɪ 'əz 'θɜ:tri jənd 'fɔ:ti p'sent əm/

/mænʃʊ ,fæktʃəd/

assimilation of place, progressive assimilation of manner, 2x progressive assimilation of voicing, linking r, syllabic n, 2x linking j, loss of weak vowel, assimilation of place

22. goods between western world countries. So all of that was perfectly sensible, and

/'gʊdz bɪ,twi:n ,westən ,wɜ:l 'kʌntrɪz səʊ 'ɔ:l əv ,ðæt wəz 'pɜ:fɪklɪ 'sensəbəl ənd/

2x consonant cluster, 2x progressive assimilation of voicing, linking w, syllabic l

23. indeed, my mum and dad both voted in 1975 in a referendum for the United

/ɪn'di:d ,maɪ 'mʌm ən'dæd 'bəʊθ 'vəʊtɪd ɪ ,nə'm'ti:n 'sevntɪ ,faɪv ɪn ə refə'rendəm ,fɔ: ði:/

/'jʊnətɪd/

2x progressive assimilation of voicing, elision of two identical consonants

24. Kingdom to stay part of the common market. But you see, communism was rather

/ˈkɪŋdəm tə ˌsteɪ ˈpɑːt əv ðə ˌkɒmən ˈmɑːkɪt bət jʊ ˈsiː ˈkɒmjʊnɪzəm wəz ˌrɑːðr/

linking r, elision of final /ə/

25. a good idea in a way, wasn't it? Well the idea that the world was gonna become

/ə ˌɡʊd aɪˈdɪə ɪn ə ˌweɪ ˈwɒznt ɪt wel ˌðiː ˈaɪˈdɪə ðæt ðə ˌwɜːld wəz ˌɡɒnə bɪˌkʌm/

intrusive r, 2x contraction, linking j, assimilation of place

26. perfect, and fair, and lovely.

/pəˈfekt ənd ˈfeɪ ənd ˈlʌvli/

linking r, elision of final /ə/

Text No. 3

Full reading of the text:

In 1908 the government introduced pensions for those age seventy or more. The weakly amount of five shillings was but a fraction of the working man's average pay. By 1913 a million people were receiving it. The scheme later foundation for retirement pensions, which are today received by ten times as many people. Unlike the liberal's national insurance head there was no stipulation of a fond. Pensions were paid to people in retirement out of the contribution made by people still in work, a pay as you go system, which for better or worse has survived to the present day. That 1909 budget provoked the House of Peers. The government anticipated the fight, having grown weary of seeing its legislation rejected by the inbuilt Tory majority amongst their lordships. Conservative Peers regarded the budged as an abomination, and flaunting the convention that the elected government should raise and spend money as it judge best, they crushed the budget by a propounding majority. The government then resigned to fight a Peers versus people general election. Well, before its seven year mandate was exhausted. Lloyd George enjoyed the campaign making a series of inflammatory speeches denouncing privilege, and illustrating the ragged conditions of the working poor. His pride in the new legislation has it made its way through parliament is caught with all his rhetorical flair in these words of 1912 [...]. After 1910 when it needed labour votes to stay in office the administration was pushed towards still more ambitious social reforms. Maybe as politics became more concerned with issues of haves and have nots; as organized and disorganized labour became more militant; the patrician liberals created in the 19th century moved toward extinction replaced by a political species better fitted to the changed environment.

Source: Portillo, M. (Writer) (2013). Poverty [Radio series episode]. In Alban, T. (Producer), *1913: The year before*. London: BBC. Retrieved February 20, 2014, from <http://www.bbc.co.uk/programmes/b02x7mx6>

Analysis:

1. In 1908 the government introduced pensions for those age seventy or more.

/,ɪ'nain,tɪ:n əʊ^w,eɪt ðə 'gʌvənmənt ɪntrə'dju:st 'penʃnz fə ðəʊz eɪdʒ ,sevntɪ ɔ: ,mɔ:/
 elision of two identical consonants, linking w, assimilation of place, 2x progressive
 assimilation of voicing, syllabic n

2. The weakly amount of five shillings was but a fraction of the working man's

/ðə 'wi:kli ə ,maʊnt əf ,faɪf 'ʃɪlɪŋz wəz bət ə 'frækʃn əv ðə 'wɜ:kɪŋ 'mænz/
 2x regressive assimilation of voicing, 2x progressive assimilation of voicing, syllabic n

3. average pay. By 1913 a million people were receiving it.

