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**NERODILÍ MLUVČÍ A ASPEKTY SPOJENÉ ŘEČI**

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**NON-NATIVE SPEAKERS AND ASPECTS OF CONNECTED SPEECH**

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## ABSTRACT

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Non-native speakers and Aspects of Connected Speech

Supervisor: PhDr. Naděžda Stašková, Ph.D.

This undergraduate thesis is concerned with the topic of the aspects of connected speech, a relevant element of phonetics and phonology, which has a significant modifying influence on spoken English language. The work provides theoretical background which presents to the reader cohesive information concerning the phenomena further researched. The paper mainly focuses on assimilation, elision and linking, however, other aspects of connected speech, such as coarticulation, juncture, rhythm or sentence stress are contained in the theoretical part for their relation to the topic and on the grounds of coherence of the work. The primary aim of the undergraduate thesis is to ascertain to what extent non-native speakers are capable of adopting these features which occur naturally in the speech of native speakers and draw comparison between discourses of second language learners with knowledge of the concerned phenomena and those without it. The acquired results show that the frequency of occurrence of aspects of connected speech in the spoken language of non-native speakers is adequate to their level and almost identical; the same features were equally absent and certain aspects tended to dominate in all of the analysed materials. Surprisingly, a second language learner without any practice or familiarity of the examined features executed approximately the same quantity of modifications in speech as speakers who were intentionally lectured on the phenomena beforehand. Similarly, the results of the analysis of spontaneous discourses are comparable to those of materials prepared in advance. The thesis observed means of liaison and the use of contractive forms in informal discourse as a part of elision which, according to the results, occurred frequently. Attention was also given to the tuition of aspects of connected speech and attitudes regarding the issue held by Czech teachers. The collected data indicate that more than half of the respondents do not teach the examined phenomena, mainly due to insufficient level of their students. Nevertheless, only a negligible number of teachers deem the tuition of connected speech unimportant.

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

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## 1 INTRODUCTION

Language is an essential component of our everyday life. Not only does it enable people to think, it is primarily a tool of human communication, interaction and socialization. There are various means of realizations, including non-linguistic expressions, spoken form is however naturally prominent. Unlike written form, which has clearly defined boundaries by blank spaces and punctuation, spoken language should not be regarded in the same manner; as a sequence of individual, separated units. On the contrary, spoken language is a continuous stream of sounds, which are mutually interconnected and exert a modifying influence over each other. Under such conditions, affected sounds can either change their characteristics or seemingly disappear in connected speech. Furthermore, the form of spoken language is greatly determined by speakers and extralinguistic situations. Such alternations and influences however greatly complicate communication and its perception.

This undergraduate thesis is concerned with the topic of aspects of connected speech and the frequency of their occurrences in the discourses realized by non-native speakers. The paper presents the Theoretical Backgrounds (see Chapter 2), which functions as an introduction to the subject as it provides the reader with cohesive information regarding the aspects of connected speech. The practical part follows; eight recordings of various respondents were acquired under similar conditions for the research. The primary objective is to detect to what extent these speakers are capable of adopting features which significantly affect the naturalness of fast speech. The complete list of aims of the research is further provided in detail in Chapter 3 (Methods), where the methodology of the study, the analysed materials and the respondents are described in depth. The practical part also includes the actual Analysis (see Chapter 4), which provides the full results of the examination of the recordings as well as the results of a questionnaire concerning the issue of tuition of aspects of connected speech addressed to Czech teachers of English. The full reading of the questionnaire and all of the transcribed recordings are situated in Appendix 1 and 2.

## 2 THEORETICAL BACKGROUND

### 2.1 Speech system

In general, three parts of the human body are needed to produce speech: chest, throat and head. Sound is carried by a column of air which is altered in the vocal tract before it passes through the lips and reaches the listener's ears. Production of speech begins in the lungs, i.e. a large organ in the chest protected by the rib cage. When inhaling, the rib cage expands and the diaphragm lowers until the lungs are filled with air. As the stream of air escapes, sounds are produced on the exhalation. Such sounds are called pulmonic meaning they originate in the lungs and egressive, i.e. outwards, which implies the course of the movement of the stream.

The chest is connected to the neck via the trachea or the windpipe, through which the air passes into the larynx, an organ in the neck that protects the windpipe and the lungs from food aspiration. The larynx includes vocal folds, or vocal cords, a pair of muscular membranes that can be moved to various positions. This is the first section of the vocal tract where an obstruction to the airflow can occur. If they are wide open, the air can pass freely across the glottis, an area between the folds. If they are brought together to create a slight gap, a rushing noise emerges as in the beginning of the word 'head'. If the vocal folds are drawn closer but not completely shut, they begin to vibrate due to air passing between them. Sounds which are produced with vibration are voiced, such as /z/, /b/ or /g/. Sounds produced without vibration are voiceless (e.g. /s/, /p/ or /k/). If the vocal folds are tightly closed, they create an obstruction to the airflow in the glottis and create the glottal stop /ʔ/.

After the larynx, the column of air continues through the pharynx which is divided at its top into two passages; one leads to the back of the mouth, the other leads into the nasal cavity and ends at the nostrils. It depends on the position of the velum, i.e. soft palate, whether the air escapes through the mouth or the nose. If the palate is raised, the nasal cavity is blocked and the airstream must pass through the mouth. Nevertheless, if the velum is lowered, the passage is clear and air can exit through the nostrils, giving the sounds a nasalized quality.

The mouth contains a number of articulators which are used to produce speech, especially the tongue. It can be moved into different positions and it comes into contact with other articulators often, such as the upper side teeth, the hard palate, also called the 'roof of the mouth' or the alveolar ridge, a rough surface between the upper teeth and

the hard palate. The lips can also be brought into contact with the teeth, moved apart or pressed together to make sounds. The air is not blocked completely but it is forced to escape through a narrow and collide into the teeth to make a hissing sound. Furthermore, the lower jaw is not really an articulator, because it does not make contact with any other articulators as the previous ones do, but it still moves extensively in speaking. It is important to remember that the obstruction to the airflow is what distinguishes consonants and vowels. While consonants are produced with some barrier in the vocal tract, vowels are executed without any obstacles (Roach, 2002).

## **2.2 Received Pronunciation**

Received Pronunciation, or simply RP, is a regionally neutral variety of British English. It is often referred to as 'BBC English' as the pronunciation had been adopted by majority of the broadcaster's newsreaders and it is nationally understood. Other names are used as well such as 'The Queen's English' or 'Oxford English'. All of these labels could be, however, considered misleading, as they are not limited to only one accent today. Even though RP is not superior to other variations, it is generally regarded to be an accent of educated people, often viewed as the norm. The accent today has many modified, regionally influenced forms and although it is taught to foreigners, only about 2% of the UK speak it. RP has especially linguistic significance as it is the base for phonemic transcriptions in dictionaries. A major difference between Received Pronunciation and other accents lies in the occurrence of phoneme /r/; non-rhotic varieties, such as RP do not pronounce /r/ before consonants unlike rhotic varieties (e.g. Scottish, Irish, American dialects).

The origins of RP lead back to the Victorian era, the nineteenth-century Britain, when the public schools and universities were extensively attended by the members of the higher social classes whose accent was regarded as unique and thus accepted as the standard. The variety was then kept through the generations and became widely understood, which is also why the British Broadcasting Corporation adopted it in the twentieth century. The term itself suggests acceptance and approval, but it had not been fully adopted until 1924, when Daniel Jones used it in his dictionary. The usage of RP became more of an indicator of social background, then regional identity and has been altered in many ways over the decades (Laver, 1994).

### 2.3 Transcription

The term of transcription relates to the process of recording speech sounds in written form by the use of phonetic symbols. Generally, two types of transcription are distinguished. Phonemic transcription deals only with sounds with distinctive function, i.e. phonemes and does not concern with detailed features of the pronunciation. On the other hand, phonetic transcription represents sounds by their articulatory characteristics and depends on a wider set of symbols. Both types are written in brackets; slanting and square respectively. The transcription of the words 'pen' and 'pin' then could be either /pen/ and /pɪn/ or [p<sup>h</sup>en] and [p<sup>h</sup>ɪn]. While the former transcription focuses just on the distinction of meaning, the latter shows such a feature as aspiration which gives more information about the quality of the sound. Phonetic transcriptions can vary in the amount of details shown. A narrow script is more detailed unlike a broad one which can eventually in the broadest possible way become identical to the phonemic notation (Crystal, 2003).

As already mentioned above, a set of phonetic symbols is used to represent sounds in the written form. It is important to realize that only letters of the alphabet would be insufficient as human beings are capable of producing more sounds. Thus some of them have to have its own special symbol, such as /ʃ/ for the sh sound in 'ship', and sometimes two characters form some of the symbols; for example tʃ in 'chin' /tʃɪn/ or dʒ in 'jinn' /dʒɪn/. The most commonly used set is the alphabet created by the International Phonetic Association, both known under the abbreviation 'the IPA'. Besides various symbols for consonants, vowels and suprasegmentals as tempo, pitch or length, the IPA also includes marks modifying the symbols, i.e. diacritics (Roach, 2002).

In the end, however, it always depends on the analyst to choose what the most vital feature of a sound is and how this particular phoneme should be represented. While some believe that difference in length (quantity) is fundamental, others claim it is the quality which should be given more attention. The contrast between words 'sit' and 'seat' then may be shown as /sɪt/ and /si:t/ (i.e. length distinction) or /sɪt/ and /sɪt/ (i.e. quality distinction). However, it is possible to adopt a third view which perceives and indicates both features as equally important; /sɪt/ as an indicator of quality and /si:t/ for length (Crystal, 2003).

## 2.4 Aspects of connected speech

Normally, spoken language is produced as a continuous stream of speech. Unless the speaker intentionally pauses or hesitates, the sounds are joined together to create a flow. Roach (2002) emphasizes that even though phonetics views speech “as a sequence of segments” (p. 53), it would be wrong to perceive these segments as individual units without any significant impact on the others. On the contrary, segments affect each other, especially those in close proximity and undergo changes in the connected speech.

### 2.4.1 Assimilation

Assimilation can be described as a facultative process by which sounds of one word have a modifying influence on sounds of adjacent words or segments. Under certain circumstances, the affected sounds change their phonetic features to become similar or identical to the influential phoneme (Laver, 1994).

Depending on the direction of the influence, linguists distinguish progressive and regressive assimilation (Skaličková, 1979). Laver (1994) offers alternative terms ‘anticipatory’ and ‘perseverative’ respectively. When a final consonant of one word modifies an initial consonant of a following word, it is an instance of progressive (anticipatory) assimilation. However, if a preceding consonant is influenced by the one following it, the assimilation is regressive (perseverative).

Crystal (2003) further recognizes total and partial assimilation; a sound can either become identical to the one which influenced it (e.g. ‘ten mice’ /tem maɪs/) or it adopts only certain characteristics and qualities (e.g. ‘ten bikes’ /tem baɪks/) of the other sound.

Traditionally, three types of possible modifications are recognized: assimilation of voice, place and manner (Roach, 2009).

#### 2.4.1.1 Assimilation of place of articulation

One of the three types of possible changes, assimilation of place most commonly affects final consonants with alveolar place of articulation followed by initial consonants with not-alveolar place of articulation. Examples of regressive assimilation, which is more common, are given below (Roach, 2009).

- i. Alveolar consonant followed by a bilabial consonant becomes bilabial.

/t/ > /p/ ‘that boy’ /ðæt bɔɪ/

/d/ > /b/ ‘good boy’ /gʊd bɔɪ/

/n/ > /m/ ‘ten mice’ /tem maɪs/

- ii. Alveolar consonant followed by a velar consonant becomes velar.

/t/ > /k/ ‘that girl’ /ðæk ɡɜ:l/

/d/ > /g/ ‘good girl’ /ɡʊɡ ɡɜ:l/

/n/ > /ŋ/ ‘ten girls’ /ten ɡɜ:lz/

- iii. Alveolar consonant followed by a dental consonant becomes dental.

/t/ > /t̪/ ‘get those’ /ɡet̪ ðəʊz/

/d/ > /d̪/ ‘read these’ /ri:d̪ ði:z/

/n/ > /n̪/ ‘in the’ /ɪn̪ ðə/

- iv. Alveolar consonant followed by /ʃ/ or /ʒ/.

/s/ > /ʃ/ ‘this shoe’ /ðɪʃ fu:/

/z/ > /ʒ/ ‘those shoes’ /ðəʊʒ fu:z/

#### **2.4.1.2 Assimilation of voice**

It is possible to encounter assimilation of voice, but only in a restricted way. The general tendency in English is for regressive assimilation across word boundaries. When a last consonant of a word is voiced and the beginning of the following word is voiceless, the final consonant becomes voiceless as well. In the phrase ‘I have to’ the final /v/ changes into /f/ due to the initial /t/ (i.e. /aɪ hæf tu:/). Another example would be the word ‘cheese’ /tʃi:z/ which ends in voiced /z/ but becomes voiceless /s/ when in the compound ‘cheesecake’ (/tʃi:skeɪk/) as a result of the influence of /k/. Nevertheless, it is important to realize that unlike other languages English does not permit a reversed process; an initial voiced consonant will not influence a preceding voiceless one and doing so “creates a strong impression of a foreign accent” as Roach (2009, p. 112) points out.

The process of assimilation of voice can also occur at morpheme boundaries, especially progressive assimilation of the suffix -s which has become fixed in the language. When the suffix expressing plural, possessive or a third person singular follows a voiceless consonant, the pronunciation is /s/ as in ‘cats’ /kæts/. Yet when a voiced consonant precedes it, the suffix is pronounced /z/ as in ‘dogs’ /dɒgz/ (Plavka, 2003).

### 2.4.1.3 Assimilation of manner

The third and least noticeable type of assimilation is commonly found only in the most casual and fast speech. One sound changes its manner of articulation to become similar to the manner of a neighbouring sound. Roach (2009) claims that “the change in manner is most likely to be towards an ‘easier’ consonant” (p. 111), which means that a consonant creating a lesser obstruction to the airflow will have a modifying influence on the consonant with a more difficult manner of pronunciation. Such effects do not occur only at word-boundaries but also across morpheme boundaries within one word. These changes became fixed in the language, such as in the word ‘bank’ /bæŋk/.

The general tendency is for regressive assimilation, where most often a final plosive becomes either a fricative, such as in ‘that side’ /ðæs saɪd/, or a nasal, as in ‘good night’ /gʊd naɪt/. An example of progressive assimilation can be found in words where the initial dental fricative /ð/ changes after a plosive or a nasal, as in these examples: ‘in the’ /ɪnə/, ‘read these’ /ri:d di:z/ or ‘get them’ /get təm/ (Roach, 2009).

### 2.4.1.4 Coalescent assimilation

A special kind of assimilation, coalescence is a term used to describe the process of two sounds merging into one due to their mutual influence exercised across word-boundaries or between individual segments. Plavka (2003) demonstrates how alveolars /t,d,s,z/ merge with a palatal /j/ to become /tʃ, dʒ, ʃ, z/ respectively and gives examples as listed below.

/t/ + /j/	‘don’t you’ /dəʊntʃə/
	‘can’t you’ /kɑ:ntʃu/
/d/ + /j/	‘did you’ /dɪdʒə/
	‘would you’ /wʊdʒu/
/s/ + /j/	‘bless you’ /bleʃə/
	‘yes, you’ /jeʃə/
/z/ + /j/	‘she’s your sister’ /ʃi:zə sɪstə/
	‘as you like’ /əzə laɪk/

### 2.4.1.5 Glottal stop

The use of glottal stop could also be considered a kind of assimilation. Created at the glottis by the vocal folds, a glottal stop /ʔ/ is a plosive which can have several functions

in the language. ‘Glottal replacement’ or ‘glottalling’ is the process of replacing the phoneme /t/ with a glottal stop, as for example in the word ‘pointless’ /'pɔɪntləs/ which results into pronunciation /'pɔɪnʔləs/. Glottal stop can replace /t/ as its allophone only when preceded by a vowel or at the end of a syllable. Wells (n.d.) claims such replacement is widely spread in British English and American English and offers the following examples; football /'fʊʔ bɔ:l/, button /'bʌʔ n/, brightly /brɑɪʔ lɪ/. Nevertheless, glottal stop could also be viewed only as an alternative pronunciation of /p/, /t/, /k/ as suggested by Roach (2009)

### 2.4.3 Elision

Elision is a term used to describe the omission of sounds in rapid speech which would normally be pronounced in isolation. Jones (2006) emphasizes that the elided sounds do not disappear altogether. While the sounds may not be audible, it is possible to observe the articulators move, if only slightly, towards the place where the sound would be realized. It is possible to say that the phoneme is realized as zero. Jones (2006) also explains that the motive behind elision is the “Principle of Least Effort” (p.15) which in general means that people try to speak as easiest as possible to avoid unnecessary work. Generally, two types of elision are distinguished. Contextual elision as described above and historical elision which reflects development of a language; sounds which were previously pronounced in a word are no longer articulated in the current state of language. A typical example of historical elision would be the deletion of /r/ before consonants and at the end of words (e.g. farm, horse).

#### 2.4.3.1 Contextual elision

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

In words like ‘potato’, ‘tomato’ or ‘perhaps’, the vowel of the first syllable disappears due to the aspirated initial plosive which results into these pronunciations: /p<sup>h</sup>teɪtəʊ/, /t<sup>h</sup>ma:təʊ/ and /p<sup>h</sup>hæps/ (Roach, 2009, p. 114).

- ii. Weak vowel + /n/, /r/, /l/ becomes syllabic

When a syllable is unstressed and ends in /n/, /r/ or /l/, the schwa is elided and the final consonant becomes syllabic instead. The pronunciation of words ‘tonight’, ‘police’ or ‘correct’ then could in connected speech result into /tʌɪnɪt/, /pəli:s/ and /kɹɛkt/. Even nasal /ŋ/ can, under certain circumstances, carry the full measure as in broken /brəʊkŋ/.



iii. Avoidance of complex consonant clusters

Simplification of consonant clusters is one of the most common types of elision.

When a group of three plosives is situated at a word boundary or within one single word, the middle one may be omitted in fast connected speech to avoid an excessive work of the articulators. The same rule applies to two plosives followed by a fricative, as in the Roach's (2009, p. 111) example 'George the Sixth's throne' /siksθrəʊn/ where the /θ/ sound disappears to produce a more fluent pronunciation. Plavka (2003, p. 29) displays three groups of clusters which generally occur in words and can undergo the process of elision;

/ndz/ > /nz/ 'hands, kinds, sounds'

/ntʃ/ > /nʃ/ 'inch', 'lunch', 'bench'

/ndʒ/ > /nʒ/ 'revenge', 'strange', 'cringe'

iv. Loss of final /v/ in 'of' before consonants.

Roach (2009, p. 114) offers these examples: 'lots of them' /lɒts ə ðəm/ or 'waste of money' /weɪst ə mʌni/. Nevertheless, he believes this type of elision might be considered substandard by conservatives since it occurs only in very casual speech. He claims a deletion of the vowel instead is more common and results in either a /v/ (e.g. 'all of mine' /ɔ:l v maɪn/) or /f/ (e.g. 'best of three' /best f θri:/) depending on the context.

v. Dropping of initial /h/

The initial /h/ of unstressed pronouns and auxiliary verb 'have' is deleted, such as in 'tell him' /telɪm/, 'give him' /gɪvɪm/ or 'would have' /wʊdəv/ (Altendorf, Watt, 2004).

vi. Contractions

Under certain circumstances, a weak form can be reduced further in the stream of speech and become pronounced as one with an adjacent word. Usually, the syllables merge into a single one and the omission of the sounds is indicated by an apostrophe (Underhill, 1994). It is undoubtedly questionable whether contractions should be considered a kind of elision or not. As Roach (2009) points out, their special spelling differentiates them from the other types. They are, however, very commonly used. The most often shortened are personal pronouns and auxiliary verbs (e.g. I've, he'd, we'll) or verbs followed by 'not' (e.g. don't, won't, can't).

### 2.4.4 Linking

While it is possible to pause between two words, we naturally link them together to produce a seamless, continuous speech. Underhill (1994) refers to this phenomenon as liaison and describes it as “the smooth linking or joining together of words in connected speech” (p. 65). To achieve a flow, final consonants connect with initial vowels such as in ‘dish is’ /dɪʃ ɪz/ which will sound like ‘dishes’ in rapid speech.

#### 2.4.4.1 Intrusive /r/

When a word ends in vowels /ə/, /ɔ:/ (or diphthongs /ɪə/, /eə/, /ʊə/) and the following word begins in a vowel, many RP speakers insert /r/ between the two words to link them (Underhill, 1994). Roach (2002) reasons that while the use of /r/ is frequent, there is no ‘justification’ for it in the spelling and so it might still be regarded as incorrect pronunciation by English teachers. For example ‘Formula A’ /fɔ:mjələʳeɪ/ or ‘media event’ /mi:diəʳɪvent/.

#### 2.4.4.2 Linking /r/

Unlike intrusive /r/, linking /r/ is displayed in the written form of a word. In RP it is the position of the r-letter which determines whether it will be pronounced or not. Typically, it is not pronounced unless followed by a vowel (e.g. ‘far’, ‘four’, ‘car’) (Plavka, 2003). In connected speech, however, the unpronounced final ‘r’ will reoccur when the next word begins with a vowel; ‘far away’ /fa:ʳ əweɪ/, ‘four apples’ /fɔ:ʳ æpəlz/. This phenomenon naturally does not concern rhotic varieties which usually pronounce all r-letters in a word (Underhill, 1994).

#### 2.4.4.3 Intrusive /j/

A second type of vowel-vowel linking, /j/ intrudes after a final /ɪ/, /i:/ or diphthongs /eɪ/, /aɪ/, and /ɔɪ/ due to their lip-spreading pronunciation. For example ‘we are’ /wi:ʲa:/, ‘I am’ /aɪʲæm/ or ‘see it’ /si:ʲɪt/ (Underhill, 1994)

#### 2.4.4.4 Intrusive /w/

Intrusive /w/ also functions as a means of liaison. Inserted after vowels pronounced with rounded lips, /w/ can follow a final /ʊ/, /u:/ or a diphthong ending in /ʊ/ (/aʊ/, /əʊ/). For instance ‘you are’ /ju:ʷa:/ or ‘do it’ /du:ʷɪt/ (Underhill, 1994).

### 2.4.5 Juncture

Crystal (2003) refers to juncture as “boundary features which may demarcate grammatical units such as morpheme, word or clause” (p. 248). One of those features is silence which is, however, not as commonly used in connected speech as in careful one. To recognize word boundaries, diverse alternations (e.g. pitch, stress, length) are applied to the beginnings and endings of units. When speaking rapidly, those distinctive factors might be erased and phrases as ‘car pit’ and ‘carpet’ or ‘ice cream’ and ‘I scream’ become identical to the listener. Usually context or subtle distinctions in quality (e.g. aspiration) help to identify the division.

Traditionally open and close junctures are recognized as two possible types. While the former concerns word boundaries (e.g. between /s/ and /k/ of ‘ice cream’), the latter could be found between sounds within one word (e.g. between /s/ and /k/ of ‘scream’).

### 2.4.6 Strong and weak forms

It is common for English words to have more than one possible pronunciation. While a word is pronounced in its strong form when standing in isolation, the use of weak form depends on the context and refers to the unaccented variant of the word. Unstressed vowels are reduced in length and quality in rapid speech and change towards a central sound, frequently to /ə/ (schwa). Long vowels /i:/ and /u:/ can become centralized /ɪ/ and /ʊ/ and even diphthongs can undergo a reduction. To achieve fluency and natural rhythm, it is appropriate to adopt these phenomena and avoid using only strong forms (Plavka, 2003). Traditionally, words which can be weakened are called functional; prepositions, conjunctions, pronouns, articles and some auxiliary verbs. For instance, the pronunciation of the word ‘that’ is /ðæt/ (strong form) but can also be /ðət/ when weakened.

Roach (2009) states a number of contexts in which functional words can only occur in their strong forms; when they appear at the end of a sentence (e.g. Where are you **from**?), when they are intentionally emphasized (You must give **me** more money.), when they are being cited (Do not put **‘and’** here.) or when they are put in contrast with other word (A letter **for** him not **from** him.). There are approximately forty words with weak forms, such as ‘the’, ‘a’, ‘an’, ‘and’, ‘but’, ‘from’, ‘she’, ‘you’ etc.

### 2.4.7 Word and sentence stress

“By the word-stress we usually mean a lexical or morphological stress governing the distribution of stressed and unstressed syllables within a word.” (Běliček, 2001, p. 171)

The placement of stress rests with the pattern in the word and does not depend on the structure of the sentence. Normally, stressed and unstressed syllables are distinguished with the stressed one being more prominent; louder, longer and with a higher or lower pitch. Crystal (2003) claims it is questionable how many degrees of stress should be acknowledged but suggests four types according to intensity; primary (the strongest), secondary, tertiary and weak. If position is taken into consideration then it is important to remember that English has movable stress. Some words might have fixed stress on the first or the second syllable, but usually it is unstable. Generally it is possible to say that two-syllable nouns and adjectives are accented on the first syllable and verbs on the second. If two nouns are joined together to create a compound, such as ‘football’ or ‘handbag’ then the first word is more likely to be prominent. On the other hand, colloquial noun phrases (e.g. town centre, science fiction) tend to have their primary stress on the second word (Underhill, 1994). Similar tendency applies for prefixes; the stress shifts to the stem, such as in ‘forever’, ‘increase’ or ‘around’. Nevertheless, number of prefixes especially of Latin and Greek origin carry stress as well, e.g. ‘anti-’, ‘hyper-’, ‘non-’, ‘post-’, ‘ultra-’.

The main aim of sentence stress is to differentiate the most important word of the utterance from others. Which word becomes prominent thus depends on the information the sentence is required to express. The distinctive features are especially lengthening, loudness and change of pitch. Sentence stress does not reckon word-stress which may become accented only potentially; usually only content words gain stress unlike functional words which remain unstressed unless emphasized or in a prominent position (Běliček, 2001).

### 2.4.8 Rhythm

Běliček (2001) describes rhythm as a tendency to regularly place stress on segments to split the utterance into smaller emphasized units. English is claimed to have a stress-timed rhythm; the stressed syllables occur at relatively equal intervals no matter the sequence of unstressed syllables between them. Tempo of the utterance depends on the speaker, but the general tendency is for more rapid speech the longer the sequence between the accented units is. Sentences ‘The girl can read the letter’ and ‘The girl has got to read the letter’ then both have the same number of stressed syllables with the phrase ‘has got’

being pronounced faster to match the length of 'can'. Other languages, such as Czech, are said to be syllable-timed which means that all syllables take place at regular intervals irrespective of their accentuation.

Roach (2009) introduces the concept of the foot; a unit used in theories of rhythm which stretches from a stressed syllable over the subsequent unstressed segments and ends before a following accented syllable. Theories also claim that even feet can have strong or weak forms creating a pattern in a higher level of speech. Roach further discusses the degree of rhythmicity; he believes that English is not necessarily stress-timed and it is only a matter of certain styles, such as public speaking, since it is possible to speak without rhythm (e.g. due to nervousness or indecision). As theories of rhythm cannot be absolutely confirmed, Roach (2009) suggests that foreign learners should focus more on strong and weak syllables instead.

## **2.5 Approaches to the tuition of aspects of connected speech**

Opinions of linguists often differ when the tuition of aspects of connected speech is concerned. For instance, Kelly (2002) reflects on the issue. While some claim that teaching these phenomena is unnecessary as it does not negatively affect the non-native speakers' speech which is still clearly intelligible, others are in favour of practice and recommend to teach these aspects to small children who can adopt new skills more easily than adults. Christophersen (1975) is also inclined to this belief as he declares that "the secret of all language-learning is imitation" (p.5). He claims that students should imitate native speakers to achieve a decent level of English, such as small children imitate their surroundings to learn their mother tongues; there is no predisposition. Others believe it is enough for students to be exposed to the features.

Plavka (2003) gives explanation of individual aspects, but states that "there is, however, no need for the Czech speakers of English to imitate this" (p. 29). Kelly (2000) and Roach (2009) both admit that tuition of the aspects is important, but some of the features are more significant than others. According to them, practice of assimilation is not as relevant as practice of linking or rhythm. Kelly (2000) believes that students should focus especially on contractions to avoid sounding overformal in inappropriate situations. Moreover, Roach (2009) emphasizes that the knowledge of aspects of connected speech is crucial mostly for better comprehension of rapid colloquial speech of native speakers.

The aim of this chapter was to provide the reader with coherent information regarding the topic of aspects of connected speech. In the following chapters, the described features are observed in fast and informal speech realized by non-native speakers. The main focus is given to assimilation, elision and linking. Other features, such as juncture, coarticulation or rhythm are not examined in the actual analysis and were included in the theoretical background only for their relation to the topic, for coherence of the work and for better understanding of the aims of the thesis. Chapter number 3 further provides in detail information regarding the research, such as the process of the analysis or the description of individual subjects and studied materials.

## 3 METHODS

### 3.1 The subjects and materials

The analyzed material consists of 8 recordings of different respondents who were interviewed by the author of the thesis to acquire demonstrations of fast speech produced by non-native speakers. The first 5 respondents are all students of English at the West Bohemian University, who were taught the aspects of connected speech; the first 3 females' speeches are spontaneous, the other 2 males had time to prepare their answers. The 6<sup>th</sup> respondent is a student of Economics who is not familiar with the concerned phenomena and whose speech was also unprepared. The last 2 respondents are female lecturers of English at language schools in Pilsen.

### 3.2 The method

The recordings were acquired under relatively equal conditions, with only slight differentiations which were relevant to the study (preparedness etc.). The form of an interview was chosen to ensure the subjects would actually speak while being recorded and would not remain silent. After acquisition of the needed materials, a comparative phonemic transcription was executed. Aspects of connected speech which could potentially be located in the texts were highlighted according to the principles mentioned in the theoretical chapter. After listening to the recordings, the aspects truly present in the subjects' speeches were registered and the frequency of individual aspects was compared. The main focus was on assimilation, elision and linking.

### 3.3 The objective

The primary aim of the analysis is to register a number of occurrences of aspects of connected speech in the spoken English language of non-native speakers and to compare the results of individual recordings. The research concentrates on comparison of speech production by eight different speakers; five subjects are students of English with considerably good knowledge of the concerned phenomena, one is a student without any previous instruction regarding the topic and the last two are lecturers of English language. Moreover, the first three speakers could not prepare their speeches in advance, while the next two were allowed short preparation before the recording. Apart from the analysis, the

practical part also concerns the comparison of individual respondents and inquires the following:

- i. To what extent second language learners who were only exposed to the features without theoretical explanation and those who were lectured on the topic differ in the level of usage of aspects of connected speech.
- ii. How frequently these features occur in unprepared speech compared to a prepared one; the comparison of intentional and unintentional usage by English language students.
- iii. This work concerns to some extent the topic of approaches to teaching pronunciation and aspects of connected speech (see chapter 2.5 and the questionnaire below). Two of the respondents are lecturers of English at language schools; the aim is to compare the frequency of those features in their discourse to see to what extent students can be exposed to the aspects by listening and imitating a second learner teacher and not a native speaker.
- iv. The practical part also focuses on the occurrence of contractive forms. According to Kelly (2000) these phenomena are important in informal speech to avoid sounding overformal and Underhill (1994) agrees that contractive forms should be taught in scope of elision. On the contrary, Roach (2009) believes such features should not be considered a part of elision, as they undoubtedly differentiate from other aspects.

### **3.4 The questionnaire**

The questionnaire was created because of the different approaches to tuition of aspect of connected speech. Linguists seem to disagree whether such phenomena should be taught to students intentionally or whether it is sufficient to be exposed to the features to adopt them. Theorists also disagree on the level of importance of adopting the aspects. While some claim it is not important for non-native speakers to modify their fast speech, others think that students should try to imitate the aspects to reach an acceptable level of English (see chapter 2.5).

The aim of the questionnaire is to ascertain the attitudes towards the tuition of pronunciation and connected speech held by Czech teachers of English. Phonology and phonetics are essential parts of linguistics and learning correct pronunciation is important aspect of reaching a respectable level of any foreign language. Yet there is a general tendency in Czech educational system to focus on grammar and other skills such as



listening or reading, rather than on the spoken language which is often neglected despite its dominance in communication. The questionnaire observes how much attention is given to the practice of pronunciation and to what extent students are prepared for reception and production of spoken colloquial English. Questions mainly focus on what methods are used with regard to student's age and length of lessons, but several also concern the tuition with native speakers and the possibility to study abroad etc.

### **3.4.1 The subjects of the questionnaire**

The addressees of the questionnaire were Czech teachers of English language working at Czech schools. Respondents of various age, gender and specialization were included in the research. Teachers from primary schools, secondary schools and teachers of post-secondary education were approached. A number of responses from lecturers of English at language schools were included. For more specific results, the primary education was divided into two groups according to the age of pupils; the first group concerning the age of six to ten, the second group regarding the age of ten to fourteen. The total number of completed questionnaires is 120 and a majority of the respondents comes from schools of West Bohemia.

Aims of the research stated in this chapter are further examined in the following section, which provides the actual analysis of the individual materials and the results emerging from the study. Full readings of the recordings and the questionnaire mentioned in this chapter are situated in Appendix 1 and 2. The actual audio recordings are available on the CD attached in the thesis.

## 4 ANALYSIS

### 4.1 Introduction

As it was previously mentioned, the analysis focuses on three aspects of the connected speech: assimilation, elision and linking. The research does not concentrate on coarticulation, juncture, rhythm and stress which are included in the theoretical part on account of coherence of the thesis. Weak and strong forms are not observed in the analysis as they tend to be unstressed in connected speech unless intentionally emphasized; these forms are highlighted under such condition. The research also concentrates only on intrusive /w/, /r/, /j/ and linking /r/ and does not focus on linking of final consonants to initial vowels as it is a very frequent feature and marking all of the realisations would occupy majority of the analysis. Nevertheless, the use of this type of liaison by respondents is generally summarized in the results section (see chapter 4.4). Special attention is given to the occurrence of regressive assimilation of voice, which takes place in English only partially according to Roach (2009); a final voiceless vowel never becomes voiced under the influence of the following sound. The use of this undesirable feature is closely observed as it is normally very frequent in Czech. Glottal stop is also examined in the research in the scope of assimilation.

The analysed material is situated in Appendix no. 1. The full text of each recording is provided and then followed by the actual analysis. The texts are sorted into paragraphs which include the speakers' speech, the phonemic transcription according to the IPA with realized features highlighted in blue and a description of the occurred phenomena. "I" stands for 'interviewer' and "R" means 'respondent' in the transcribed recordings. The actual analysis does not include the interviewer's part.

A general description of individual texts and respondents are provided in the following passage:

#### **Text no. 1**

This text introduces a transcription of a conversation with a female student of English at Pedagogical Faculty in Pilsen who has the knowledge of the concerned phenomena. The interviewee did not have time to prepare and was clearly nervous during the interview; she often makes hesitant pauses and stutters occasionally which cause the speech to be slow and dragged.

**Text no. 2**

The second text is an interview with a female student of English language at the West Bohemian University who was taught the aspects of connected speech before the dialog. The speech is fluent and unprepared in advance with occasional laughter and indecisive moments.

**Text no. 3**

The third text is a full reading of an interview with another female student of English at the Pedagogical Faculty. The interviewee was lectured on the features of fast speech and she talks swiftly, spontaneously and without long indecisive breaks.

**Text no. 4**

The fourth text introduces a conversation with a male student of English at the West Bohemian University. The respondent has the knowledge of the concerned features and his speech is prepared, fluent and only occasionally faltering.

**Text no. 5**

This text is the full recording of an interview with a male student of English at the West Bohemian University who is familiar with the concept of the examined features. His speech is well paced as it was prepared in advance and indecisive pauses occur rarely.

**Text no. 6**

The sixth text presents an interview with a male respondent who studies at the West Bohemian University and works as a tourist guide in Pilsen. The speech was not prepared in advance and it is fast and unfaltering. Hesitant moments occur singularly. The aspects of connected speech were not explained to the respondent before the interview.

**Text no. 7**

The seventh text introduces a conversation with a female lecturer of English who has partial knowledge of the discussed topic. Her speech is overall well articulated and spontaneous with occasional pauses, but slower than those of the previous respondents.

**Text no. 8**

The last text is a full reading of an interview with another female lecturer of English who was taught the aspects of connected speech. The interviewee talks fluently but makes often pauses due to indecision and unpreparedness which causes the speaker to stammer.

## 4.2 Results of the analysis

The following results indicate the frequency of the aspects mentioned above in a number of analysed recordings. The data collected from recordings are organized into three charts. The first table displays the number of occurrences of assimilation, the second one displays the occurrences of linking and the third chart indicates the number of elision. Each table introduces the number of aspects actually executed by respondents in individual recordings (columns 'R1' to 'R8'). A total sum of the frequency of each aspect is included at the bottom of the table and the total sum of individual features is provided at the end of each line. A graph situated under the tables then shows which phenomena occurred in the speech of non-native speakers the most.