/'ævərɪdʒ 'peɪ baɪ nam'ti:n θɜ:'ti:n ə 'mɪljən 'pi:pəl wə rɪ'si:vɪŋ ɪt/
 syllabic l

4. The scheme later foundation for retirement pensions, which are today received

/ðə 'ski:m ,leɪtə faʊn'deɪʃn fə rɪ,taiəmənt 'penʃnz wɪtʃ ə tə'deɪ rɪ'si:vɪd/
 2x syllabic n, 2x progressive assimilation of voicing

5. by ten times as many people.

/baɪ 'ten 'taimz əz ,meni 'pi:pəl/
 progressive assimilation of voicing, syllabic l

6. Unlike the liberal's national insurance head there was no stipulation of a fund.

/ʌn'lʌɪk ðə ,lɪbərəlz ,næʃnəl ɪn'ʃʊərəns 'hed ðə wəz nəʊ stɪpjʊ ,leɪʃn əv ə 'fʌnd/
 progressive assimilation of voicing, 2x syllabic l, 2x syllabic n

7. Pensions were paid to people in retirement out of the contribution made by people

/'penʃnz wə ,peɪt tə ,pi:pəl ɪn rɪ'taiəmənt ,aʊt əv ðə kɒntrɪ'bju:ʃnz ,meɪd baɪ 'pi:pəl/
 2x syllabic n, 2x progressive assimilation of voicing, regressive assimilation of voicing, 2x
 syllabic l

8. still in work, a pay as you go system, which for better or worse has survived to the

/,stɪl ɪn 'wɜ:k ə 'peɪ əzə ,gəʊ ,sɪstəm wɪtʃ fə 'betr ɔ: ,wɜ:s hæz sə'vaɪvɪt tə ðə/
 coalescent assimilation, linking r, elision of final /ə/, 2x regressive assimilation of voicing

9. present day. That 1909 budget provoked the House of Peers. The government

/pre,zn ,dei ðæt nam'ti:n əv ,nam 'bʌdʒɪt prə'vəʊkt ðə ,haʊs əf 'piəz ðə 'gʌvəmənt/
 syllabic n, consonant cluster, progressive assimilation of voicing, 2x regressive
 assimilation of voicing, assimilation of place

10. anticipated the fight, having grown weary of seeing its legislation rejected by

/ən'tɪsɪpeɪtɪd ðə ,faɪt ,hævɪŋ ,grəʊn 'wiəri əf ,si:lɪŋ ɪts ledʒɪs'leɪʃn rɪ'dʒektɪd baɪ/
 3x progressive assimilation of voicing, assimilation of place, regressive assimilation of
 voicing, syllabic n

11. the inbuilt Tory majority amongst their lordships. Conservative Peers regarded

/,ði: ɪm'bi:l 'tɔ:ri mə'dʒɔ:ri tɪ əməŋs ðeə 'lɔ:dsʃɪps kən'sɜ:vətɪv 'piəz rɪ ,gɑ:dɪd/
 elision of two identical consonants, 2x assimilation of place, consonant cluster, 3x
 progressive assimilation of voicing

12. the budget as an abomination, and flaunting the convention that the elected

/ðə ,bʌdʒɪd æz ?ən ə ,bɒmɪ'neiʃn ən 'flaʊntɪŋ ðə kən ,venʃn ðə ,ði: 'lɪ ,lektɪd/
 glottal stop instead of linking, 2x syllabic n, assimilation of place, linking j

13. government should raise and spend money as it judge best, they crushed the

/'gʌvəmmənt ,ʃʊd ,reɪz ən ,spend 'mʌni əz ɪt ,dʒʌdʒ ,best ,ðeɪ 'krʌʃt ðə/
 assimilation of place, consonant cluster, progressive assimilation of voicing, assimilation
 of place

14. budget by a propounding majority. The government then resigned to fight a Peers

/ ,bʌdʒɪt baɪ jə prə'paʊndɪŋ mə'dʒɔ:ri tɪ ðə 'gʌvəmmən ðən rɪ'zaind tə ,faɪt ə 'piəz/
 linking j, assimilation of place, consonant cluster, 2x progressive assimilation of voicing

15. versus people general election. Well, before its seven year mandate was exhausted.