Table 1: Frequency of assimilation in individual recordings

	R1	R2	R3	R4	R5	R6	R7	R8	In total
Regressive assimilation of voice	2	0	0	2	0	3	2	0	9
Progressive assimilation of voice	0	0	0	0	0	0	0	0	0
Regressive assimilation of place	0	0	0	0	0	0	0	0	0
Regressive assimilation of manner	0	0	0	0	0	0	0	0	0
Progressive assimilation of manner	0	1	0	0	0	0	0	0	0
Coalescent assimilation	1	0	0	0	0	0	0	0	1
Glottal stop	0	0	1	0	2	0	0	0	3
<b>In total</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>14</b>

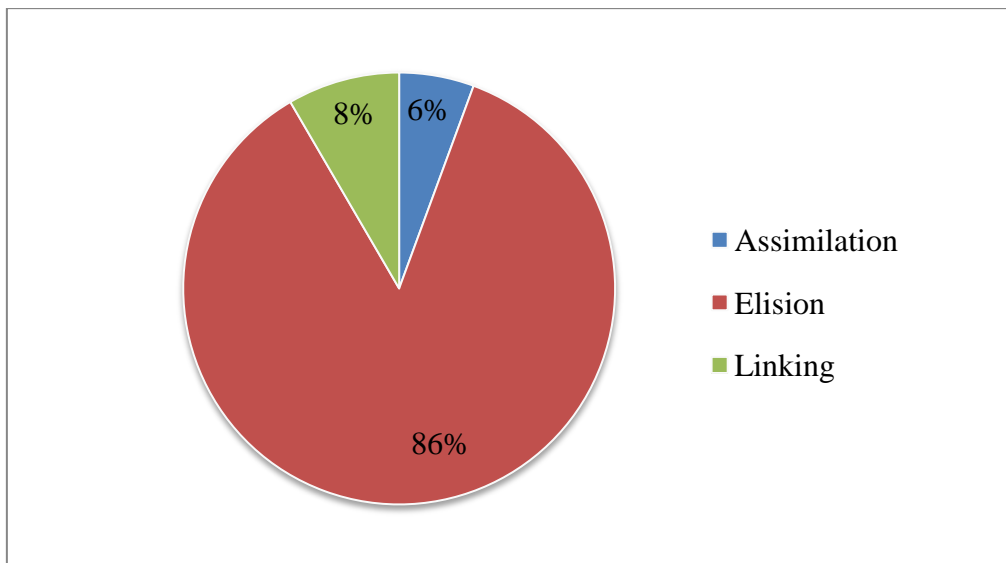
Table 2: Frequency of linking in individual recordings

	R1	R2	R3	R4	R5	R6	R7	R8	<b>In total</b>
Intrusive w	1	1	0	0	0	1	1	1	5
Intrusive j	0	4	0	1	3	2	2	4	16
Intrusive r	0	0	0	0	0	0	0	0	0
Linking r	0	0	0	0	0	0	0	0	0
<b>In total</b>	1	5	0	1	3	3	3	5	<b>21</b>

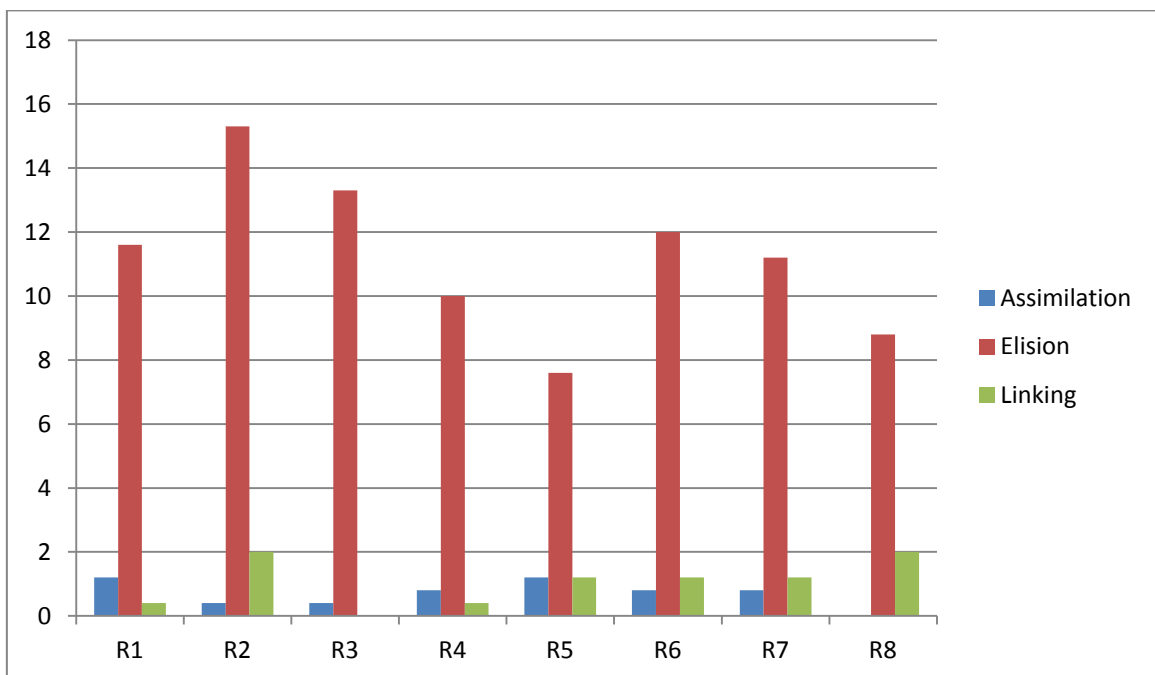
Table 3: Frequency of elision in individual recordings

	R1	R2	R3	R4	R5	R6	R7	R8	<b>In total</b>
Loss of weak vowel after p, t, k	0	0	0	0	0	0	0	0	0
Elision of /v/ in "of"	0	1	1	1	2	2	0	0	7
Elision of consonant clusters	14	10	13	4	9	3	2	4	59
Elision of identical sounds	3	5	1	3	2	2	5	3	24
Syllabic n, r, l	1	5	6	6	11	6	7	3	45
Contractions	11	17	12	11	6	6	4	12	79
Dropping of initial /h/	0	0	0	0	0	0	0	0	0
<b>In total</b>	29	38	33	25	30	19	18	22	<b>214</b>

Graph 1: Frequency of aspects of connected speech (out of 249 detected features)



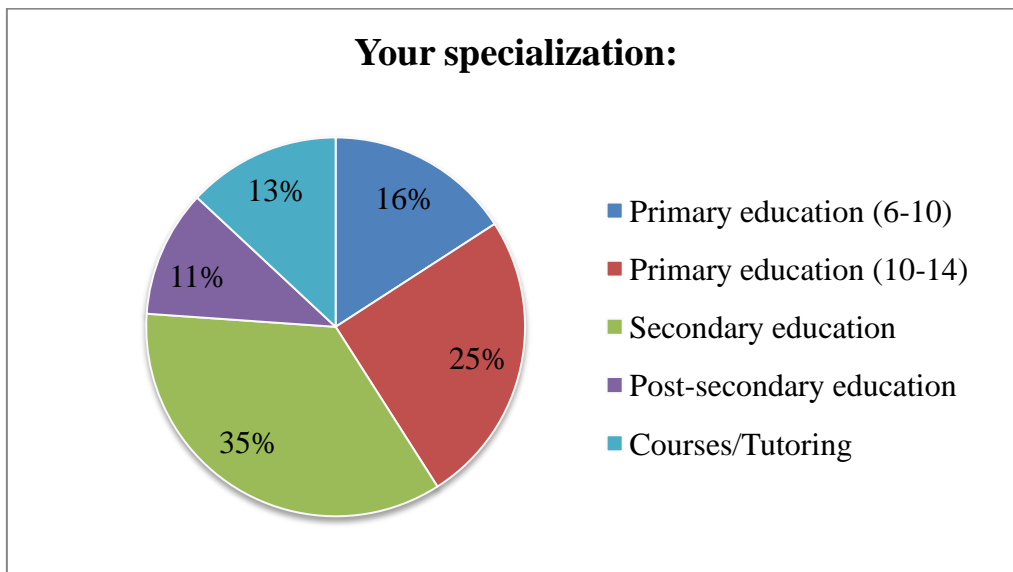
Graph 2: Frequency of aspects of connected speech in individual recordings (out of 249 detected features)



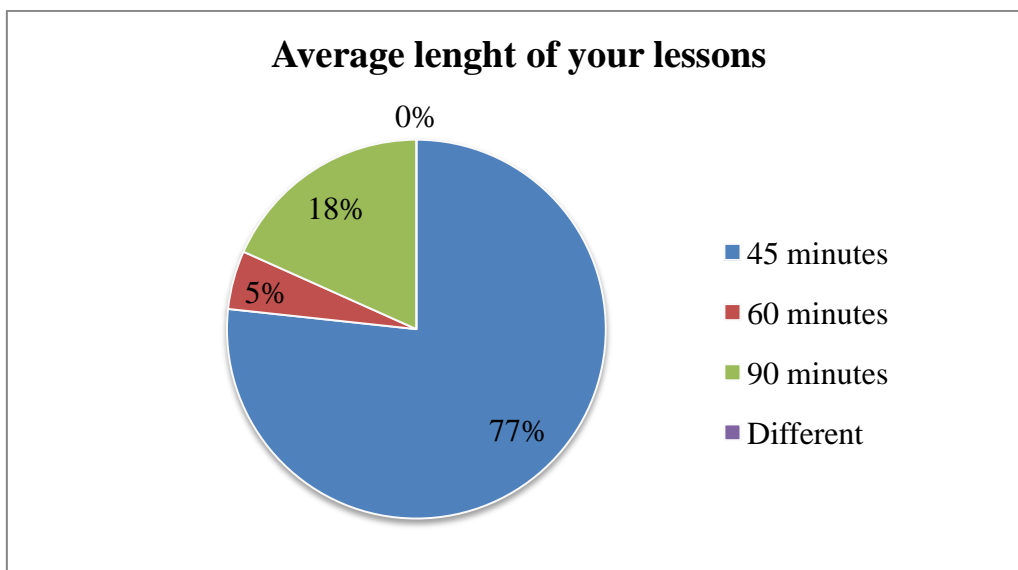
### 4.3 Results of the questionnaire

The results of the questionnaire are summarized in twelve graphs, each representing one question. Moreover, questions number 10 and 12 are depicted in detail by additional tables. The questionnaire was completed by 120 respondents and individual results are presented in percentage. If the respondents decided to choose option 'different', their own answers are written under the relevant graph. The full version of the questionnaire is accessible in Appendix 2.

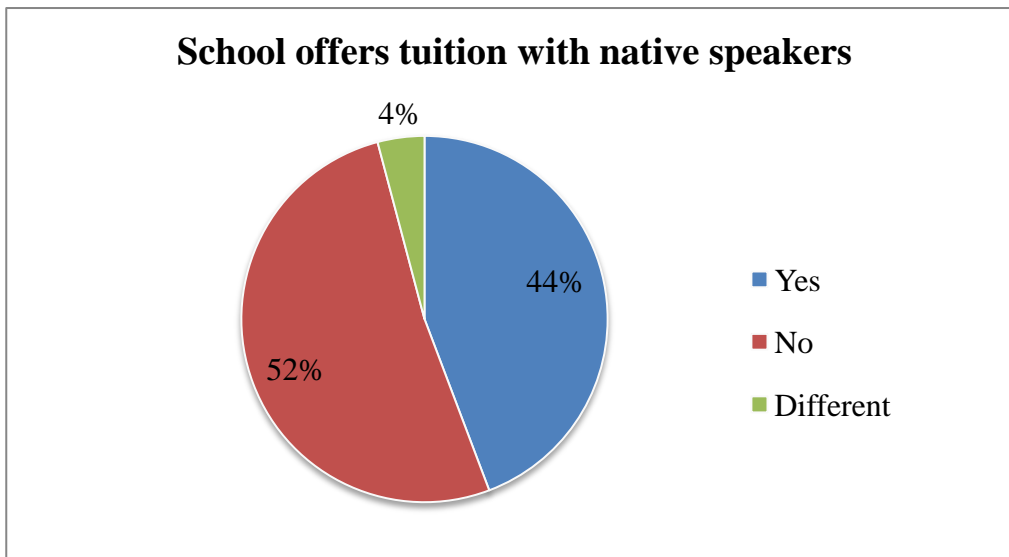
Graph 3: Question no. 1



Graph 4: Question no. 2



Graph 5: Question no. 3



Different: Respondent no. 6

Not tuition. Some lessons are with a native speaker.

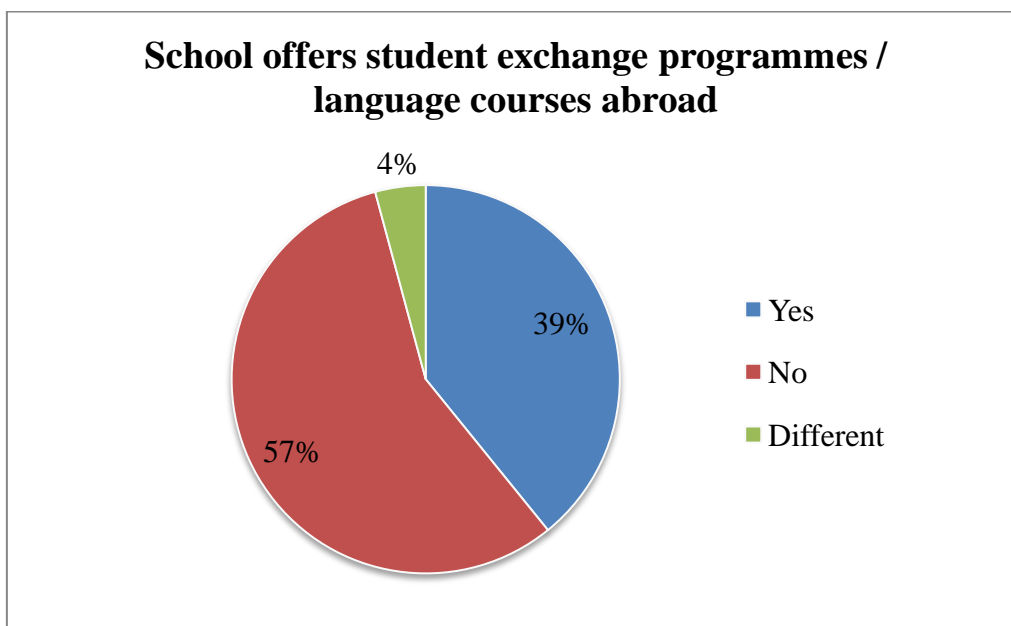
Respondent no. 40

From time to time, it depends on money, grants, funds, "EU money".

Respondents no. 73, 108, 115

It depends on the teacher if he/she invites someone.

Graph 6: Question no. 4





Different: Respondent no. 21  
Germany, Latvia.

Respondent no. 25

We take a group of kids to a school in UK every other year (one week at UK school).

Respondent no. 39

No idea.

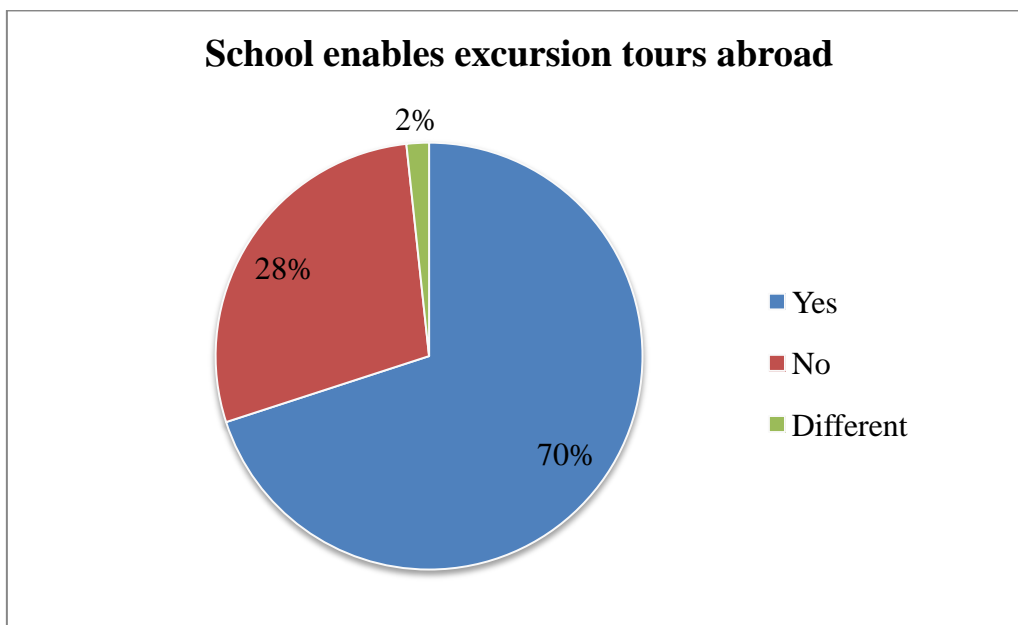
Respondent no. 40

Not exactly exchange programmes, but trips to England where students stay in families on their own.

Respondent no. 44

We make school trips to the UK, France and German-speaking countries and we have a partner school in Germany.

Graph 7: Question no. 5

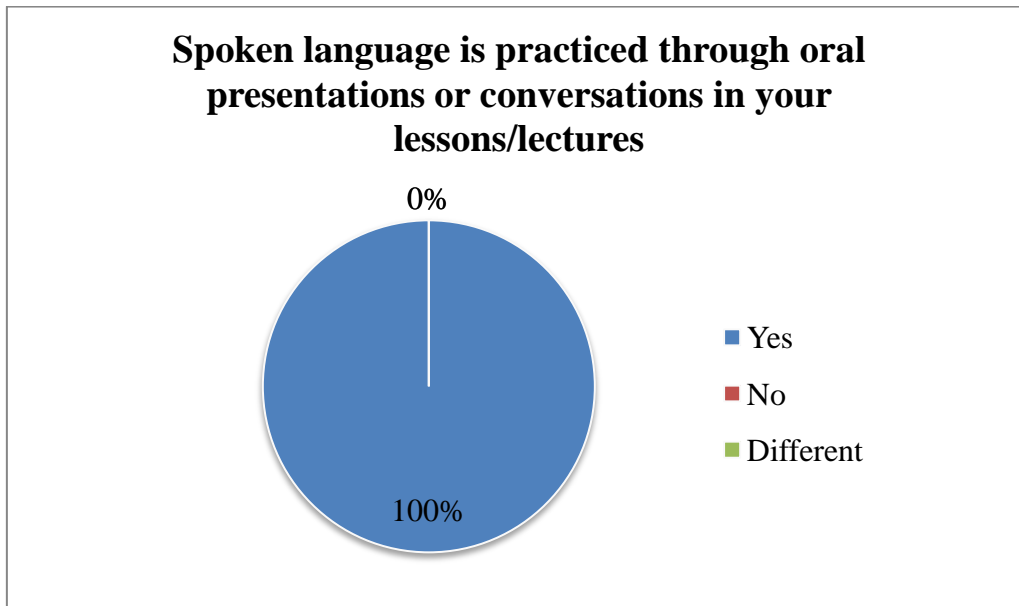


Different: Respondent no. 15  
Yes, but very rarely.

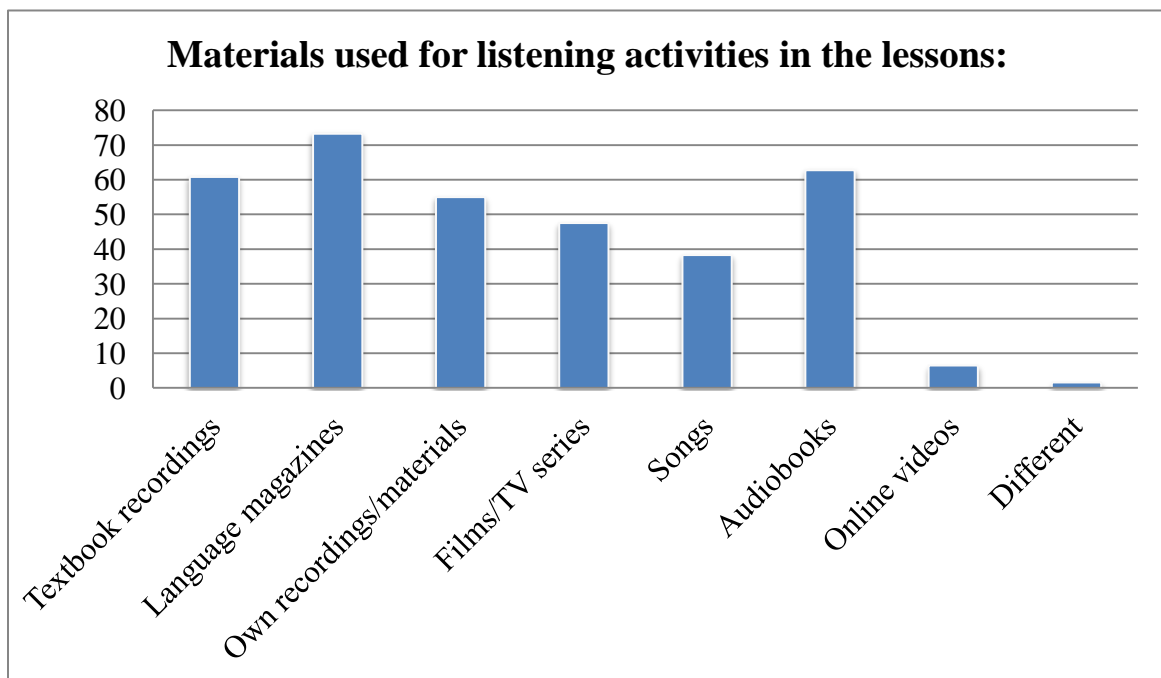
Respondent no. 86

Only sometimes.

Graph 8: Question no. 6



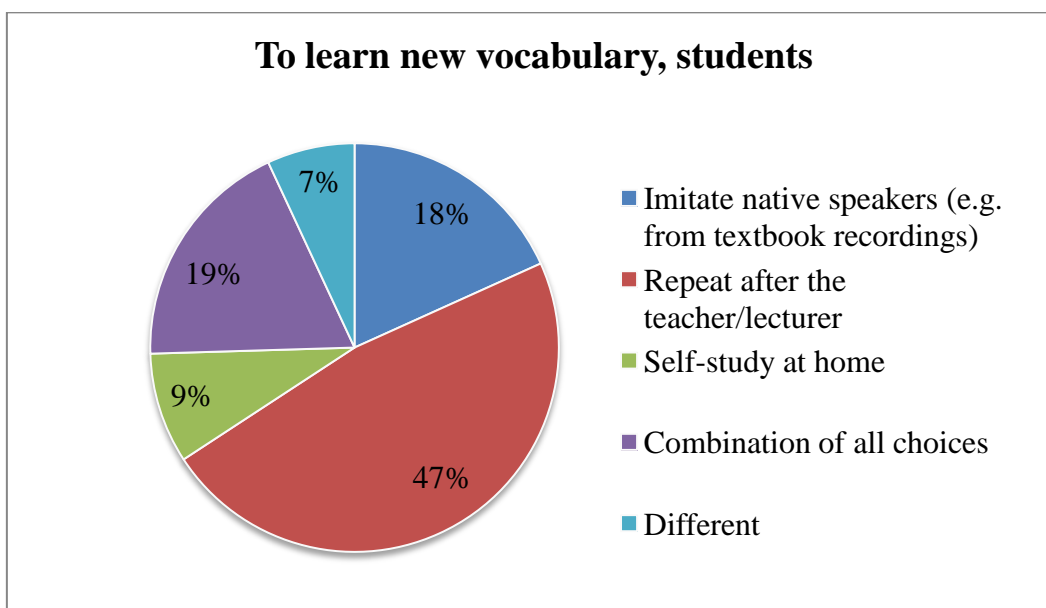
Graph 9: Question no. 7



Different: Respondents no. 46, 71

All the sources mentioned.

Graph 10: Question no. 8



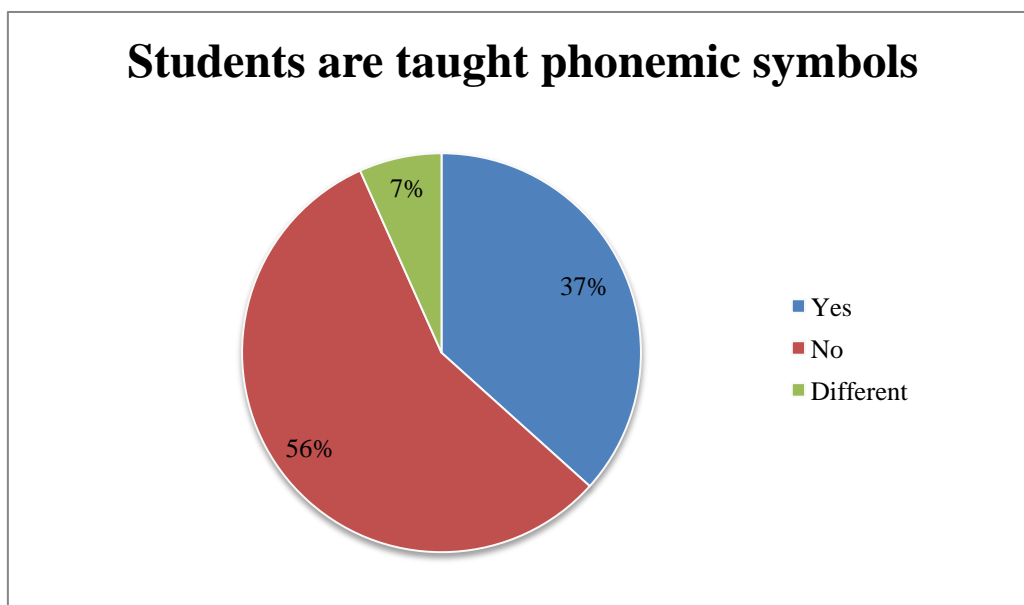
Different: Respondent no. 25

They study the pronunciation in a dictionary, read it together with a teacher and compare it to a recording.

Respondent no. 44

All of these. It depends on the class level and the vocabulary (topic etc.) they are supposed to learn.

Graph 11: Question no. 9



Different: Respondent no. 2

They are taught so they can work with dictionaries and so that they can learn new words.

Respondent no.6

Yes, but passively.

Respondent no. 19

They are taught some easy ones.

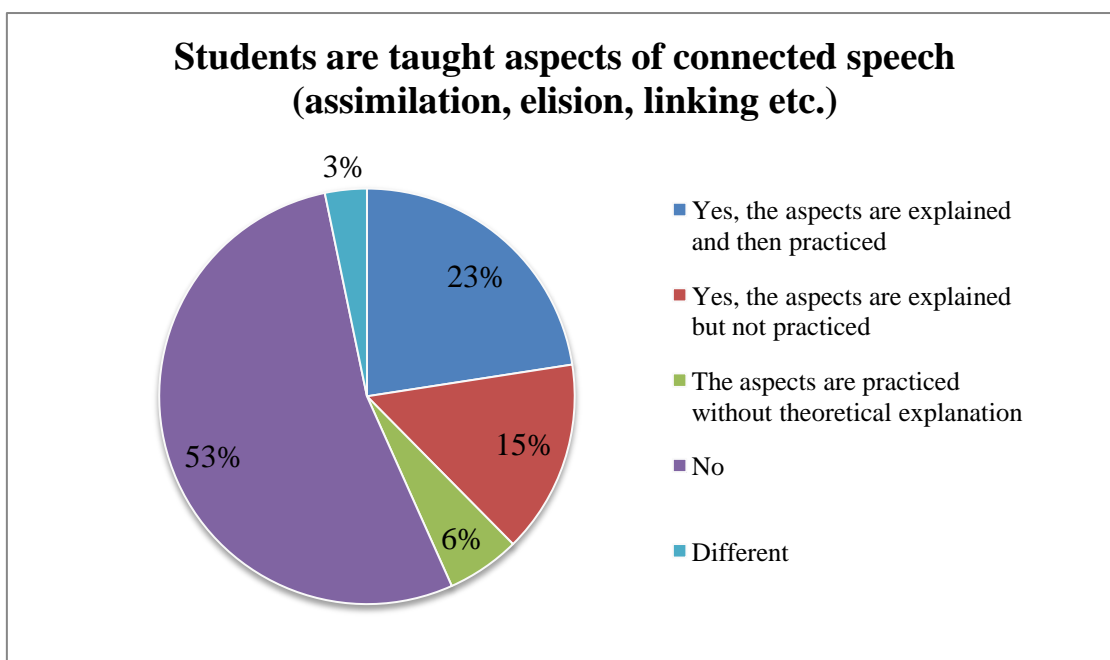
Respondent no. 21

They use them in new vocabulary at the end of workbook.

Respondents no. 40, 80, 95

They are taught some of them, the most different ones.

Graph 12: Question no. 10



Different: Respondent no. 3

In 90% of time there is no time for it. When the time is, I do it as a really funny activity.

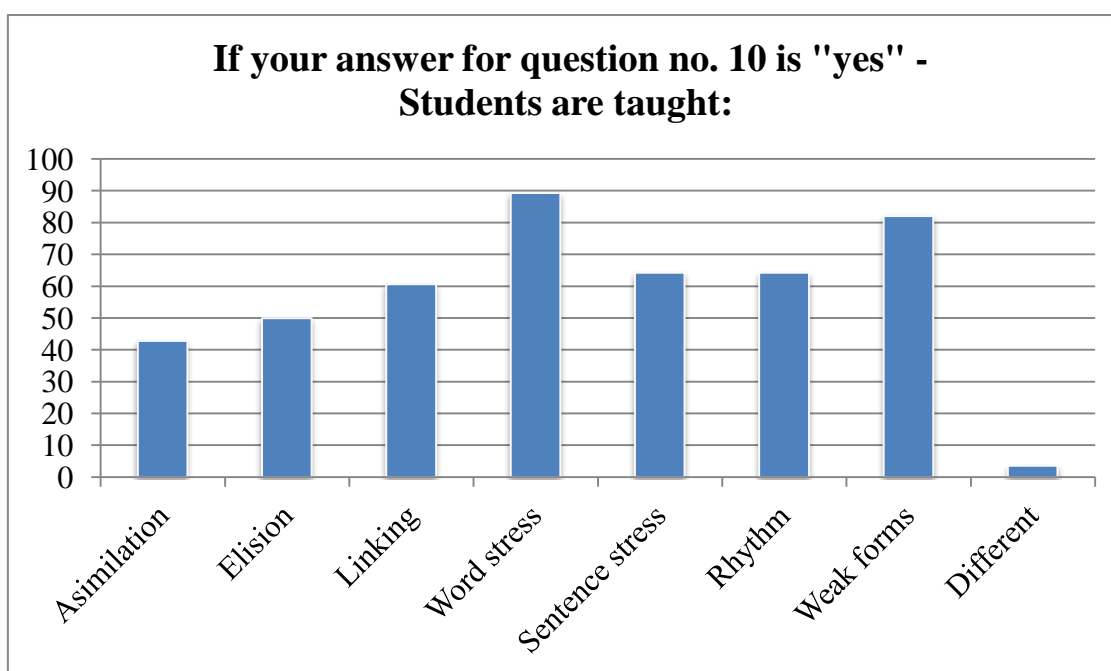
Respondents no. 19, 25, 31

Only some aspects are explained and practiced.

Table 4: Question no. 10 according to specialization

	Yes	No
<b>Primary education (6-10)</b>	5,3%	94,7%
<b>Primary education (10-14)</b>	50%	50%
<b>Secondary education</b>	66,7%	33,3%
<b>Post-secondary education</b>	54%	46%
<b>Courses/Tutoring</b>	31,3%	68,7%

Graph 13: Question no. 11



Different: Respondent no. 31

Only a few examples.

Respondent no. 44

It depends on the vocabulary we are working on. I do not teach these as a topic/main aim of the lesson.

Graph 14: Question no. 12

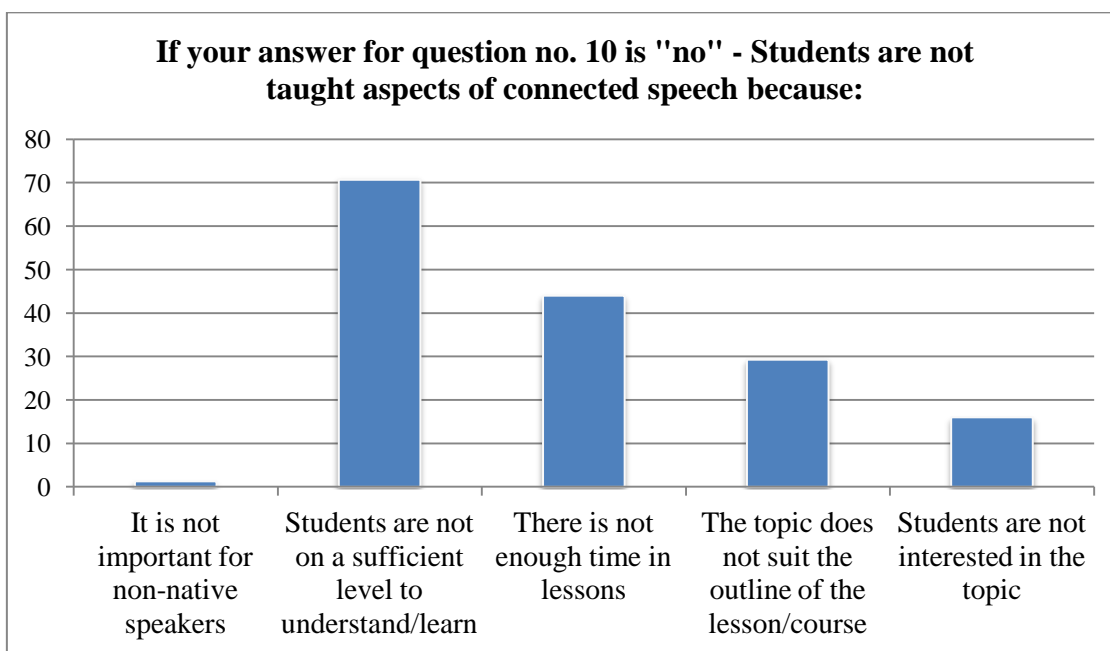


Table 5: Question no. 12 according to specialization

	a)	b)	c)	d)	e)
<b>Primary education (6-10)</b>	0%	100%	6%	6%	0%
<b>Primary education (10-14)</b>	6%	88%	35%	18%	0%
<b>Secondary education</b>	0%	75%	81%	25%	25%
<b>Post-secondary education</b>	0%	20%	30%	60%	20%
<b>Courses/Tutoring</b>	0%	38%	69%	62%	46%

- a) It is not important for non-native speakers
- b) Students are not on a sufficient level to understand/learn
- c) There is not enough time in lessons
- d) The topic does not suit the outline of the lessons/course
- e) Students are not interested in the topic

#### 4.4 Summary of the results

The practical part pursued to detect the frequency of aspects of connected speech in informal discourse realized by students of English language with a considerable good knowledge of the discussed phenomena and a respondent without any familiarity with the topic. It is apparent from the collected data, as seen in tables 4, 5 and 6, that there is almost no difference between the results and that the occurrence of concerned features in the speech of respondent without any theoretical background is almost identical with those of students of English. Naturally, some of the features occurred in the non-student's speech fewer; while elision of consonant clusters was executed by students of English ten times on average during their speech, it occurred only three times in the speech of the sixth respondent. Nevertheless, both sides engaged the feature most often in word 'and' followed by a consonant and in phrases containing negative contractive forms, such as in 'didn't catch' /dɪdn kætʃ/ or 'didn't help me' /dɪdn help mi:/ in Text no. 2, line 10. On the other hand, the use of syllabic consonants was detected considerably more in the speech of the sixth respondent than in the other recordings. Features such as dropping of initial /h/ or loss of weak vowels after /p/, /t/, /k/ were not detected in any of the recordings and elision of /v/ sound in 'of' appeared only little. Data regarding assimilation shows that this aspect occurs minimally in the speeches of non-native speakers. Assimilation of place was not detected at all in any of the recordings and progressive assimilation of manner was noted only once in the Text no. 2 in line 11 "at the university" /æt di: ˌju:nɪ'vɜ:sɪti/. These notions support the claims of linguists that such modifications are realized only in the most rapid speech. Progressive assimilation of voice was also not detected at all. On the other hand, regressive assimilation of voicing occurred several times in the recordings; the feature was found most in the speech of the sixth respondent, but two of the students also employed the aspect, even though not very significantly. This also confirms the notion described in the Theoretical background (see chapter 2) saying that regressive assimilation of voice tends to dominate in spoken English.

Such a tendency, however, contributes to non-native speakers retain their foreign accent. Coalescent assimilation was detected only once in Text no. 1, line 15 'would you' /wɒdʒu:/ and similarly, glottal stop appeared in only two recordings, namely no. 3 and 5.

The practical part also observed the frequency of aspects of connected speech in a prepared and a spontaneous discourse. Speakers no. 1, 2 and 3 did not have the opportunity to read the questions before the interview, unlike speakers number 4 and 5 who had time to think their answers through, write notes and focus more on the pronunciation than on

content. In general, the collected data imply that the aspects slightly prevail in the prepared recordings, however, the difference is not very considerable. The occurrence of assimilation is minimal in all of the recordings and almost identical. Only regressive assimilation of voice was noted at least four times, specifically in Text no.1, lines 8 and 12 ‘I would love to’ /aɪ wʊd lʌf tu:/ and ‘a lot of foreigners’ /ə lɒt ɒf ‘fɔːrɪnəz/ and Text no. 4, lines 10 and 11 ‘is perhaps’ /ɪs pə‘hæps/ and ‘part of Czech’ /pɑːt ɒv tʃek/. It is also worth mentioning again, that assimilation of place and manner were not noted in any of the recordings, except for one instance of progressive assimilation of manner in Text no. 2, line 11 “at the university” /æt diː ˌjuːnɪˈvɜːsɪti/. Observation of data regarding linking indicate that none of the speakers employed intrusive /r/ or linking /r/, as everyone spoke in a rhotic accent. The use of intrusive /w/ and intrusive /j/ by respondents is almost equal, except for recording no. 3 where none of the features were detected. Unprepared respondents dominated in terms of use of contractive forms and elision of consonant clusters; while this feature was employed 14 times in Text no. 1, it occurred only 4 times in Text no. 4. Similarly, syllabic consonants were more often executed in Text no. 5 in comparison to Text no. 1, where it was observed only once.

The third task of the practical part was to detect the frequency of individual aspects in the speech of lecturers of English language to ascertain whether imitation of a non-native speaker is enough for students to adopt such features. Both subjects decided not to prepare before the interview; the speech was spontaneous but often slower due to hesitation, which might explain why assimilation of place or manner were not observed. Only regressive assimilation of voicing was detected twice in Text no. 7, line 18. As far as liaison is concerned, both respondents managed to employ intrusive /w/ at least once in their speech, namely in lines 4 ‘know at least’ /nəʊ<sup>w</sup>æt liːst/ and 15 ‘do it’ /duː<sup>w</sup> it/ respectively. The use of intrusive /j/ was more frequent, especially in Text no. 8, where it occurred 4 out of 5 times. Features in scope of elision, specifically syllabic consonants, elision of consonant clusters and elision of identical sounds were detected in the last two recordings slightly unequally. While they were used only partially in Text no. 7, they appeared significantly more in Text no. 8, where the respondent applied at least half of the possible modifications.