/ ,vɜ:səs 'pi:pəl ,dʒenrəl rɪ'lektʃn wel bɪ ,fɔ:r ɪt ,sevən ,jiə 'mændeɪt wəz ɪg ,zə:stɪd/
 syllabic l, syllabic r, syllabic l, 2x syllabic n, elision of two identical consonants,
 progressive assimilation of voicing

16. Lloyd George enjoyed the campaign making a series of inflammatory speeches

/ˈlɔɪd ˈdʒɔːdʒ ɪn ˈdʒɔːɪŋ ðə kæmˈpeɪn ,meɪkɪŋ ə ,sɪəriːz əv ɪnˌflæmətri ˈspiːtʃɪz/

2x progressive assimilation of voicing, assimilation of place

17. denouncing privilege, and illustrating the ragged conditions of the working poor.

/dɪˌnaʊnsɪŋ ˈprɪvəlɪdʒ ənd ˌɪləstreɪtɪŋ ðə ˈræɡɪd kən ˈdɪʃŋz əv ðə ,wɜːkɪŋ ˌpɔː/

syllabic n, progressive assimilation of voicing

18. His pride in the new legislation has it made its way through parliament is caught

/hɪz ˈpraɪd ɪŋ ðə ˌnjuː ledʒɪsˈleɪʃŋ hæz ɪt ˌmeɪd ɪts ˌweɪ θruː ˈpɑːləmənt ɪz ˈkɔːt/

assimilation of place, syllabic n

19. with all his rhetorical flair in these words of 1912 [...]. After 1910 when it needed

/wɪð ˈɔːl hɪz ɪt ˈtɒrɪkəl ˈfleə ɪŋ ðiːz ˈwɜːdz əv nɑːmˈtiːn ˈtwelv ˈɑːftə nɑːmˈtiːn ˈten wen ɪt/

/ˈniːdɪd/

syllabic l, assimilation of place, 2x progressive assimilation of voicing

20. labour votes to stay in office the administration was pushed towards still more

/ˌleɪbə ˌvəʊts tə steɪ ɪn ˈɒfɪs ˈðiː ˌædˌmɪnɪˈstreɪʃŋ wəz ˌpʊʃt tə ˌwɔːdz ˌstɪl ˌmɔːr/

progressive assimilation of voicing, 2x linking j, syllabic n, regressive assimilation of voicing > elision of two identical consonants, linking r

21. ambitious social reforms. Maybe as politics became more concerned with issues of

/əmˈbɪʃəs ˌsəʊʃl ɪt ˈfɔːmz ˌmeɪbi ˌæz ˈpɒlɪtɪks bɪ ˌkeɪmɔː kənˈsɜːnd wɪð ˌɪʃuːz ɒv/

syllabic l, 2x progressive assimilation of voicing, elision of two identical consonants

22. haves and have nots; as organized and disorganized labour became more militant;

/ˈhævz ənd ˌhæv ˈnɑːts əz ˈɔːgənəɪzd ənd ˌdɪsˈɔːgənəɪz ˌleɪbə b ˌkeɪmɔː ˈmɪlɪtənt/

3x progressive assimilation of voicing, consonant cluster, elision of two identical consonants

23. the patrician liberals created in the 19th century moved toward extinction

/ðə pəˈtrɪʃɪ ˈlɪbərəlz kriːtɪd ɪŋ ðə nɑːm ˌtiːnti ˈsentʃəri ˌmuːvd tə ˌwɔːds ɪkˈstɪŋkʃŋ/

2x syllabic n, 2x progressive assimilation of voicing, 3x assimilation of place

24. replaced by a political species better fitted to the changed environment.