Attention was also given to contractive forms. According to the collected data, contractions appeared in all of the recordings frequently. They were used the most in Text no. 2, where they were noted 17 times, and the least in Text no. 7 with only 4 instances. In the other recordings, this phenomenon appeared 6 times (Texts no. 5 and 6), 11 times



(Texts no. 1 and 4) and 12 times (Text no. 3 and 8). It is important to note that typically colloquial contractions, such as ‘gonna’ or ‘wanna’ were not used at all. In general, the frequency of contractive forms is very high in informal speech, which is significant for not sounding overly formal as emphasized by Kelly (2000) who deems these features as a part of elision.

Finally, Graph 1 clearly indicates the frequency of aspects in all of the recordings. As assimilation tends to be employed primarily in the most rapid speech, the number of occurrences of this phenomenon is rather low. But as Roach (2009) suggest, production of assimilation is unnecessary for second language learners, unlike linking which is more useful and practical. It does seem justifiable to omit tuition of assimilation of manner or place, however, regressive assimilation of voicing should be practiced by second language learners to dispose of foreign accent. Even though linking is deemed as the most important aspect, the number of frequency in Graph 1 is very low. Nevertheless, this is due to the absent examination of consonant + vowel joining. It would be otherwise much higher. The most frequent aspect is elision, which occurred consistently in all of the recordings.

Regarding the questionnaire, the results clearly indicate that only 23% of approached teachers actively practice aspects of connected speech with their students. While 15% answered that aspects are explained but not practiced in their lessons, 6% admitted that even though they do not teach these phenomena, their students are still exposed to them through conversation and listening activities. The most exercised features are word stress and weak forms and the least practiced is assimilation. Graph 11 also shows that 53% of respondents do not teach aspects of connected speech at all. Majority of those respondents are teachers of primary education (6-10) who claim the main reason is the insufficient level of their students. Another favoured reason is that there is not enough time in lessons, which was the answer of 81% of teachers of secondary education. Only one person believes that aspects of connected speech are not important for non-native speakers. Other interesting results are shown in Graph 9 which concerns the tuition of new vocabulary; students of 47% of respondents imitate their teacher or lecturer to learn correct pronunciation, while only 18% imitate native speakers. 19% then prefers to combine self-study and imitation of both native and non-native speakers.

#### **4.5 The limitations of the research**

Naturally, there were certain limitations of the research, especially due to the length of the thesis. To obtain better results and a more precise comparison of frequency of individual aspects, a higher number of subjects would need to be recorded. It would be beneficial to approach more respondents without any theoretical background of the phenomena to gain more data and observe the difference in frequency in greater detail. The analysis of speech of at least several native speakers could also be included in the practical part as a comparative device; these data could better support the results of the research of frequency of features in the discourse of non-native speakers. The research of prepared and unprepared discourse could also be improved by adding a higher number of speakers who not only prepared in advance, but also memorized their speech such as orators do. The research could also further focus on the frequency of aspects of connected speech in informal and formal discourse and confront recordings created under different extra linguistic situations. It would also be interesting to incorporate more English teachers and lecturers in the analysis to further study the issue of tuition of aspects of connected speech and pronunciation in the Czech Republic. From this viewpoint, more detailed information about each respondent could be included, such as their own experience and their stance towards the issue.

## 5 CONCLUSION

The primary aim of this undergraduate thesis was to analyze the frequency of occurrence of aspects of connected speech in spoken English produced by non-native speakers with focus on assimilation, elision and linking. Eight respondents were recorded for the purpose of the analysis; the recordings were initially transcribed in phonemic transcription and then examined to detect and highlight individual features occurring in all of the materials.

The results of the analysis indicate that non-native speakers with a higher level of English are capable of production of a natural sounding speech and features which accentuate foreign accents, such as regressive assimilation of voice, were not detected in any of the recordings. Some of the aspects were naturally dominant, however, certain features were completely absent, mainly due to insufficiently fast tempo of speech or due to hesitation.

The results of the comparison of non-native speakers with and without any familiarity with the topic proved to be almost equal, even though the second language learner without any practical or theoretical knowledge (Text no. 6) was presumed to adopt the examined features in significantly lesser extent.

The assumption that the frequency of occurrences of aspects in prepared discourse (Text no. 4 and Text no.5) would be higher than in spontaneous speech (Text no. 1-3) was also disproved, as the features were present to the same degree.

As a part of the research of tuition of aspects of connected speech at Czech schools, two recordings (Text no. 7 and Text no. 8) of Czech lecturers of English were acquired for examination. The number of occurrences of assimilation was low as expected, mainly due to slow tempo of speech and careful pronunciation. Despite that however, the frequency of elision and linking was surprisingly high.

The analyses also observed the number of occurrences of contractive forms in informal discourse as a part of elision. These features were detected frequently in all of the recordings and thus their importance in tuition of connected speech should not be overlooked.

Finally, the practical part included a questionnaire concerning the attitudes held by Czech teachers to the teaching of pronunciation and of aspects of connected speech. More than half of the respondents stated they do not cover this subject in their lessons, mainly due to insufficient level of their students. On the other hand, 47% of the approached

teachers claim they do focus on aspects of connected speech to some extent; while 23% intentionally practice the use of the features after theoretical explanation, about 15% of the respondents prefer to only explain certain aspects. 6% then admit students are not taught about connected speech, but are exposed to it nonetheless during listening activities. Only one of the respondents deems the tuition of such features unimportant for non-native speakers.

The collected data imply that the aspects of connected speech indeed are relevant in the production of a natural stream of speech and second language learners should concentrate on these phenomena to achieve a higher level of English. Therefore, the tuition of connected speech at Czech schools should be actively supported, for instance by the use of study materials, which would enhance the importance of spoken language and would also contribute to the development of their pronunciation skills. Furthermore, it would be beneficial to expose students to colloquial spoken English more, as it is often problematic for second language learners to fully comprehend the everyday rapid speech and it would also help to improve their own performance and confidence.

## 6 SUMMARY IN CZECH

Tato bakalářská práce se zabývá aspekty spojitě řeči, důležitými prvky fonetiky a fonologie, které významně ovlivňují podobu mluveného anglického jazyka. Práce obsahuje teoretickou část, která poskytuje ucelené informace týkající se dále zkoumaných jevů. Pozornost je především věnována asimilaci, elizi a spojování, zahrnuje ale také další aspekty, např. koartikulaci, rytmus nebo větný přízvuk, z důvodu přehlednosti a soudržnosti díla. Hlavním cílem této bakalářské práce je objevit, do jaké míry jsou nerodilí mluvčí schopni osvojit si jevy, které se v rychlé mluvě rodilých mluvčí vyskytují přirozeně a porovnat počet výskytů těchto prvků v řeči studentů s podvědomím o zkoumaných jevech a studentů bez jakékoli znalosti tématu. Výsledky analýz jednotlivých diskursů ukazují, že frekvence výskytu aspektů spojitě řeči v mluveném projevu nerodilých mluvčí je adekvátní jejich úrovni a výsledné množství užitých prvků je ve všech analyzovaných materiálech srovnatelné. Určité jevy byly totožně vynechány všemi respondenty, jiné se pravidelně vyskytovaly ve všech promluvách. Student bez znalosti zkoumaných jevů překvapivě vykazoval přibližně stejné množství modifikací řeči jako mluvčí s určitou znalostí tématu. Výsledky analýzy spontánních diskursů se také ukázaly být srovnatelné s daty získaných z předem připravených promluv. Dalším cílem práce bylo zaznamenat užití stažených tvarů v neformální komunikaci jako součást elize a vázání proudu řeči. Oba jevy byly zaznamenány frekventovaně u všech mluvčích. Pozornost byla také věnována výuce aspektů spojitě řeči a postojům českých učitelů anglického jazyka k této problematice. Sesbíraná data ukazují, že více než polovina respondentů nevyučuje zkoumané jevy, především z důvodu nedostatečné úrovně studentů. Nicméně pouze zanedbatelné množství učitelů považuje výuku spojitě řeči za nedůležitou.

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**LIST OF ABBREVIATIONS**

BBC	British Broadcasting Corporation
IPA	International Phonetic Alphabet
R	Recording
RP	Received Pronunciation

**APPENDIX 1**

## The Analysis

**Text no. 1**

*I: Do you like learning foreign languages?*

R: Well yes I do, but...I...like...well for some reason I just don't like learning...when it's like forced on me so... at school... and so on...but yes I do...

*I: Are you learning any foreign languages at the moment?*

R: Yes I am, I'm learning Russian and I was learning German... at Elementary school.

*I: And you're not learning it anymore.*

R: Well (laughs) like...how should I explain this...well, I just don't like some of the grammar units or the system...like it sounds just so complicated (laughs) and I don't know how should I like explain it but...I studied it also here at the university but... it was too hard for me so I switched to Russian.

*I: Are there any other languages you would like to learn in the future?*

R: Well yes, I would love to speak Japanese and I already like started...well... I already started learning some basic vocabulary and so on.

*I: You said you're learning Russian. How often do you use that language?*

R: Well (laughs) only at school so I don't really like use it outside.

*I: Do you think Russian is a popular language in the Czech Republic?*

R: Well, I would say that... it is used in companies and when like foreigners are talking among themselves, so there are a lot of foreigners here so, yes, I would say that it is popular but not as popular as English.

*I: Why do you think people should learn foreign languages?*

R: Well I think that it's a way that... it connects people it's like...well... how would you meet someone if you don't speak their language (laughs) how should you like connect with them in...in that...when you don't know their language.

*I: Do you have any tips or advices for people who are learning English?*

R: Well I would say that it's important to use that language... as often as you can. Like I...I try to even think in English... about basic things so that I practice vocabulary and so on and... watching movies and playing games also helps.

## Analysis

### 1. Well yes I do, but...I...like...well for some reason I just don't like learning...when

/wel jes ai du: bʌt ai laik wel fɔ:r sʌm 'ri:zən ai dʒʌs dəʊn laik 'lɜ:nɪŋ wen/

2x elision of consonant cluster, contraction

### 2. it's like forced on me so... at school... and so on...but yes, I do

/ɪts laik fɔ:rst ɒn mi: səʊ æt sku:l æn səʊ ɒn bʌt jes ai du: /

contraction, elision of consonant cluster

### 3. Yes I am, I'm learning Russian and I was learning German... at Elementary school.

/jes ai æm aɪm 'lɜ:nɪŋ 'rʌʃən ænd ai wɒz 'lɜ:nɪŋ 'dʒɜ:mən æt ,eli'mentəri sku:l/

contraction, intrusive j

### 4. Well, like...how should I explain this...well, I just don't like some of the grammar

/wel laik haʊ ʃʊd ai ɪks'pleɪn ðɪs wel ai dʒʌs dəʊn laik sʌm ɒv ðə 'græməʀ/

2x elision of consonant cluster, contraction

### 5. units or the system...like it sounds just so complicated and I don't know how

/'ju:nɪts ɔ:r ðə 'sɪstəm laik ɪt saʊndz dʒʌs səʊ 'kɒmplɪkətɪd ænd ai dəʊnəʊ haʊ/

2x elision of consonant cluster, elision of identical sounds, contraction

### 6. should I like explain it but... I studied it also here at the university but... it was too

/ʃʊd ai laik ɪks'pleɪn ɪt bʌt ai 'stʌdɪd ɪt 'ɔ:lsəʊ hɪə æt ðə ,ju:nɪ'vɜ:sɪtɪ bʌt ɪt wɒz tu:/

### 7. hard for me so I switched to Russian.

/hɑ:d fɔ:r mi: səʊ ai swɪtʃt tu: 'rʌʃən/

elision of identical sounds

### 8. Well yes, I would love to speak Japanese and I already like started...well...I

/wel jes ai wʊd lʌv tu: spi:k ,dʒæpə'ni:z ænd ai ɔ:l'redɪ laik 'stɑ:tɪd wel ai/

regressive assimilation of voice

### 9. already started learning some basic vocabulary and so on.

/ɔ:l'redɪ 'stɑ:tɪd 'lɜ:nɪŋ sʌm 'beɪsɪk vəʊ'kæbjʊləri ænd səʊ ɒn/

**10. Well, only at school so I don't really like use it outside.**

/wel 'əʊnlɪ æt sku:l səʊ aɪ dəʊn 'rɪəli laɪk ju:z ɪt ,aʊt'saɪd/

elision of consonant cluster, contraction

**11. Well, I would say that... it is used in companies and when like foreigners are**

/wel aɪ wʊd sei ðæt ɪt ɪz ju:zd ɪn 'kʌmpəni:z æn wen laɪk 'fɔrɪnəz ɑ:r/

elision of consonant cluster

**12. talking among themselves, so there are a lot of foreigners here so, yes, I would say**

/'tɔ:kɪŋ ə'mʌŋ ðəm'selvz səʊ ðeər ɑ:r ə lɒt ɒf 'fɔrɪnəz hɪə səʊ jes aɪ wʊd sei/

regressive assimilation of voice, elision of identical sounds

**13. that it is popular but not as popular as English.**

/ðæt ɪt ɪz 'pɒpjələ bʌt nɒt æz 'pɒpjələ æz 'ɪŋɡlɪʃ/

**14. Well I think that it's a way that... it connects people it's like...well... how**

/wel aɪ θɪŋk ðæt ɪts ə wei ðæt ɪt kə'neks 'pi:pɪl ɪts laɪk wel haʊ/

2x contraction, elision of consonant cluster, syllabic consonant

**15. would you meet someone if you don't speak their language, how should you like**

/wʊdʒu: mi:t 'sʌmwʌn ɪf ju: dəʊnt spi:k ðeə 'læŋɡwɪdʒ haʊ ʃʊd ju: laɪk/

coalescent assimilation, contraction

**16. connect with them in...in that...when you don't know their language.**

/kə'nekt wɪð ðem ɪn ɪn ðæt wen ju: dəʊnəʊ ðeər 'læŋɡwɪdʒ

elision of consonant cluster, elision of identical sounds, contraction

**17. Well I would say that it's important to use that language...as often as you can.**

/wel aɪ wʊd sei ðæt ɪts ɪm'pɔ:tənt tu: ju:z ðæt 'læŋɡwɪdʒ æz 'ɒfən æz ju: kæn/

elision of consonant cluster

**18. Like I...I try to even think in English about basic things so that I practice**

/laɪk aɪ aɪ traɪ tu: 'i:vən θɪŋk ɪn 'ɪŋɡlɪʃ ə'baʊt 'beɪsɪk θɪŋz səʊ ðæt aɪ 'præktɪs/

**19. vocabulary and so on and... watching movies and playing games also helps.**/və'kæbjələri ænd səʊ<sup>w</sup>ɒn ænd 'wɒʃɪŋ 'mu:vɪz æn 'pleɪɪŋ geɪmz 'ɔ:lsəʊ helps/

intrusive w, elision of consonant cluster

**Text no. 2****Full reading of the recording:**

R: (...) I'm twenty-three years old and I'm a student at West Bohemian University in Pilsen. As far as hobbies go, I like reading, writing, my dog is a big hobby of mine and archery, I suppose.

*I: Ok. And do you like learning foreign languages?*

R: Kind of. I like English, the others...the other languages are not so...I'm not so fond of.

*I: Why not?*

R: Because I suck at them (laughs). English is actually the only language that I'm good at.

*I: So you are learning German beside English?*

R: No, no, no, I'm learning Russian and French.

*I: Oh, ok and what made you choose those languages?*

R: Well if I'd know I would tell you (laughs). Oh, well, French was...I learned French at high school because there was really no...no other option so I took French but after three years it really didn't catch on me, didn't help me, I'm really bad at it and now at the university I had to study another language because I can't study English so I chose Russian because it was the only language that started at the beginning, at the beginner's level.

*I: Ok. Are there any languages you would like to learn in the future?*

R: Well I would like to learn French properly, but I'm not really sure if I'll get to it. But, I don't know...there are lot of languages I would like to study or be able to speak but I'm not sure... if it will be possible.

*I: And how often do you actually use French?*

R: Not (laughs), not at all.

*I: Ok. And do you think French is popular in the Czech Republic?*

R: Kind of. I think English is much more popular than other languages but I think...I mean French is beautiful language and...but it's really hard to learn.

*I: And why do you think people should learn languages?*

R: Well because it opens a lot of doors...I mean if you... I mean if you just want to get out of Czech Republic and go anywhere it's much easier for you if you can actually speak to the people...that you're visiting.

*I: Ok. The last question - do you have any tips or advices for people learning languages?*

R: Well either go to the country (laughs) that speaks that language or just focus on...everything you can do try to do in that language, I mean watch movies, watch TV shows, read in that language. Just try to stay as much in contact as you can with that language.

**Analysis:****1. I'm twenty-three years old and I'm a student at West Bohemian University in**

/aɪm 'twenti-θri: jɪz əʊld ænd aɪm ə 'stju:dənt æt wes bæʊ 'hi:mjən ,ju:nɪ 'vɜ:sɪtɪ m/

2x contraction, elision of consonant cluster

**2. Pilsen. As far as hobbies go, I like reading, writing, my dog is a big hobby of mine**

/pɪlzn̩ æz fɑ:r æz 'hɒbi:z gəʊ aɪ laɪk 'ri:dɪŋ 'raɪtɪŋ maɪ dɒg ɪz ə bɪg 'hɒbi ɒv maɪn/

syllabic consonant

**3. and archery, I suppose.**

/ænd 'ɑ:ʃəri aɪ sə'pəʊz/

**4. Kind of. I like English, the others...the other languages are not so...I'm not so**

/kaɪnd ɒv aɪ laɪk 'ɪŋɡlɪʃ ðɪ' ʌðəz ðɪ' ʌðə 'læŋɡwɪdʒɪz ɑ: nɒt səʊ aɪm nɒt səʊ/

2x intrusive j, contraction

**5. fond off.**

/fʌnd ɒf/

**6. Because I suck at them. English is actually the only language that I'm good at.**

/bɪ'kɒz aɪ sʌk æt ðəm 'ɪŋɡlɪʃ ɪz 'æktʃʊəli ðɪ' əʊnli 'læŋɡwɪdʒ ðæt aɪm gʊd æt/

intrusive j, contraction

**7. No, no, no, I'm learning Russian and French.**

/nəʊ nəʊ nəʊ aɪm 'lɜ:nɪŋ 'rʌʃən æn frenʃ/

contraction, elision of consonant cluster

**8. Well if I'd know, I would tell you. Oh, well, French was...I learned French at high**

/wel ɪf aɪd nəʊ aɪ wʊd tel ju: əʊ wel frenʃ wɒz aɪ lɜ:nt frenʃ æt haɪ/

contraction

**9. school because there was really no...no other option so I took French but after**

/sku:l bɪ'kɒz ðeər wɒz 'riəlɪ nəʊ nəʊ 'ʌðər 'ɒpʃnən səʊ aɪ tʊk frenʃ bʌt 'ɑ:ftər/

**10. three years it really didn't catch on me, didn't help me, I'm really bad at it**

/θri: jɪz ɪt 'riəlɪ dɪdn̩ kætʃ ɒn mi: dɪdn̩ help mi: aɪm 'riəlɪ bæd æt ɪt/

3x contraction, 2x elision of consonant cluster

**11. and now at the university I had to study another language because I can't study**

/ænaʊ æt di: ˌju:nɪ'vɜ:sɪtɪ aɪ hæd tu: 'stʌdɪ ə'nʌðə 'læŋgwɪdʒ bɪ'kɒz aɪ kɑ:n't 'stʌdɪ/  
 elision of consonant cluster, elision of identical sounds, progressive assimilation of  
 manner, contraction

**12. English so I chose Russian because it was the only language that started at the**

/'ɪŋɡlɪʃ səʊ aɪ tʃəʊz 'rʌʃən bɪ'kɒz ɪt wəz ði:ˌj'əʊnlɪ 'læŋgwɪdʒ ðæt 'stɑ:tɪd æt ði:/  
 intrusive j

**13. beginning, at the beginner's level.**

/bɪ'ɡɪnɪŋ æt ðə bɪ'ɡɪnəz 'levl/  
 syllabic consonant

**14. Well I would like to learn French properly, but I'm not really sure if I'll get to it.**

/wel aɪ wəd laɪk tu: lɜ:n frenʃ 'prɒpəli bʌt aɪm nɒt 'rɪəli ʃʊər ɪf aɪl getu: ɪt/  
 2x contraction, elision of identical sounds

**15. But, I don't know...there are lot of languages I would like to study or be able to**

/bʌt aɪ dəʊnəʊ ðeər ɑ:r lɒt ɒv 'læŋgwɪdʒɪz aɪ wəd laɪk tu: 'stʌdɪ ɔ: bi: 'eɪbl tu:/  
 contraction, elision of consonant cluster, elision of identical sounds

**16. speak but I'm not sure... if it will be possible.**

/spi:k bʌt aɪm nɒt ʃʊər ɪf ɪt wɪl bi: 'pɒsəbəl/  
 contraction, syllabic consonant

**17. Not...not at all.**

/nɒt nɒt æt ɔ:l/

**18. Kind of. I think English is much more popular than other languages but I think...**

/kaɪnd ɒv aɪ θɪŋk 'ɪŋɡlɪʃ ɪz mʌʃ mɔ:r 'pɒpjələ əðən 'ʌðər 'læŋgwɪdʒɪz bʌt aɪ θɪŋk/

**19. I mean French is beautiful language and... but it's really hard to learn.**

/aɪ mi:n frenʃ ɪz 'bju:təfəl 'læŋgwɪdʒ ənd bʌt ɪts 'rɪəli hɑ:d tu: lɜ:n/  
 contraction, syllabic consonant



**20. Well because it opens a lot of doors...I mean if you... I mean if you just want to get**

/wel bɪ'kɒz ɪt 'əʊpənz ə lɒt ɒv dɔːz aɪ miːn ɪf juː aɪ miːn ɪf juː dʒʌs wɒntuː get/

elision of consonant cluster, elision of identical sounds,

**21. out of Czech Republic and go anywhere it's much easier for you if you can**/aʊt ɒʊtʃek rɪ'pʌblɪk æn ɡəʊ<sup>w</sup> 'eniweər ɪts mʌʃ 'iːziər fɔːr juː ɪf juː kæn/

elision of /v/ in 'of', elision of consonant cluster, intrusive w, contraction

**22. actually speak to the people....that you're visiting.**

/'æktʃʊəli spiːk tuː ðə 'piːpəl ðæt juːə 'vɪzɪtɪŋ/

syllabic consonant, contraction

**23. Well either go to the country that speaks that language or just focus**

/wel 'aɪðər ɡəʊ tuː ðə 'kʌntri ðæt spiːks ðæt 'læŋɡwɪdʒ ɔːr dʒʌs 'fəʊkəs/

elision of consonant cluster

**24. on... everything you can do try to do in that language, I mean watch movies,**

/ɒn 'evriθɪŋ juː kæn duː traɪ tuː duː ɪn ðæt 'læŋɡwɪdʒ aɪ miːn wɒtʃ 'muːviːz/

**25. watch TV shows, read in that language. Just try to stay as much in contact as you**

/wɒtʃ tiː'viːʃəʊz riːd ɪn ðæt 'læŋɡwɪdʒ dʒʌs traɪ tuː steɪ æz mʌʃ ɪn 'kɒntækt æz juː/

elision of consonant cluster

**26. can with that language.**

/kæn wɪðæt 'læŋɡwɪdʒ/

elision of identical sounds

**Text no. 3**

*I: Can you tell me a little bit about yourself?*

R: (...) I'm twenty-two years old, I study English at this university the University of West Bohemia and...I love English so that's why I'm here. My hobbies include reading, watching TV shows...movies, going to the cinema, sometimes theatre but that...not, not as often as...as cinema.

*I: Are you learning any foreign language beside English at the moment?*

R: German and in the past I...I... had Russian at school but not anymore so German.

*I: Why not anymore?*

R: Because at high school I had to have... only two languages...so I had to pick just two. English was clear and then German.

*I: Ok. Are there any languages you would like to learn in the future perhaps?*

R: Yeah, one of them is French or Italian and like I would like to learn any language that I will have a chance to learn, so maybe if I ever move to some country that hasn't got... English as it's official language I could learn their language...that's the plan

*I: Ok and you said you're learning German so how often do you use that language?*

R: Mostly in school... but sometimes...sometimes when I speak... in a shop or somewhere because I live near to the German borders so...I...I meet Germans sometimes and I go there... a few times a year.

*I: And do you think that German is a popular language in the Czech Republic?*

R: Well I don't know about... the whole Czech Republic but in the region I live in which is the Karlsbad region... it's quite popular there right after English I think it's the most used foreign language.

*I: Why do you think people should learn languages?*

R: Because it gives you so many opportunities and you...you can travel and not be stressed by not speaking in a, in their language and you can have... jobs... in foreign countries and you can understand movies and music and stuff like that in the original language that it is spoken in, so yeah.

*I: Do you have any tips or advices for people who are learning foreign languages?*

R: Try to use it as often as you can even with...even when you're speaking to friends you can use English or German or Russian or whatever and...watch movies and music that helped me quite a lot, everyone just talks about it but yeah that's where I... where I got better. And try to travel and just... just go and use it... yeah that's it.

**Analysis:****1. (...) I'm twenty-two years old, I study English at this university the**

/aɪm 'twenti -tu: jɪəz əʊld aɪ 'stʌdi 'ɪŋɡlɪʃ æt ðɪs ,ju:ni'vɜ:sɪti ði/

contraction

**2. University of West Bohemia and...I love English so that's why I'm here. My**

/,ju:ni'vɜ:sɪti ɒv wes bəʊ'hi:mɪə ænd aɪ lʌv 'ɪŋɡlɪʃ səʊ ðæt s waɪ aɪm hɪə maɪ/

elision of consonant cluster, intrusive r, 2x contraction

**3. hobbies include reading, watching TV shows... movies, going to the cinema,**

/'hɒbi:z ɪn'klu:d 'ri:ɪŋ ,wɒʃɪŋ ,ti:'vi:ʃəʊz 'mu:vi:z 'gəʊɪŋ tu: ðə 'sɪnəmə/

**4. sometimes theatre but that...not, not as often as...as cinema.**

/'sʌmtaɪmz 'θiətə bʌ? ðæt nɒt æz 'ɒfən æz æz 'sɪnəmə/

glottal stop,

**6. German and in the past I...I...had Russian at school but not anymore so German**

/'dʒɜ:mən ænd ɪn ðə pɑ:st aɪ aɪ hæd 'rʌʃən æt sku:l bʌt nɒt ,eni 'mɔ:r səʊ 'dʒɜ:mən/

2x syllabic consonant

**7. Because at high school I had to have... only two languages... so I had**

/bɪ'kɒz æt haɪ sku:l aɪ hæd tu: hæv 'əʊnlɪ tu: 'læŋɡwɪdʒɪz səʊ aɪ hæd/

**8. to pick just two. English was clear and then German.**

/tu: pɪk dʒʌst tu: 'ɪŋɡlɪʃ wɒz klɪə æn ðen 'dʒɜ:mə/

elision of consonant cluster

**9. Yeah, one of them is French or Italian and like I would like to learn any language**

/jeə wʌn ɒ ðem ɪz frenʃ ɔ:r ɪ'tæljən æn laɪk aɪ wʊd laɪk tu: lɜ:n 'eni 'læŋɡwɪdʒ/

elision of /v/ in 'of', elision of consonant cluster

**10. that I will have chance to learn, so maybe if I ever move to some country that**

/ðæt aɪ wɪl hæv tʃɑ:ns tu: lɜ:n səʊ 'meɪbi: ɪf aɪ 'evər mu:v tu: sʌm 'kʌntri ðæt/

**11. hasn't got... English as it's official language I could learn their language...**

/ˈhæzn ɡɒt ˈɪŋɡlɪʃ æz ɪts ə ˈfɪʃl ˈlæŋɡwɪdʒ aɪ kʊd lɜːn ðeə ˈlæŋɡwɪdʒ/

2x contraction, elision of consonant cluster, syllabic consonant

**12. that's the plan**

/ðætʃ ðə plæn/

contraction

**13. Mostly in school... but sometimes...sometimes when I speak... in a shop or**

/ˈməʊstli ɪn sku:l bʌt ˈsʌmtaɪmz ˈsʌmtaɪmz wen aɪ spi:k ɪn ə ʃɒp ɔːr/

**14. somewhere because I live near to the German borders so...I...I meet Germans**

/ˈsʌmwɛə bɪˈkɒz aɪ lɪv niə tuː ðə ˈdʒɜːmən ˈbɔːdəz səʊ aɪ mi:t ˈdʒɜːmənz/

**15. sometimes and I go there...a few times a year.**

/ˈsʌmtaɪmz ænd aɪ ɡəʊ ðeə ə fjuː taɪmz ə jɪə/

**16. Well I don't know about... the whole Czech Republic but in the region I live in**

/wel aɪ dəʊnəʊ əˈbaʊt ðə həʊl tʃek rɪˈpʌblɪk bʌt ɪn ðə ˈriːdʒən aɪ lɪv ɪn/

contraction, elision of consonant cluster, elision of identical sounds, syllabic consonant

**17. which is the Karlsbad region... it's quite popular there right after English I think**

/wɪʃ ɪz ðə kɑːrlsbɑːd ˈriːdʒən ɪts kwɑɪt ˈpɒpjʊləər ðeə raɪt ˈɑːftər ˈɪŋɡlɪʃ aɪ θɪŋk/

syllabic consonant, contraction

**18. it's the most used foreign language.**

/ɪts ðə məʊst juːzd ˈfɔːrɪn ˈlæŋɡwɪdʒ/

contraction

**19. Because it gives you so many opportunities and you...you can travel and not be**

/bɪˈkɒz ɪt ɡɪvz juː səʊ ˈmeni, ɒpəˈtjuːnɪtiːz ænd juː kæn ˈtrævəl æn nɒt biː/

syllabic consonant, elision of consonant cluster

**20. stressed by not speaking in a, in their language and you can have... jobs in foreign**

/stres baɪ nɒt ˈspiːkɪŋ ɪn eɪ ɪn ðeə ˈlæŋɡwɪdʒ ænd juː kæn hæv dʒɒbz ɪn ˈfɔːrɪn/

elision of consonant cluster

**21. countries and you can understand movies and music and stuff like that in the**

/ˈkʌntri:z ænd ju: kæn ,ʌndə'stænd 'mu:vi:z ænd 'mju:zɪk ən stʌf laɪk ðæt ɪn ði/

elision of consonant cluster

**22. original language that it is spoken in, so yeah.**

/ə'ɹɪdʒnəl 'læŋgwɪdʒ ðæt ɪt ɪz 'spəʊkən ɪn səʊ jeə/

**23. Try to use it as often as you can even with...even when you're speaking to friends**

/traɪ tu: ju:z ɪt æz 'ɒfən æz ju: kæn 'i:vən wɪð 'i:vən wen juə 'spi:kɪŋ tu: frenz/

elision of consonant cluster, contraction

**24. you can use English or German or Russian or whatever and... watch movies and**

/ju: kæn ju:z 'ɪŋɡlɪʃ ɔ:r 'dʒɜ:mən ɔ:r 'rʌʃən ɔ:r wɒt'evər ænd wɒtʃ 'mu:vi:z ən/

elision of consonant cluster

**25. music that helped me quite a lot, everyone just talks about it but yeah that's**

/ˈmju:zɪk ðæt help mi: kwaɪt ə lɒt 'evriwʌn dʒʌs tɔ:ks ə 'baʊt ɪt bʌt jeə ðæts/

2x consonant cluster, contraction

**26. where I...where I got better. And...try to travel...just go and use it, yeah that's it.**

/weər aɪ weər aɪ gɒt 'betər ænd traɪ tu: 'trævɪ dʒʌs geʊ ænd ju:z ɪt jeə ðæts ɪt/

elision of consonant cluster, syllabic consonant, contraction

**Text no. 4**

*I: Are you learning any foreign languages besides English at the moment?*

R: Yes, I'm also studying Russian and I used to study German at the high school but I no longer continue in that.

*I: Why not?*

R: Well...there are two reasons, the first being that... studying two languages simultaneously is already difficult and I didn't want to add a third one. And the second reason is because... we had a really bad teacher in high school in German and...yeah there are some bad feelings connected to it.

*I: Are there any languages you would like to learn in the future?*

R: Well...aside from those I'm already studying, I guess it would be really nice to learn Chinese but... it's an extremely difficult language and I doubt I'll ever even start much less actually learn it.

*I: Ok and do you think Russian is popular in the Czech Republic?*

R: Well... popular is perhaps not the right word...it can be immensely useful especially in... north-western part of Czech Republic...and generally in work place....but I'd say popular... Not really.

*I: And how often do you use Russian?*

R: Well...aside from studying, not really that much. I mean... I watch movies in Russian and... I've read some books in Russian and stuff like that but it's mostly...that's mostly complementary to the studying.

*I: Why do you think people should learn foreign languages?*

R: Well...aside from it being useful in almost every way... I'd say that...understanding... between people is something that can help avoid conflict and... simply make human interaction more effective.... which is obviously beneficial in every way.

*I: And my last question: do you have any tips or advices for people who are learning English and are struggling?*

R: (...) I'm going to say what helped me most. I learned English from playing video games... and watching cartoon network as a kid. That might be problematic for adults when learning English because...they might not be interested in video games and...cartoons but... there are other media and... I suppose it depends on the person. Pick...pick a medium, be it TV or computer or anything and... just listen. It's less expensive than...courses.

**Analysis:****1. Yes, I'm also studying Russian and I used to study German at the high school but I**

/jes aɪm 'ɔ:lsəʊ 'stʌdɪŋ 'rʌʃɪ̃ ænd aɪ ju:z tu: 'stʌdɪ 'dʒɜ:mən æt ðə haɪ sku:l bʌt aɪ/  
 contraction, syllabic consonant, elision of consonant cluster

**2. no longer continue in that.**

/nəʊ 'lɒŋgə kən'tɪnju: ɪn ðæt/

**3. Well...there are two reasons, the first being that... studying two languages**

/wel ðeər a:r tu: 'ri:znz ðə fɜ:st 'bi:ɪŋ ðæt 'stʌdɪŋ tu: 'læŋgwɪdʒɪz/

**4. simultaneously is already difficult and I didn't want to add a third one. And the**

/,sɪmə'l'teɪmjəsli ɪz ɔ:l'redɪ 'dɪfɪkəlt ænd aɪ dɪdnt wɒntu: æd ə θɜ:d wʌn ən ði:/  
 elision of consonant cluster, contraction

**5. second reason is because...we had a really bad teacher in high school in German**

/'sekənd 'ri:zn ɪz bɪ'kɒz wi: hæd ə 'rɪəli bæd 'ti:ʃər ɪn haɪ sku:l ɪn 'dʒɜ:mən/

**6. and... yeah there are some bad feelings connected to it.**

/ænd jeə ðeər a:r sʌm bæd 'fi:lɪŋz kə'nektɪd tu: ɪt/

**7. Well... aside from those I'm already studying, I guess it would be really nice to**

/wel ə'saɪd frɒm ðəʊz aɪm ɔ:l'redɪ 'stʌdɪŋ aɪ ges ɪt wəd bi: 'rɪəli naɪs tu:/  
 2x contraction

**8. learn Chinese but... it's an extremely difficult language and I doubt I'll ever even**

/lɜ:n ,ʃaɪ'ni:z bʌt ɪts ən ɪks'tri:mli 'dɪfɪkəlt 'læŋgwɪdʒ ænd aɪ daʊt aɪl 'evər 'i:vɪ̃/  
 2x contraction, syllabic consonant

**9. start much less actually learn it.**

/stɑ:t mʌʃ les 'æktʃʊəli lɜ:n ɪt/

**10. Well...popular is perhaps not the right word...it can be immensely useful**

/wel 'pɒpjələ ɪz pə'hæps nɒt ðə raɪt wɜ:d ɪt kæn bi:ɪ'mensli 'ju:sfɪ̃/  
 regressive assimilation of voice, syllabic consonant

**11. especially in north-western part of Czech Republic...and generally in work places,**

/ ɪs 'peʃlɪ ɪn nɔːθ 'westən pɑːt ɒ ʃek rɪ 'rʌbɪk ænd 'dʒenərəlɪ ɪn wɜːk pleɪsɪs/

elision of /v/ in 'of'

**12. but I'd say popular... not really.**

/ bʌt aɪd seɪ 'pɒpjʊləɪ nɒt 'riəlɪ/

contraction

**13. Well...aside from studying, not really that much. I mean I watch movies in**

/wel ə 'saɪd frəm 'stʌdɪŋ nɒt 'riəlɪ ðæt mʌʃ aɪ miːn aɪ wɒtʃ 'muːvɪz ɪn/

**14. Russian and... I've read some books in Russian and stuff like that but it's mostly...**

/'rʌʃən ænd aɪv red sʌm bʊks ɪn 'rʌʃən ænd stʌf laɪk ðæt bʌt ɪts 'məʊstli/

2x contraction

**15. that's mostly complementary to the studying.**

/ ðæts 'məʊstli ˌkɒmplɪ'mentəri tuː ðə 'stʌdɪŋ/

contraction

**16. Well...aside from it being useful in almost every way... I'd say that...**

/wel ə 'saɪd frəm ɪt 'biːŋ 'juːsfəl ɪn 'ɔːlməʊst 'evrɪ weɪ aɪd seɪ ðæt /

contraction

**17. understanding... between people is something that can help avoid conflict and...**

/ˌʌndə'stændɪŋ bɪ'twiːn 'piːpl̩ ɪ 'sʌmθɪŋ ðæt kæn help ə'vɔɪd 'kɒnflɪkt ænd/

syllabic consonant, regressive assimilation of voice, elision of identical sounds

**18. simply make human interaction more effective...which is obviously beneficial**

/'sɪmplɪ meɪk 'hjuːmən ˌɪntər'æksʃən mɔːr ɪ 'fektɪv wɪtʃ ɪz 'ɒbvɪəsli ˌbenɪ'fɪʃəl/

**19. in every way.**

/ ɪn 'evrɪ weɪ/

**20. I'm going to say what helped me most. I learned English from playing video**

/ aɪm 'gəʊɪŋ tuː seɪ wɒt help miː məʊst ə lɜːnt 'ɪŋɡlɪʃ frəm 'pleɪŋ 'vɪdɪəʊ/

contraction, elision of consonant cluster



**21. games...and watching cartoon network as a kid. That might be problematic for**

/gɛɪmz ænd 'wɒtʃɪŋ kɑ: 'tu: nɛtwɜ:k æz ə kɪd ðæt maɪt bi: ,prɒblɪ'mætɪk fɔ:r /

elision of identical sounds

**22. adults when learning English because...they might not be interested in video**

/'ædʌlts wen 'lɜ:nɪŋ 'ɪŋɡlɪʃ bɪ'kɒz ðeɪ maɪt nɒt bi: 'ɪntərəsɪd ɪn 'vɪdɪəʊ/

**23. games...and cartoons... but there are other media and... I suppose it depends**

/gɛɪmz ænd kɑ: 'tu:nz bʌt ðeər ɑ:r 'ʌðə 'mediə ænd aɪ sə'pəʊz ɪt dɪ'penz/

elision of consonant cluster

**24. on the person. Pick...pick a medium, be it TV or computer or anything and...**

/ɒn ðə 'pɜ:sɒn pɪk pɪk eɪ 'mi:djəm bi:ɪt ,ti: 'vi: ɔ:r kəm'pjʊ:tər ɔ:r 'eniθɪŋ ænd/

syllabic consonant, intrusive j

**25. just listen. It's less expensive than courses**

/dʒʌst 'lɪsɪn ɪts les ɪk'spensɪv ðæn 'kɔ:sɪz/

syllabic consonant, contraction

**Text no. 5**

*I: Do you like learning foreign languages?*

R: Yes of course and it's the only thing I've ever been able to... learn successfully... At school only subject I ever could... study was English... or just languages as themselves.