/rɪˌpleɪst baɪ ə pəˌlɪtɪkəl ˈspɪːʃiːz ˌbetə ˈfɪtɪt tə ðə ˌtʃeɪndʒd ɪnˈvaɪərənmənt/

syllabic l, 3x progressive assimilation of voicing, regressive assimilation of voicing,
assimilation of place

Text No. 4**Full reading of the text:**

I: Today we're talking to novelist, Alice Fenstreet. Alice, you're now a very successful published novelist...have you always wanted to be a writer?

A: I can't remember a time when I didn't write. Once I started school, I spent all my spare time writing and I always knew I wanted to be a professional writer one day. I don't know where it came from because there were no other writers in the family. My aunt is a painter but she's the only one without an ordinary routine kind of job.

I: Do you feel you always knew how to write or did you have to learn how to do it?

A: Oh, I definitely had to learn and it was just as tough as everyone said it would be because you have to be your own teacher. I've done courses and they're helpful up to a point especially when you can talk to other writers but in the end it's really up to you. You have to just get on with the writing. You learn as you go along.

I: Would you say that you enjoy all the aspects of your job?

A: I don't particularly enjoy talking about my work in public – you know, getting it known. I'm just not very good at it. I do love the actual writing, though, except of course when the computer crashes on you and you lose all your work. I've been using a computer for longer than most people I know and I still have problems. Everyone does. Even my editor and she's fantastic with everything technical.

I: So you don't enjoy being a celebrity?

A: Oh I do. It's very flattering and it can be great fun but it's not something I wanted when I started out. What I've always loved is that writing isn't a job.

I mean you can do it whenever you want to because you do it because you want to.

Source: Burgess, S., Newbrook, J., & Wilson, J. (2008). *FCE gold plus: Exam maximiser with key*. Harlow: Pearson Longman.

Analysis:

1. I: Today we're talking to novelist, Alice Fenstreet. Alice, you're now a very

/t'dei wiə 'tɔ:kɪŋ tə 'nɒvəlɪst 'æɪlɪs 'fɛ:nstri:t 'æɪlɪs juə ,nəʊ 'wɛəri/

loss of a vowel, contraction, linking w

2. successful published novelist...have you always wanted to be a writer?

/sək'sesfəl ,pʌblɪʃt 'nɒvəlɪst həv ju 'wɔ:lweɪz ,wɒntɪt tə bi 'jə 'raɪtə/

progressive assimilation of voicing, linking w, regressive assimilation of voicing, linking j

3. A: I can't remember a time when I didn't write. Once I started school, I spent all

/aɪ 'kɑ:n rɪ ,membə ə ,taɪm ,wen aɪ 'dɪdnɪt ,raɪt ,wʌns aɪ 'stɑ:tɪd 'sku:l aɪ ,spɛnt 'ɔ:l/

consonant cluster, contraction, progressive assimilation of voicing

4. my spare time writing and I always knew I wanted to be a professional writer

/ ,maɪ ,speə 'taɪm ,raɪtɪŋ ənd aɪ 'jɔ:lweɪz 'nju: aɪ ,wɒntɪt tə bi 'jə prə'feʃənəl 'raɪtə/

2x linking j, regressive assimilation of voicing, syllabic l

5. one day. I don't know where it came from because there were no other writers

/ ,wʌn 'deɪ aɪ 'dəʊnt ,nəʊ ,weər ɪt 'keɪm ,frɒm bi'kɔz ðeə wə nəʊ ,ʌðə 'raɪtəz/

contraction, linking r

6. in the family. My aunt is a painter but she's the only one without an ordinary

/ ,ɪn ðə 'fæməli 'maɪ 'jɪ:nt ɪs ə 'peɪntə bət ,ʃi:z ,ði: ? ,əʊnli ,wʌn wið ,aʊt ən 'ɔ:dənri/

assimilation of place linking j, contraction, glottal stop instead of linking

7. routine kind of job.