*I: Are you learning any foreign languages besides English at the moment?*

R: I loved learning Spanish, but due to the...problems at university I'm not learning it anymore because teachers are...or people who run the university made that mistake, they thought that Spanish is not necessarily or is not favourite language so they're not teaching right now and it's a shame.

*I: Are there any languages you would like to learn in the future perhaps?*

R: I would like to know all the languages in the world, if that is possible. But I would like to continue in Spanish and German is also interesting or the Russian... and I would terribly love to know Chinese or Japan, Japanese. And so on...

*I: And how often do you use Spanish?*

R: ...not very often in fact because in our environment Spanish is not very used. Well sometimes there appear songs that ...that I like to listen to and I am happy I can understand them and I use Spanish with a friend of mine who studies Spanish at school and...she...she likes to say she needs to practice and I'm the right objects for it.

*I: Do you think that Spanish is a popular language in the Czech Republic?*

R: ...no I don't think so. I think that in Czech Republic the popular language is Czech surprisingly and if any other then it is English. I think that people older than, I don't know twenty, are generally against learning any languages.

*I: Why do you think people should learn foreign languages?*

R: Well the reasons are obvious because people need to understand other people and the Czech Republic is not the only country in the world and we sometimes need to speak with other people as well, so it is good to know their languages because it is impossible to want from them to speak Czech.

*I: Do you have any tips or advices for people who are learning English and are struggling perhaps?*

R: They need to practice and use the language. If you're not using the language you are hardly to...be able to ever speak fluently and good. And a good thing when you're studying a language is to watch films in that language or listen to music and.. of course speak to people who speak it and native speakers.

## Analysis

### 1. Yes of course and it's the only thing I've ever been able to... learn successfully...

/jes ɒv kɔ:s ænd its ði:ʃənli θɪŋ aɪv 'evə bi:n 'eɪbl tu: lɜ:n sək'sesfʊli/

2x contraction, intrusive j

### 2. At school only subject I ever could... study was English... or just languages as

/æt sku:l 'əʊnli 'sʌbdʒɪkt aɪ'evə kʊd 'stʌdi wɒz 'ɪŋɡlɪʃ ɔ: dʒʌst 'læŋɡwɪdʒɪz æz/

### 3. themselves.

/ðəm'selvz/

### 4. I loved learning Spanish, but due to the...problems at university I am not learning i

/aɪ lʌvd 'lɜ:nɪŋ 'spæɪnɪʃ bʌt dju: tu: ði: 'prɒbləmz æt ʃu:nɪ'vɜ:sɪti aɪəm nɒt 'lɜ:nɪŋ ɪt/

intrusive j

### 5. it anymore because teachers are...or people who run the university made that

/ɪt ˌenɪ'mə: bɪ'kɒz 'ti:ʃəz a:r ɔ:r 'pi:pəl hu: rʌn ðə ʃu:nɪ'vɜ:sɪti meɪd ðæt/

syllabic consonant

### 6. mistake, they thought that Spanish is not necessarily or is not favourite language

/mɪs'teɪk ðeɪ θɔ:t ðæt 'spæɪnɪʃ ɪz nɒt 'nesɪsərɪli'ɔ:r ɪz nɒt 'feɪvərɪt 'læŋɡwɪdʒ/

### 7. so they are not teaching right now and it's a shame.

/səʊ ðeə a: nɒt 'ti:ʃɪŋ raɪt naʊ ænd ɪts ə ʃeɪm/

contraction

### 8. I would like to know all the languages in the world, if that is possible. But I would

/aɪ wʊd laɪk tu: nəʊ ɔ:l ðə 'læŋɡwɪdʒɪz ɪn ə wɜ:ld ɪf ðæt ɪz 'pɒsəbəl bʌt aɪ wʊd/

syllabic consonant

### 9. like to continue in Spanish and German is also interesting or the Russian... and I

/laɪk tu: kən'tɪnju: ɪn 'spæɪnɪʃ æn 'dʒɜ:mən ɪz 'ɔ:lsəʊ 'ɪntrɪstɪŋ ɔ:r ðə 'rʌʃən æn? aɪ/

elision of consonant cluster, 2x syllabic consonant, glottal stop

**10. would terribly love to know Chinese or Japan, Japanese. And so on...**

/wʊd 'terəblɪ lʌv tu: nəʊ ˌfaɪ'ni:z ɔ: dʒə'pæn ˌdʒæpə'ni:z ænd səʊ ɒn/

**11. Not very often in fact because in our environment Spanish is not very used.**

/nɒt 'veri 'ɒfən ɪn fæk bɪ'kɒz ɪn 'əʊər ɪn'vaɪərənmənt 'spæɪnɪʃ ɪz nɒt 'veri ju:zd/  
syllabic consonant, elision of consonant cluster

**12. Well sometimes there appear songs that ...that I like to listen to and I am happy I**

/wel 'sʌmtaɪmz ðeər ə'prɪə sɒŋz ðæt ðæt aɪ laɪk tu: 'lɪsn tu: ænd aɪ'æm 'hæpi aɪ/  
intrusive j

**10. can understand them and I use Spanish with a friend of mine who studies Spanish**

/kæn ˌʌndə'stæn ðem æn? aɪ ju:z 'spæɪnɪʃ wɪð ə frend ɒ maɪn hu: 'stʌdi:z 'spæɪnɪʃ/  
elision of consonant cluster, glottal stop, elision of /v/ in 'of'

**11. at school and...she likes to say she needs to practice and I'm the right object for it.**

/æt sku:l ænd ʃi: laɪks tu: seɪ ʃi: ni:dz tu: 'præktɪs ænd aɪm ðə raɪt 'ɒbdʒɪkt fɔ:r ɪt/  
contraction

**12. No I don't think so. I think that in Czech Republic the popular language is**

/nəʊ aɪ dəʊn θɪŋk səʊ aɪ θɪŋk ðæt ɪn tʃek rɪ'pʌblɪk ðə 'pɒpjʊlə 'læŋgwɪdʒ ɪz/  
contraction, elision of consonant cluster

**13. Czech surprisingly and if any other then it is English. I think that people older then**

/tʃek sə'praɪzɪŋlɪ'ænd ɪf 'eni' ʌðə ðen ɪt ɪz 'ɪŋɡlɪʃ aɪ θɪŋk ðæt 'pi:p| 'əʊldə ðen/  
syllabic consonant

**14. I don't know twenty are generally against learning any languages.**

/aɪ dəʊnəʊ 'twenti a: 'dʒenərəli ə'genst 'lɜ:nɪŋ 'eni 'læŋgwɪdʒɪz/  
contraction, elision of consonant cluster, elision of identical sounds

**15. Well the reasons are obvious because people need to understand other people and**

/wel ðə 'ri:znz a:r 'ɒbvɪəs bɪ'kɒz 'pi:p| ni:d tu: ˌʌndə'stænd 'ʌðə 'pi:p| æn/  
2x syllabic consonant, elision of consonant cluster

**16. the Czech Republic is not the only country in the world and we sometimes need to**

/ðə ʃɛk rɪ 'pʌblɪk ɪz nɒt ði: 'əʊnlɪ 'kʌntri ɪn ðə wɜ:ld æn wi: 'sʌmtaɪmz ni:d tu: /

intrusive j, elision of consonant cluster

**17. speak with other people as well, so it is good to know their languages because it is**

/spi:k wɪð 'ʌðə 'pi:p| æz wel səʊ ɪt ɪz gʊd tu: nəʊ ðeə 'læŋgwɪdʒɪz brɪ'kɒz ɪt ɪz /

syllabic consonant

**18. impossible to want from them to speak Czech.**

/ɪm'pɒsəb| tu: wɒn frɒm ðem tu: spi:k ʃɛk /

syllabic consonant, elision of consonant cluster

**19. They need to practice and use the language. If you're not using the language you**

/ðeɪ ni:d tu: 'præktɪs ænd ju:z ðə 'læŋgwɪdʒ ɪf jʊə nɒt 'ju:zɪŋ ðə 'læŋgwɪdʒ ju: /

contraction

**20. are hardly to...be able to ever speak fluently and good. And a good thing when**

/ɑ:r 'hɑ:dlɪ tu: bi: 'eɪbl tu: 'evə spi:k 'flʊəntli æn gʊd ænd ə gʊd θɪŋ wen /

elision of consonant cluster

**21. you're studying a language is to watch films in that language or listen to music**

/jʊə 'stʌdɪŋ ə 'læŋgwɪdʒ ɪz tu: wɒʃ filmz ɪn ðæt 'læŋgwɪdʒ ɔ: 'lɪsn tu: 'mju:zɪk /

contraction

**22. and of course speak to people who speak it and native speakers.**

/ænd ɒf kɔ:spi:k tu: 'pi:p| hu: spi:k ɪt æn 'neɪtv 'spi:kəz /

regressive assimilation of voice, elision of identical sounds, syllabic consonant, elision of consonant cluster

**Text no. 6**

*I: Yeah, are you studying any foreign languages besides English?*

R: Yeah, well I studied French for six years at my... high school and I also participated three times on an international summer language school at the University of West Bohemia and then I studied one semester of Russian language and as I...as...as I sing also the classical singing so I also know something from Italian and... I also had three years of Latin at my high school and now I'm studying for half a year German language.

*I: And are there any languages you would like to learn in the future?*

R: Well even if it's not maybe such useful language, but I have some temptation of the Nordic languages as either Swedish or Icelandic because these languages seems quite interesting to me but I do know you can't use them anywhere else than in these two countries so... who knows...they are...it's interesting to me.

*I: And do you think French is a popular language in the Czech Republic?*

R: (cough) Actually, French is not such a popular language here but... when I decided which language to choose at high school, I decided to use...to choose French because there was Spanish and... it was like not ok choice for me but in that time when I was...like...in this... in the third grade of my eight years at high school I...I hated German so that was...that was like one of the reasons why I decided to go for French and actually today I would still choose French there but I would also like to... maybe... start with German sooner. And as I've started with German today I know that German is much more popular in the Western Bohemia than French because of course we are close to Germany and a lot of companies and... firms work with German...with German owners and German partners so German is here more...more important than French, unfortunately.

*I: Oh. Why do you think people should learn foreign languages?*

R: I think that they should definitely learn foreign languages because.... for example when they are... not satisfied with the situation here in the Czech Republic they can just go to another country and start living and working there... according to their choice so it depends what they like. So if they are like more...interested in Germany so they should learn German and then they can start working in German because many people from the...not only from here but from all over our republic, they're working in Germany because of, for example, because of the higher salaries (...)

## Analysis

### 1. Yeah, well I studied French for six years at my... high school and I also participated

/wel ai 'stʌdi:d frenʃ fɔ: sɪks jɪəz æt maɪ haɪ sku:l ænd ai 'ɔ:lsəʊ pɑ: 'tɪsɪpɪtɪd θri:/  
intrusive j

### 2. three times on an international summer language school at the University of West

/taɪmz ʌn æn ,ɪntə'næʃənɪ 'sʌmə 'læŋgwɪdʒ sku:l æt ðə ,ju:nɪ'vɜ:sɪtɪ ɒ west/  
syllabic consonant, elision of /v/ in 'of'

### 3. Bohemia and then I studied one semester of Russian language and as I...as I sing

/bəʊ'hi:mjə æn ðen ai 'stʌdi:d wʌn sɪ'mestər ɔ: 'rʌʃən 'læŋgwɪdʒ ænd æz ai æz ai sɪŋ/  
intrusive j

### 4. also the classical singing so I know something from Italian... and I also had three

/'ɔ:lsəʊ ðə 'klæsɪkəl 'sɪŋɪŋ səʊ<sup>w</sup> ai nəʊ 'sʌmθɪŋ frɒm ɪ'tæljən ænd ai 'ɔ:lsəʊ hæd θri:/  
syllabic consonant, intrusive w

### 5. years of Latin at my high school and now I'm studying for half a year German

/jɪəz ɒv 'lætɪn æt maɪ haɪ sku:l ænd nəʊ aɪm 'stʌdɪŋ fɔ: hɑ:f ə jɪə 'dʒɜ:mən /  
contraction

### 6. language.

/'læŋgwɪdʒ/

### 7. Well even if it's not maybe such useful language, but I have some temptation of

/wel 'i:vən ɪf ɪts nɒt 'meɪbi: sʌʃ 'ju:sfʊl 'læŋgwɪdʒ bʌt ai hæf sʌm temp'teɪʃən ɒv/  
contraction, regressive assimilation of voice

### 8. Nordic languages as either Swedish or Icelandic because these languages

/'nɔ:dɪk 'læŋgwɪdʒɪz æz 'aɪðə 'swɪ:dɪʃ ɔ:r aɪs'lændɪk bɪ'kɒz ði:z 'læŋgwɪdʒɪz/  
linking r

### 9. seems quite interesting to me but I do know you can't use them anywhere else

/si:ms kwɪt 'ɪntrɪstɪŋ tu: mi: bʌt ai du: nəʊ ju: kɑ:nt ju:z ðəm e'nɪweər əls/  
contraction

**10. than in these two countries so... who knows...they are...it's interesting to me.**

/ðæn in ði:z tu: 'kʌntri:z səʊ hu: nəʊz ðeɪr ɑ:r its 'ɪntrɪstɪŋ tu: mi:z/

contraction

**11. Actually, French is not such a popular language here but... when I decided which**

/'æktʃʊəli frenʃ ɪz nɒt sʌʃ ə 'pɒpjələ 'læŋgwɪdʒ hiə bʌt wən aɪ di'saɪdɪd wɪʃ/

**12. language to choose at high school, I decided to use...to choose French because**

/'læŋgwɪdʒ tu: ʃu:z æt haɪ sku:l aɪ di'saɪdɪd tu: ju:z tu: ʃu:z frenʃ bi'kɒz/

**13. there was Spanish and it was like not ok choice for me but in that time when I**

/ðeə wɒz 'spæɪnɪʃ ænd ɪt wɒz laɪk nɒt 'əʊ'keɪ ʃɔɪs fɔ: mi: bʌt ɪn ðæt taɪm wən aɪ/

**14. was...like...in this...in the third grade of my eight years at high school I...I**

/wɒz laɪk ɪn ðɪs ɪn ðə θɜ:d greɪd ɒv maɪ eɪt jɪəz æt haɪ sku:l aɪ aɪ/

**15. hated German so that was...that was like one of the reasons why I decided to go**

/'heɪtɪd 'dʒɜ:mən səʊ ðæts wɒz ðæts wɒz laɪk wʌn ɒ ðə 'ri:znz waɪ aɪ di'saɪdɪd tu: ɡəʊ/

elision of /v/ in 'of'

**16. for French and actually today I would still choose French there but I would also**

/fɔ: frenʃ ænd 'æktʃʊəli tə'deɪ aɪ wəd stɪl ʃu:z frenʃ bʌt aɪ wəd 'ɔ:lsəʊ/

**17. like to... maybe... start with German sooner. And as I've started with it**

/laɪk tu: 'meɪbi: stɑ:t wɪð 'dʒɜ:mən 'su:nə ænd æz aɪv 'stɑ:tɪd wɪð ɪt/

contraction

**18. today I know that German is much more popular in the Western Bohemia than**

/tə'deɪ aɪ nəʊ ðæt 'dʒɜ:mən ɪz mʌʃ mɔ: 'pɒpjələɪ ɪn ðə 'wɛstərn bəʊ'hi:mjə ðæn/

**19. French because of course we are close to Germany and a lot of companies and...**

/frənʃ bi'kɒz ɒf kɔ:s wi:ʃɑ:r kləʊs tu: 'dʒɜ:mənɪ ænd ə lɒt ɒf 'kʌmpəni:z ænd/

intrusive j, 2x regressive assimilation of voice

**20. firms work with German...with German owners and German partners so German**

/fɜ:mz wɜ:k wɪð 'dʒɜ:mən 'əʊnəz ænd 'dʒɜ:mən 'pɑ:tnəz səʊ 'dʒɜ:mən



**21. is here more...more important than French, unfortunately.**

/ɪz hɪə mɔːr mɔːr ɪm'pɔːtənt ðæn frənʃ ʌn'fɔːtʃnɪtli/

**22. I think that they should definitely learn foreign languages because... for example**

/aɪ θɪŋk ðæt ðeɪ ʃʊd 'dɛfɪnɪtli lə:n 'fɔːrɪn 'læŋgwɪdʒɪz bɪ'kɒz fɔːr ɪg'zɑːmpəl/

syllabic consonant

**23. when they are... not satisfied with the situation here in the Czech Republic they**

/wən ðeɪ ɑː nɒt 'sætɪsfaɪd wɪðə ,sɪtʃʊ'eɪʃn hɪər ɪn ðə ʃɛk rɪ'pʌblɪk ðeɪ/

elision of identical sounds, syllabic consonant

**24. can just go to another country and start living and working there... according to**

/kæn dʒʌst gəʊ tuː ə'nʌðə 'kʌntri ænd stɑːt 'lɪvɪŋ æn 'wɜːkɪŋ ðeər ə'kɔːdɪŋ tuː/

elision of consonant cluster

**25. their choice so it depends what they like. So if they are like more... interested in**

/ðeə ʃɔɪsəʊ ɪt dɪ'pɛndz wɒt ðeɪ laɪk səʊ ɪf ðeɪ ɑː laɪk mɔːr 'ɪntrɪstɪd ɪn/

elision of identical sounds

**26. Germany so they should learn German and then they can start working in**

/'dʒɜːmənɪ səʊ ðeɪ ʃʊd lɜːn 'dʒɜːmən æn ðæn ðeɪ kæn stɑːt 'wɜːkɪŋ ɪn/

elision of consonant cluster

**27. German because many people from the...not only from here but from all over**

/'dʒɜːmən bɪ'kɒz 'meni 'piːpl frəm ðiː nɒt 'əʊnlɪ frəm hɪə bʌt frəm ɔːl 'əʊvə/

syllabic consonant

**28. our republic, they're working in Germany because of, for example, because of the**

/'aʊə rɪ'pʌblɪk ðeər 'wɜːkɪŋ ɪn 'dʒɜːmənɪ bɪ'kɒz ɒv fɔːr ɪg'zɑːmpəl bɪ'kɒz ɒv ðə/

contraction, syllabic consonant

**29. higher salaries (...)**

/'haɪə 'sæləriːz/

**Text no. 7**

*I: Ok. Hello, can you tell me a little bit about yourself?*

R: (...)I am twenty-five and... I like... reading books, I like studying English and I like my job...I teach English and I live in Pilsen.