/ru:'ti:n ,kaɪnd əv 'dʒɒb/

assimilation of place

8. I: Do you feel you always knew how to write or did you have to learn how to do it?

/də ju 'fi:l ju 'wɔ:lweɪz 'nju: ,haʊ tə 'raɪt ɔ: dɪdʒə ,hæf tə 'lɜ:n ,haʊ tə du 'wɪt/

2x linking w, coalescent assimilation, regressive assimilation of voicing

9. A: Oh, I definitely had to learn and it was just as tough as everyone said it would

/əʊ aɪ 'defɪnətli hət tə 'lɜ:n ənd ɪt wəz dʒəst əz ,tʌf əz ,evriwʌn 'sed ɪt wəd/

regressive assimilation of voicing

10. be because you have to be your own teacher. I've done courses and they're helpful

/bi bi,kəz jə ,hæf tə bi jər ,əʊn 'ti:tʃə aɪv ,dʌn 'kɔ:sɪz ənd ðeə ,helpfəl/

regressive assimilation of voicing, linking r, contraction, progressive assimilation of voicing, assimilation of place

11. up to a point especially when you can talk to other writers but in the end it's

/,ʌp tə ə 'pɔɪnt ɪ 'speʃəli wen jə kən 'tɔ:k tə ,ʌðə 'raɪtəz bət ɪn ,ði: 'end ɪts/

progressive assimilation of voicing, assimilation place, linking j, contraction

12. really up to you. You have to just get on with the writing.

/ˈri:li ,ʌp tə ju ju ,hæf tə dʒəst ,get 'ɒn wɪðə 'raɪtɪŋ/

linking j, regressive assimilation of voicing, elision of two identical consonants

13. You learn as you go along.

/ju 'lɜ:n əzə ,gəʊ ə ,ləŋ/

coalescent assimilation

14. I: Would you say that you enjoy all the aspects of your job?

/wʊdʒə 'seɪ ðæt ju wɪn'dʒɔɪ 'ɔ:l ,ði: 'æspeks əv jə 'dʒɒb/

coalescent assimilation, linking w, linking j, consonant cluster

15. A: I don't particularly enjoy talking about my work in public – you know, getting

/aɪ 'dəʊnt p'ɪkjʊləli ɪn ,dʒɔɪ 'tɔ:kɪŋ ə ,baʊt ,maɪ ,wɜ:k ɪn 'pəbɪk jə ,nəʊ ,getɪŋ/

contraction, loss of weak vowel

16. it known. I'm just not very good at it. I do love the actual writing, though, except

/ɪt 'nəʊn aɪm dʒəst nɒt ,veri 'gʊd ət ɪt aɪ 'du: ,ləv ,ði: 'æktʃʊəl 'raɪtɪŋ ðəʊ ɪk'sept/

contraction, linking j, consonant cluster

17. of course when the computer crashes on you and you lose all your work./ɒf kɔ:s weŋ ðə kəm'pjʊ:tə 'krʌʃɪz ɒn jʊ ^wən jʊ 'lu:z ,ɔ:l jə 'wɜ:k/

regressive assimilation of voicing, progressive assimilation of voicing, assimilation of place, linking w, consonant cluster

18. I've been using a computer for longer than most people I know and I still

/aɪv ,bi:n 'ju:zɪŋ ə kəm'pjʊ:tə fə 'lɒŋgə ðən məʊst 'pi:pəl aɪ ,nəʊ ənd aɪ ,stɪl/

contraction, assimilation of place, syllabic l

19. have problems. Everyone does. Even my editor and she's fantastic/həf 'prɒbləmz 'evriwʌn dəz ,i:vŋ maɪ ^j'editə ənd ʃɪz fən'tæstɪk/

regressive assimilation of voicing, progressive assimilation of voicing, syllabic n, linking j, contraction

20. with everything technical.

/wɪð ,evriθɪŋ 'teknɪkəl/

syllabic l

21. I: So you don't enjoy being a celebrity?

/'səʊ jə 'dəʊnt ɪn ,dʒɔɪ ,bi:ɪŋ ə sə'lebrɪtɪ/

contraction

22. A: Oh I do. It's very flattering and it can be great fun but it's not something/əʊ ^waɪ 'du: ɪts ,veri 'flætərɪŋ ən ɪt ,kæn bɪ ,greɪt 'fʌn bət ɪts nɒt 'sʌmθɪŋ/

linking w, 2x contraction, elision of consonant due fast speech when linking

23. I wanted when I started out. What I've always loved is that writing isn't a job.

/aɪ 'wɒntɪd wen aɪ ,stɑ:tɪd 'aʊt 'wɒt aɪv 'ɔ:lweɪz ləvɪd ɪz ðæt 'raɪtɪŋ 'ɪznt ə 'dʒɒb/

3x progressive assimilation of voicing, 2x contraction

24. I mean you can do it whenever you want to because you do it because you want to./aɪ mi:n jə kæn du ^wɪt wen ,evə jə ,wɒntə bɪ ,kæz jə du ^wɪt bɪ 'kæz jə ,wɒntə/

2x linking w, 2x elision of two identical consonants

Text No. 5**Full reading of the text:**

I: Her paintings reflect the peaceful nature of country life, a vase of pansies or roses, a few buttercups or some bluebells. A new book, *The Art of Madeline Knowles*, has been published this week to coincide with her 75th birthday, and she currently has exhibitions in London and Cardiff. Madeline, why do you usually paint very peaceful subjects rather than the harsher realities of life?

M: Well, I think the thing about plants, actually, is that they're quite wonderful; they're absolutely adapted to survival and I think that what we see as grace and beauty is actually strength. When I'm painting flowers, I'm looking for their inner strength and wanting to show it. It isn't, for me, done in order to be peaceful, it's done in order to discover that something inside which keeps them going.

I: But is art, then, just to please the eye and calm the nerves, because that's how we respond to it, isn't it?

M: I think mankind has always needed art; for magic, for celebration, for embellishment, and artists meanwhile have been trying to produce some sort of sense out of this funny old world in which we exist. And I think artists today, we're still trying to find that order and show it to people when we paint.

I: So, you don't approve of what's called the modern movement?

M: I think my kind of painting is part of the modern movement, but it's a description that gets overused and often in a misleading fashion. For example, those artists at the so-called "cutting edge" are only one very small part of it which gets a lot of attention in the media and elsewhere.

I: Now, you began as a designer of textiles rather than a painter. Why did you change, was it very important to you to paint?

M: Well, I jumped into it really. I hadn't sought the change at all.

Source: *Cambridge certificate of proficiency in English 3: with answers: examination papers from University of Cambridge ESOL examinations: English for speakers of other languages* (1st ed.). (2004). Cambridge: Cambridge University Press.

Analysis:**1. I: Her paintings reflect the peaceful nature of country life, a vase of pansies or**

/hə 'peɪntɪŋz ,ri:flek ðə ,pi:sfəl 'neɪtʃər əf ,kʌntri 'laɪf ə 'vɑ:z əf 'pænzɪz ə:/

progressive assimilation of voicing, consonant cluster, linking r, 2x regressive assimilation of voicing

2. roses, a few buttercups or some bluebells. A new book, *The Art of Madeline*

/'rəʊzɪz ə ,fju: 'bʌtəkʌps ə səm 'blu:belz ə ,nju: 'bʊk ðɪ 'ɑ:t ə 'mædə,lɪ/

4x progressive assimilation of voicing, loss of final v in of

3. Knowles, has been published this week to coincide with her 75th birthday, and she

/'nəʊlɪz həz ,bi:m ,pʌblɪʃt ðɪs ,wi:k tə kəʊɪn,said wɪð hə 'sevɪntɪ 'fɪfθ 'bi:θdeɪ ənd ʃɪ/

elision of two identical consonants, assimilation of place, 2x progressive assimilation of voicing, syllabic n

4. currently has exhibitions in London and Cardiff. Madeline, why do you usually

/ ,kʌrəntli həz ɛksɪ'brɪʃnɪz ɪn 'lʌndən ənd 'kɑ:dɪf 'mædə,lɪn 'waɪ də jə ,ju:zəli/

syllabic n, progressive assimilation of voicing

5. paint very peaceful subjects rather than the harsher realities of life?