*I: And do you like learning foreign languages?*

R: Yes I do. I like learning foreign languages because I think that it's very important to know at least one foreign language to...to improve your knowledge and to... involve.

*I: Are you learning any foreign language at the moment? Besides English.*

R: No, I'm not (laughs), but...I... I would like to...I would like to... I would like to learn... probably German, because...in this area where we live I think it's quite important to... to know German.

*I: How often do you use English?*

R: I use English...I think everyday, everyday because I teach English so... I use it everyday but not the way I would like it.

*I: Do you think that English is a popular language in the Czech Republic?*

R: I would say that definitely it is, very popular, very popular language. Because these days little children they learn English in the kindergarten so then they naturally want to... I don't know watch film, serials, travels...

*I: Why do you think people should learn foreign languages?*

R: (Laughs). So...probably to ....for their personal, maybe, for their personal.... growth I would say, and maybe for traveling so they can....they can talk to people, they can order something in the restaurant, book a room...anything.

*I: Ok. Do you have any tips or advices for people who are learning English and struggling?*

R: Persistence (laugh) to... just not to...just not to give it up and try to enjoy it, try not to take it as something we have to do, but enjoy it have fun with it and maybe find someone who... who can help them.

*I: Ok. Thank you very much.*

R: You're welcome.

**Analysis:****1. (...) I am twenty-five and I...like...reading books, I like studying English**/aɪ<sup>j</sup> æm 'twentɪfaɪv ænd aɪ laɪk 'ri:dɪŋ bʊks aɪ laɪk 'lɜ:nɪŋ 'ɪŋɡlɪʃ/

intrusive j

**2. and I like my job...I teach English and I live in Pilsen.**

/ænd aɪ laɪk maɪ dʒɒb aɪ ti:tʃ 'ɪŋɡlɪʃ ænd aɪ lɪv ɪn pɪlsən/

regressive assimilation of place, syllabic consonant

**3. Yes I do. I like learning foreign languages because I think that it's**

/jes aɪ du: aɪ laɪk 'lɜ:nɪŋ 'fɔrɪn 'læŋɡwɪdʒɪz bɪ'kɒz aɪ θɪŋk ðæt ɪts/

contraction

**4. very important to know at least one foreign languages to...to improve your**/'veri ɪm'pɔ:tənt tu: nəʊ<sup>w</sup> æt li:st wʌn 'fɔrɪn 'læŋɡwɪdʒɪz tu: tu: ɪm'pru:v jɔ:/

intrusive w

**5. knowledge and to...involve.**

/'nɒlɪdʒ æn tu: ɪ'vɒlv/

**6. No I am not, but...I...would like to...I would like to...I would like to learn... probably**/nəʊ aɪ<sup>j</sup> æm nɒt bʌt aɪ wʊd laɪk tu: aɪ wʊd laɪk tu: aɪ wʊd laɪk tu: lɜ:n 'prɒbəblɪ/

intrusive j

**7. German, because...in this area where we live I think it's quite important to...**

/'dʒɜ:mən bɪ'kɒz ɪn ðɪs 'eəriə weə wi: lɪv aɪ θɪŋk ɪts kwɪt ɪm'pɔ:tənt tu:/

syllabic consonant

**8. to know German.**

/ tu: nəʊ 'dʒɜ:mən/

**9. I use English...I think everyday, everyday because I teach English so... I use it**

/aɪ ju:z 'ɪŋɡlɪʃ aɪ θɪŋk 'evrɪdeɪ 'evrɪdeɪ bɪ'kɒz aɪ ti:tʃ 'ɪŋɡlɪʃ səʊ aɪ ju:z ɪt/

**10. everyday but not the way I would like it.**

/'evrɪdeɪ bʌt nɒt ðə weɪ aɪ wʊd laɪk ɪt/

**11. I would say that definitely it is, very popular, very popular language. Because**

/aɪ wʊd seɪ ðæt 'defɪnɪtli ɪz 'veri 'pɒpjələ 'veri 'pɒpjələ 'læŋgwɪdʒ bɪ 'kɒz/

**12. these days little children, they learn English in the kindergarten so then they**

/ði:z deɪz 'lɪtl̩ 'tʃɪldrən ðeɪ lɜ:n 'ɪŋɡlɪʃ ɪn ðə 'kɪndə ,ɡɑ:tn səʊ ðen ðeɪ/

syllabic consonant

**13. naturally want to... I don't know watch films, serials, travels...**

/'nætʃrəli wɒntu: aɪ dəʊnəʊ wɒtʃ fɪlmz 'sɪəriəlz 'træv|z/

2x elision of consonant cluster, elision of identical sounds, contraction, syllabic consonant

**14. So...probably to...for their personal, maybe, for their personal...growth I would**

/səʊ prɒbəbli tu: fɔ: ðeə 'pɜ:sn̩| 'meɪbi: fɔ: ðeə 'pɜ:sn̩| grəʊθ aɪ wʊd/

2x syllabic consonant

**15. say, and maybe for traveling so they can...they can talk to people, they can order**

/seɪ ænd 'meɪbi: fɔ: 'trævlɪŋ səʊ ðeɪ kæn ðeɪ kæn tɔ:k tu 'pi:p̩| ðeɪ kæn 'ɔ:də/

syllabic consonant

**16. something in the restaurant, book a room...anything**

/'sʌmθɪŋ ɪn ðə 'restɒrnt bʊk ə ru:m 'eniθɪŋ/

**17. Persistence...to...just not to...just not to give it up and try to enjoy it, try not**

/pə'sɪstəns tu: dʒʌs nɒtu: nɒtu: ɡɪv ɪt ʌp ænd traɪ tu: ɪn 'dʒɔɪ|ɪt traɪ nɒt/

elision of consonant cluster, 2x elision of identical sounds, intrusive j

**18. to take it as something we have to do, but enjoy it have fun with it and maybe find**

/tu: teɪk ɪt æz 'sʌmθɪŋ wi: hæf tu: du: bʌt ɪn 'dʒɔɪ ɪt hæfʌn wɪð ɪt ænd 'meɪbi: faɪnd/

2x regressive assimilation of voice, elision of identical sounds

**19. someone who... who can help them.**

/'sʌmwʌn hu: hu: kæn help ðem/

**20. You're welcome.**

/jʊə 'welkəm/

contraction

**Text no. 8**

*I: Hello. Can you tell me a little bit about yourself?*

R: (...) I am twenty-eight... I'm studying at Pilsen... or West Bohemian University and I am going to be a teacher.

*I: Do you like learning foreign languages?*

R: Yes, I love it.

*I: Why?*

R: Because...it's something that you can use on daily basis and...it... it's a really good feeling when you understand the others.

*I: Are you learning any foreign languages besides English at the moment?*

R: Well yes I'm learning German language right now because it's obligatory for me at the university. Besides, I like it, so...I like how does it sound.

*I: Are there any other languages you would like to learn in the future perhaps?*

R: Yes, it's... Italian language because...I really like the...people who speak Italian (laughs) so that's it.

*I: So you're learning German and how often do you use that language?*

R: Well every Monday and Tuesday (laughs) but in normal life once in three months when we go to...to do the shopping in Germany.

*I: And do you think that German is a popular language in the Czech Republic?*

R: It's not popular in that... it is too... too grammatic(al) and... it's too hard to learn, so I don't think it's popular but it's needed.

*I: And why do you think people should learn languages?*

R: Because we are living in a... in a big world and this world is connecting to...all the parts together now so we really need to understand each other and there is...the language is one of the ways how to do it.

*I: And do you have any tips or advices for people who are learning languages and are struggling?*

R: Well, that's funny. It's just speak, speak and speak, nothing else.

*I: Ok. Thank you very much*

R: You're welcome.

## Analysis

### 1. I am twenty-eight, I am studying at Pilsen or West Bohemian University and I am

/aɪˈɛm 'twenti-ɛɪt aɪˈɛm 'stʌdɪŋ æt pɪlzən ɔːr west bæʊ 'hiːmiənˌjuːnɪ'vɜːsɪti ænd aɪˈɛm /

3x intrusive j, syllabic consonant

### 2. going to be a teacher.

/'gəʊɪŋ tuː biː ə'tiːtʃər/

### 3. Yes, I love it.

/jes aɪ lʌv ɪt/

### 4. Because...it's something that you can use on daily basis and...it...it's a really good

/bɪ'kɒz ɪt 'sʌmθɪŋ ðæt juː kæn juːz ɒn 'deɪli 'beɪsɪz ænd ɪt ɪts ə 'riːli ɡʊd/

2x contraction, elision of identical sounds

### 5. feeling when you understand the others.

/'fiːlɪŋ wen juː ˌʌndə'stænd ðɪ 'ʌðəz/

### 6. Well yes, I'm learning German language right now because it's obligatory for me

/wel jes aɪm 'lɜːnɪŋ 'dʒɜːmən 'læŋɡwɪdʒ raɪt naʊ bɪ'kɒz ɪts ɒ'blɪɡətəri fɔːr miː/

2x contraction, syllabic consonant

### 7. at the university. Besides, I like it...so...I like how does it sound.

/æt ðɪː ˌjuːnɪ'vɜːsɪti bɪ'saɪdz aɪ laɪk ɪt səʊ aɪ laɪk haʊ dʌz ɪt saʊnd/

### 8. Yes, it's...Italian language because...I really like the... people who speak Italian,

/jes ɪts ɪ'tæljən 'læŋɡwɪdʒ bɪ'kɒz aɪ 'riːli laɪk ðɪː 'piːpl huː spiːk ɪ'tæljən

contraction, syllabic consonant

### 9. so that's it.

/səʊ ðæts ɪt/

contraction

**10. Well every Monday and Tuesday, but in normal life, once in three months when**

/wel 'evri 'mʌndeɪ æn 'tʃu:zdeɪ bʌt ɪ 'nɔ:mlaɪf wʌns ɪn θri: mʌns wen/

2x elision of consonant cluster, 2x elision of identical sounds, syllabic consonant,

**10. we go to...to do the shopping in Germany.**

/wi: gəʊ tu: tu: du: ðə 'ʃɒpɪŋ ɪn 'dʒɜ:məni/

**11. It's not popular in that...it is too...too grammatic(al) and... it's too hard to learn**

/ɪts nɒt 'pɒpjələ ɪn ðæt ɪt ɪz tu: grə'mætɪk ænd ɪts tu: hɑ:d tu: lɜ:n/

2x contraction

**12. so I don't think it's popular but it's needed.**

/səʊ aɪ dəʊn θɪŋk ɪts 'pɒpjələ bʌt ɪts 'ni:diɪd/

3x contraction, elision of consonant cluster

**13. Because we are living in a... in a big world and this world is connecting to...all the**

/bɪ'kɒz wi: jɑ: 'lɪvɪŋ ɪn ə ɪn ə bɪg wɜ:ld ænd ðɪs wɜ:ld ɪz kə'nektɪŋ tu: ɔ:l ði:/

intrusive j

**14. parts together now so we really need to understand each other and there is....**

/pɑ:ts tə'geðər naʊ səʊ wi: 'ri:əli ni:d tu: ,ʌndə'stænd i:ʃ 'ʌðər ænd ðeər ɪz/

**15. the language is one of the ways how to do it.**

/ðə 'læŋgwɪdʒ ɪz wʌn ɒv ðə weɪz haʊ tu: du: wɪt/

intrusive w

**16. That's funny. It's just speak, speak and speak, nothing else.**

/ðæts 'fʌni ɪts dʒʌst spi:k spi:k æn spi:k 'nʌθɪŋ els/

2x contraction, elision of consonant cluster

**APPENDIX 2****Questionnaire: Tuition of Pronunciation and of Aspects of Connected Speech****1. Your specialization:**

- a) Primary education (6-10)
- b) Primary education (10-14)
- c) Secondary education
- d) Post-secondary education
- e) Different:

**2. Average length of your lessons:**

- a) 45 minutes
- b) 60 minutes
- c) 90 minutes
- d) Different:

**3. School offers tuition with native speakers**

- a) Yes
- b) No
- c) Different:

**4. School offers student exchange programmes / language courses abroad**

- a) Yes
- b) No
- c) Different

**5. School enables excursion tours abroad**

- a) Yes
- b) No
- c) Different:

**6. Spoken language is practiced through oral presentations or conversations in your lessons/lectures**

- a) Yes
- b) No
- c) Different



**7. Materials used for listening activities in the lessons:**

- a) Textbook recordings
- b) Recordings from language teaching magazines (e.g. Bridge, Gate etc.)
- c) Own recordings/materials
- d) Films/Tv series
- e) Songs
- f) Audiobooks
- g) Different:

**8. To learn new vocabulary, students:**

- a) Imitate native speakers (e.g. from textbook recordings)
- b) Repeat after the teacher/lecturer
- c) Self-study at home
- d) Different:

**9. Students are taught phonemic symbols**

- a) Yes
- b) No
- c) Different:

**10. Students are taught aspects of connected speech (assimilation, elision, linking etc.)**

- a) Yes, the aspects are explained and then practiced
- b) Yes, the aspects are explained but not practiced
- c) No
- d) Different

**11. If your answer for question no. 10 is "yes" - Students are taught:**

- a) Assimilation
- b) Elision
- c) Linking
- d) Word stress
- e) Sentence stress
- f) Rhythm
- g) Weak forms
- h) Different:

**12. If your answer for question no. 10 is "no" - Students are not taught aspects of connected speech because:**

- a) It is not important for non-native speakers
- b) Students are not on a sufficient level to understand/learn
- c) There is not enough time in lessons
- d) The topic does not suit the outline of the lessons/course
- e) Students are not interested in the topic

### APPENDIX 3

## The International Phonetic Alphabet

### THE INTERNATIONAL PHONETIC ALPHABET (revised to 2005)

CONSONANTS (PULMONIC)

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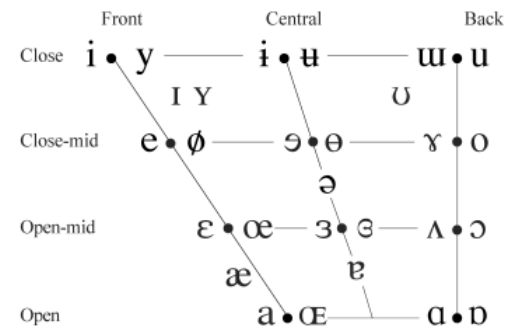
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
◌ ɸ	ɓ Bilabial	ʼ Examples:
	ɗ Dental/alveolar	pʼ Bilabial
!	ɟ Palatal	tʼ Dental/alveolar
≠	ɠ Velar	kʼ Velar
	ʄ Alveolar lateral	sʼ Alveolar fricative

VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

OTHER SYMBOLS

ʍ	Voiceless labial-velar fricative	ɕ ʑ	Alveolo-palatal fricatives
ʋ	Voiced labial-velar approximant	ɺ	Voiced alveolar lateral flap
ɥ	Voiced labial-palatal approximant	ɥ̟	Simultaneous ʃ and x
ħ	Voiceless epiglottal fricative		
ʕ	Voiced epiglottal fricative		Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.
ʡ	Epiglottal plosive		

kp̟ ts̟

SUPRASEGMENTALS

- ˈ Primary stress
- ˌ Secondary stress
- ː Long eː
- ˑ Half-long eˑ
- ˚ Extra-short e˚
- ◌| Minor (foot) group
- ◌|| Major (intonation) group
- ◌· Syllable break ˌi.ækt
- ◌◌ Linking (absence of a break)

DIACRITICS Diacritics may be placed above a symbol with a descender, e.g. ɲ̰

◌◌	Voiceless	◌̚ ◌̜	◌̤	Breathily voiced	◌̤ ◌̥	◌̦	Dental	◌̦ ◌̧
◌̣	Voiced	◌̣ ◌̤	◌̥	Creaky voiced	◌̥ ◌̦	◌̧	Apical	◌̧ ◌̨
◌̨	Aspirated	◌̨ ◌̩	◌̩	Linguolabial	◌̩ ◌̪	◌̪	Laminal	◌̪ ◌̫
◌̪	More rounded	◌̪	◌̫	Labialized	◌̫ ◌̬	◌̬	Nasalized	◌̬ ◌̭
◌̬	Less rounded	◌̬	◌̭	Palatalized	◌̭ ◌̮	◌̮	Nasal release	◌̮ ◌̯
◌̭	Advanced	◌̭	◌̮	Velarized	◌̮ ◌̯	◌̯	Lateral release	◌̯ ◌̰
◌̮	Retracted	◌̮	◌̯	Pharyngealized	◌̯ ◌̰	◌̰	No audible release	◌̰ ◌̱
◌̯	Centralized	◌̯	◌̰	Velarized or pharyngealized	◌̰			
◌̰	Mid-centralized	◌̰	◌̱	Raised	◌̱ (ɹ̱ = voiced alveolar fricative)			
◌̱	Syllabic	◌̱	◌̲	Lowered	◌̲ (β̲ = voiced bilabial approximant)			
◌̲	Non-syllabic	◌̲	◌̳	Advanced Tongue Root	◌̳			
◌̳	Rhoticity	◌̳ ◌̴	◌̴	Retracted Tongue Root	◌̴			

TONES AND WORD ACCENTS LEVEL CONTOUR

- ◌̥ or ˥ Extra high
- ◌̦ or ˦ High
- ◌̧ or ˧ Mid
- ◌̨ or ˨ Low
- ◌̩ or ˩ Extra low
- ◌̪ Downstep
- ◌̫ Upstep
- ◌̬ or ˨˨˩ Rising
- ◌̭ or ˨˨˩˩ Falling
- ◌̮ or ˨˨˩˩˩ High rising
- ◌̯ or ˨˨˩˩˩˩ Low rising
- ◌̰ or ˨˨˩˩˩˩˩ Rising-falling
- ↗ Global rise
- ↘ Global fall