/ ,peɪnt ,veri 'pi:sfəl səb'dʒekts ,rɑ:ðə ðəŋ ŋə 'hɑ:ʃə rɪ'ælɪtɪz əv ,laɪf/

consonant cluster, 2x progressive assimilation of voicing, progressive assimilation of manner

6. M: Well, I think the thing about plants, actually, is that they're quite wonderful;

/wel aɪ 'θɪŋk ðə ,θɪŋ ə ,baʊt 'plɑ:nts ,æktʃʊəli ɪz ðəŋ 'ðeə ,kwɔɪt 'wʌndəfəl/

2x assimilation of place, progressive assimilation of voicing, consonant cluster, contraction

7. they're absolutely adapted to survival and I think that what we see as grace and

/ðeə ? 'æbsəlu:tli jə'dæptɪt tə sə'vaɪvəl ənd aɪ ,θɪŋk ðət ,wɒt ,wi: ,si: jæz 'ɡreɪs ənd/

glottal stop instead of linking r, 2x linking j, regressive assimilation of voicing, syllabic l, assimilation of place

8. beauty is actually strength. When I'm painting flowers, I'm looking for their inner

/ˈbju:tɪ ɪz ˌækʃuəli 'streŋθ wen aɪm 'peɪntɪŋ 'flaʊəz aɪm ˌlʊkɪŋ fə ðer ɪm/

consonant cluster, 2x contraction, progressive assimilation of voicing, linking r, elision of a final /ə/

9. strength and wanting to show it. It isn't, for me, done in order to be peaceful,

/ˌstreŋθ ənd ˌwɒntɪŋ tə 'ʃəʊ ^wɪt ɪt 'ɪznt fə 'mi: ˌdʌn ɪn ˌɔ:də tə ˌbi: 'pi:sfəl/

linking w, contraction

10. it's done in order to discover that something inside which keeps them going.

/ɪts ˌdʌn ɪn ˌɔ:də tə dɪ'skʌvə ðæt 'sʌmθɪŋ ɪn'saɪd wɪtʃ ˌki:ps ðəm 'gəʊɪŋ/

contraction, progressive assimilation of voicing

11. I: But is art, then, just to please the eye and calm the nerves, because that's how

/bət ɪs 'ɑ:t ɒn dʒəstə 'pli:z ði: ^j'aɪ ən 'kɑ:m ðə 'nɜ:vz bɪkəz ðəts ˌhaʊ/

assimilation of place, elision of two identical consonants, linking j, consonant cluster, 2x progressive assimilation of voicing, contraction

12. we respond to it, isn't it?

/wɪ ɪ 'spɒn tu ^wɪt 'ɪznt ɪt/

consonant cluster, linking w, contraction

13. M: I think mankind has always needed art; for magic, for celebration,

/aɪ ˌθɪŋk mæŋ 'kaɪnd hæz 'ɔ:lweɪz ˌni:dɪd 'ɑ:t fə 'mædʒɪk fə selɪ'breɪʃn/

2x assimilation of place, progressive assimilation of voicing, syllabic n

14. for embellishment, and artists meanwhile have been trying to produce some sort

/fə ɪm'belɪʃmənt ənd ^ʔ'ɑ:tɪsts 'mi:nwaɪl həv ˌbi:n 'traɪŋ tə prəˌdju:səm ˌsɔ:t/

linking r, glottal stop instead of linking, progressive assimilation of voicing, elision of two identical consonants

15. of sense out of this funny old world in which we exist. And I think artists today,

/əf 'sens aʊt əv ðɪs 'fʌni 'əʊld 'wɜ:ld ɪn wɪtʃ wi: ^j'ɪg 'zɪst ənd aɪ ˌθɪŋk 'ɑ:tɪsts tə'deɪ/

regressive assimilation of voicing, linking j, assimilation of place

16. we're still trying to find that order and show it to people when we paint.

/wɪə ,stɪl 'traɪɪŋ tə 'faɪnd ,ðæt 'ɔ:dr ənd 'ʃəʊ wɪtə ,pi:pɪ wɛn wɪ 'peɪnt/

consonant cluster, assimilation of place, linking r, elision of a final /ə/ before linking r, linking w, elision of two identical consonants, syllabic l

17. I: So, you don't approve of what's called the modern movement?

/səʊ jʊ dəʊnt ə'pru:v əv wəts ,kɔ:ld ðə 'mɒdn 'mu:vmənt/

2x contraction, assimilation of place, syllabic n

18. M: I think my kind of painting is part of the modern movement, but it's a

/aɪ ,θɪŋk ,maɪ ,kaɪnd əf 'peɪntɪŋ ɪs 'pɑ:t əv ðə ,mɒdn ,mu:vmənt bət ɪts ə/

assimilation of place, 2x regressive assimilation of voicing, syllabic n, contraction

19. description that gets overused and often in a misleading fashion. For example,

/dɪ'skrɪpʃən ðək gets əʊvə'ju:zd ənd ,ɒfn ɪn ə mɪs'li:dɪŋ 'fæʃn fəɪg'zɑ:mpɪ/

assimilation of place, 2x progressive assimilation of voicing, consonant cluster, 2x syllabic n, linking r, syllabic l

20. those artists at the so-called "cutting edge" are only one very small part of it

/ðəʊz 'ɑ:tɪsts ət ðə ,səʊ ,kɔ:ld 'kʌtɪŋ 'edʒ əɪ ,əʊnlɪ ,wʌn ,veri ,smɔ:l 'pɑ:t əv ɪt/

2x progressive assimilation of voicing, assimilation of place, linking r

21. which gets a lot of attention in the media and elsewhere.

/wɪtʃ ,gets ə lɒt əv ə'tenʃn ɪn nə 'mi:diə ənd els ,weə/

progressive assimilation of voicing, syllabic n, progressive assimilation of manner

22. I: Now, you began as a designer of textiles rather than a painter.

/,naʊ jə bɪ'gæn əz ə dɪ'zainər əf 'tekstaɪlz ,rɑ:ðə ðən ə 'peɪntə/

linking r, elision of final /ə/ before linking r, regressive assimilation of voicing, progressive assimilation of voicing

23. Why did you change, was it very important to you to paint?

/'waɪ dɪdʒə 'tʃeɪndʒ wəz ɪt ,veri ɪm'pɔ:tntə jʊ tə ,peɪnt/

coalescent assimilation, elision of two identical consonants

24. M: Well, I jumped into it really. I hadn't sought the change at all.

/wel aɪ 'dʒʌmpɪt ɪntə ^wɪt ˌrɪəli aɪ ˌhædn̩ 'sɔːt̩ðə ˌtʃeɪndʒ ət ˌɔːl/

linking w, contraction, consonant cluster, syllabic n, assimilation of place

APPENDIX 2

Questionnaire Concerning the Tuition of the English Language with the Concentration on
the Spoken Language and Pronunciation**1. Teacher:**

- a) primary education (6-10)
- b) primary education (10-14)
- c) secondary education
- d) post-secondary education
- e) different:

2. School enables tuition with English native speakers:

- a) yes
- b) no
- c) different:

3. School enables excursions / student exchange programs:

- a) yes
- b) no
- c) different:

4. During the lessons there is room for using the audio recordings from textbooks:

- a) yes
- b) no
- c) different

5. If 4. a) is valid, students imitate the pronunciation of the native speakers:

- a) yes
- b) no
- c) different:

6. During the lessons there is room for other speech exercises (conversation, oral presentation):

- a) yes
- b) no

7. Singing/recitation is used to practise the spoken level of the language and its correct pronunciation:

- a) not used
- b) singing/recitation with text
- c) learning by heart

8. During the lessons there is room for other listening exercises:

- a) songs
- b) films/series
- c) not used
- d) different:

9. The students are taught the aspects of connected speech (assimilation, elision, linking):

- a) yes
- b) no

10. Other possibilities to practise speaking, listening, pronunciation:

