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FONETICKO-FONOLOGICKÁ ANALÝZA MLUVENÉHO PROJEVU STUDENTŮ NA RŮZNÝCH ÚROVNÍCH ANGLICKÉHO JAZYKA

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PHONETIC-PHONOLOGICAL ANALYSIS OF EFL STUDENT´S SPEECH AT DIFFERENT LEVELS OF ENGLISH

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Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 5. 6. 2017 …….

Pavla Dobrovolná

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ABSTRACT

Dobrovolná Pavla, University of West Bohemia. červen, 2017. Phonetic – Phonological Analysis of EFL Student´s Speech at Different Levels of English. Supervisor: PhDr. Naděžda Stašková, Ph.D.

The thesis deals with phonetic-phonological analysis of student´s speech at different levels. The theoretical parts defines the problematic features regarding to phonetic aspects as well as aspects of connected speech based on comparing phonetic and phonological system of both Czech and English language. By reading texts adapted for each level, the data has been provided which has been compared among individual levels. As the research has revealed that the progress of selected features has not been significant, the supporting methods are offered to encourage Czech teachers to focus on phonetic–phonological education more effectively.

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1. INTRODUCTION

According to Kalibro, s.r.o (2016) the students of ninth grades have improved English about 9, 9% in comparison with their parents in 1996. If we read carefully the tasks testing the progress, we can find all disciplines in which the students have been compared except one – pronunciation. Why is it so? Why is not pronunciation in the same centre of interest as other fields of English? Kelly denoted pronunciation as "Cinderella" among the English disciplines being taught (as cited in Celce-Murcia et al., 1996) and I think this simile is appropriate, especially at Czech primary schools. From my long teaching experience I am aware of difficulties with pronunciation training. There is never enough time in the school curricula to sacrifice some time to practise pronunciation and the time is usually utilized to practise language disciplines which appear to be more important hoping that children´s natural ability to intuitively imitate the records of native speakers will help. Whether pronunciation is as important as grammar, reading comprehension, listening or writing skills is a question of a personal approach. I accept the opinion that it is more important to have a large vocabulary and be able to realize sentences, which are intelligible even with a non-specific accent. However, being confident at oral performance supported by appropriate pronunciation or improving our listening skills by understanding the phonetic and phonological system of the language is something everybody could agree on.
The objective of my thesis is phonetic – phonological analysis of EFL students' speech at different levels and I would like to prove the fact that there is a need of systematic approach from the very beginning, which is still not very widely applied at Czech primary schools. In the theoretical background of this thesis both Czech and English phonetic and phonological systems will be compared to detect the features which are likely to cause the most serious difficulties in their realisations by Czech students. Consequently, the methodology part will introduce the texts and records by means of which the entire research was carried out and will present the research hypothesis estimating to what extend the development of defined features was realized. The results of the research will be analysed and summarized and presented by means of graphs so that we could see the student´s progress in acquisition of selected features in the results and commentaries part. Eventually, the implications chapter will introduce the conclusion of the research and will suggest some comparative methods and ideas for further phonetic- phonological education. I hope my research will help to realize that pronunciation, however an unobtrusive part of

any language, is an essential process in the second language acquisition and it should deserve a higher attention.

2. THEORETICAL BACKGROUND

2.1 English versus Czech Phonetic System

While acquiring any foreign language, everybody is inevitably introduced to sounds of the new language and the similarity or difference in pronouncing them is one of extremely important elements of the process of a language acquisition. What is more, as Gimson (1991) states, the development of a mother tongue markedly influences the process of learning a second language, so the age is also one of the important aspects (p.3). For the task of the thesis to be completed it is then necessary to compare English and Czech phonetic systems in this chapter and discover which sounds are identical, which are different or which do not occur in the languages and are likely to cause difficulties in gaining a proper pronunciation. Equally important is a comparison of suprasegmental features of languages as they represent integral part of speech.

2.2 English and Czech Phonetic Transcription in Relation to IPA

2.2.1 International Phonetic Association

The International Phonetic Association (IPA) has been working since 1886 when the first version of phonetic international transcription whose last version is presented in figure 1, was established to support education of other languages (International Phonetic Association, 1999). The aim of the system is to enable to compare individual languages. Nevertheless, certain difficulties might occur in using the phonetic symbols to transcript more detailed specifics of individual languages. Transcription systems respecting such specifics are then created for native speakers of such languages (Palková, 1994, p.37).

2.2.2 English Accent

As any other language there are many varieties in spoken form of English, which are denoted as accents. A specific dialect of the south-east of England has been highly valued as a mark of a good society as well as good education and by means of media has become considered as a standard which was frequently connected with BBC broadcasting. This standard form was called Received Pronunciation (RP) (Gimson, 1989, p.85). However, Roach has considered term RP as “old fashioned and misleading” and suggested to use term BBC pronunciation only (Roach. 2000, p.3). Wells (2000) stated that the term BBC pronunciation is not meaningful so much as there are reporters having regional accents on BBC nowadays. At the same time, RP is also preferably used by teachers and that is the

reason why it is going to be used in this thesis (p. viii). A list of phonemic symbols for RP according IPA is presented in fig. 2.

2.2.3 Czech Phonetic Transcription

As Palková stated, there is a difficulty in using standard IPA transcription for Czech language as IPA does not react properly to transcript a quality of some Czech sounds, especially while transcribing vowels as Czech vowels do not distinguish openness and closeness as English vowels which have a specific transcription, such as /e, ɛ / or /ɪ, i /. Czech also prefers to use Czech transcription for its specific sounds which do not occur in English, such as in / ˇdefče / instead of / ɟɛfʧ͡ ɛ / (Palková, 1994, p.37-38). That is why Czech phonetic transcription uses Czech graphemes when it is necessary. However, for the task of the theses it is important to use the international symbols as presented in fig. 3. The relations to their Czech equivalents are presented in fig. 4. (Palková, 1994).

2.3 The Process of Creating Speech

2.3.1 Articulatory Organs

The production of speech is a complex process of both a psychological and a physiological part when the organs of articulation are instructed by our nervous system to start creating sounds (Gimson, 1989). Both Czech and English language create speech sounds by egressive pulmonic airstream when the air is first breathed in through trachea and the larynx, which contains vocal folds, and then out of the lungs which are respiratory organs. Voicing is formed by means of the vocal folds as they are able to widen and narrow the space between them called glottis and various sounds are created by their modifying. Narrowing the vocal folds causes their vibration and therefore creates voiced sounds such as vowels and some consonants, on the contrary they are wide apart while breathing and creating voiceless sounds. Lastly, there is a special sound in both languages called a glottal stop which is produced by closing the vocal folds tightly by means of which the air is accumulated behind them and then suddenly released producing a sound similar to whispering. (Roach, 2000) On its way out, the airflow finally reaches the resonators - pharyngeal cavity, which is able to modify sound´s quality, next nasal cavity and oral cavity where it can be modified by modulating organs which can form an obstacle to create various sounds. The organs which are able to modify the airflow are active (lips, tongue, soft palate and uvula) and passive (teeth, alveolar ridge, and hard palate) (Pavlík, 2000).

2.3.2. Consonants

2.3.2.1 Manner of Articulation

According to Gimson, the consonant is defined as a sound "necessitating a closure or a narrowing which involves friction" (Gimson, 1989, p.30). Due to the way how the stricture is created, it is possible to distinguish a complete closure, intermittent closure, partial closure or narrowing. The complete closure is featured by *plosives*, which require the air accumulated behind the complete closure at different positions in the vocal tract and which is then suddenly released, then *affricates*, which are created as plosives but at a specific moment the air is modulated as a fricative which means that the organs involved in the producing the plosive slightly move apart and let the airflow produce a friction. A complete closure which does not allow the airflow to be released through an oral cavity but a nasal cavity is classified as a *nasal*. The intermittent closure requires a sequence of intermittent closures is defined as *a trill*, which occurs in Czech or *a tap*, which occurs in Scottish. A partial closure created by a tip of the tongue leaning against the alveolar ridge and allowing the airstream being released on the sides is classified as a *lateral*, which also enables a range of allophones. A friction is a result of a narrowing process when the airflow is released by a tight space created by two organs of oral cavity which are almost closed. Thus this sound is classified as *a fricative* (Gimson, 1989, p.32-33). According to Roach*, approximants* are a specific kind of consonants which "are phonetically like vowels but phonologically like consonants" and "despite this vowel-like character, we use them like consonants." (Roach, 2000, p.64). Pavlík (2000) described them as a process when the airflow is released through a narrow space between the modulating organs but does not create any friction.

2.3.2.2 Place of Articulation

Place of articulation is a classification according to which articulators are contacted while producing sounds. According to Gimson (1989) it is thus possible to distinguish *bilabials* which are created by a contact of upper and lower lips, *labiodentals* which are modulated by lower lips and upper teeth touching each other, *dentals* which are produced by a contact of upper and lower teeth, *alveolars* which are produced by a tongue touching the alveolar ridge, *post-alveolars* which are formed by a tongue touching a back part of the alveolar ridge, *retroflex* which is produced by rolling the tip of the tongue back and at the same time narrowing it towards the alveolar ridge, *palato-alveolars* which are produced by narrowing the blade and the tip of a tongue towards a palate, *palatals* which are created in a similar way when the front of the tongue is narrowed towards the palate, *velars* which are

created by contacting a back of the tongue with velum (soft palate), *uvulars* which are in the similar way but touching uvula and lastly *glottals* which are created by narrowing the vocal folds without vibration.

2.3.2.3 Other Phonological Consonant Aspects

There are other phonological aspects which are necessary to determine. Apart from classification of the speech as pulmonic or non-pulmonic, involving or not involving lungs in the process of speech creation, it is also possible to determine *ingressive* and *egressive* flow of the airstream whether the sound is created by breathing in or out the lungs. Equally important is to distinguish the speech production according to vibration or absence of vibration of the vocal folds and classify consonants as *voiced* and *voiceless*. Gimson (1989), Roach (2000) and Pavlík (2000) also distinguished the amount of energy necessary for producing different sounds and considered voiced consonants as weak – *lenis* as they require less energy and effort to be produced than voiceless consonants which are thus classified as strong – *fortis*.

2.3.2.4 Czech and English Consonants

Both Czech and English produce their consonants by means of egressive pulmonic airflow and majority of consonant´s realisation is equivalent. However, there are some differences in the organs involved in the consonant production and thus certain classifications may differ as presented in fig. 3 (IPA Handbook 2015, Roach 2000) and some of the consonants occur only in one of both languages. Comparing both Czech and English phonetic charts it is possible to identify these consonants produced by place and manner of articulation as shown in Table 1:

Table 1: Comparison of English and Czech Consonants

Consonant classification	**phonemes**		**English**	**Czech**
	voiced	voiceless	words as in:	words as in:
bilabial plosives	p	b	pan, bean	pánev, bílek
alveolar plosives	t	d	toad, day	tábor, duha
palatal plosives	c	ɟ	---	těsný, ďábel
velar plosives	k	g	key, gun	klíč, galoše
bilabial nasal		m	mole	myš
alveolar nasal		n	nose	nos
velar nasal		ŋ	long	banka (allophone)
palatal nasal		ɲ	---	laň
labiodental fricatives	f	v	fool, vast	foukat, váha
dental fricatives	θ	ð	this, thousand	---

alveolar fricatives	s z	seven, zero	sedm, záhon
postalveolar fricatives	ʃ ʒ	shoe, garage	šála, žár
velar fricative	x	---	chobot
glottal fricative	ɦ	ahead	houska
glottal fricative	h	hill	---
alveolar affricate	t͡s	---	cíl
postalveolar afficates	t͡ʃ d͡ʒ	child, jeans	čáp, džíny
trill	r	not in RP	rada
alveolar trill fricative (IPA)	r̝	---	řeka, keř
bilabial approximant	w	wet	---
postalveolar approximant	r	road	---
palatal approximant	j	yolk	jáma
lateral alveolar	l	leed	led

As the chart suggests, dental fricatives / θ, ð /, bilabial approximant /w/ and postalveolar approximant /r/ might cause difficulties for Czech students to pronounce correctly as they do not occur in Czech language. Velar nasal / ŋ / is pronounced in Czech within the word when it precedes / k, g / sounds but not in a final position. Students are likely not to realize the fact that /r/ sound is never pronounced in final positions as well as before a consonant. On the other hand, it is pronounced when it is in a final position and it is followed by a word beginning with a vowel. Another possible difficulty might occur if the students tried to substitute the English /r/ sound with Czech trill (Jones, 1920, p.47). Another important issue is an *aspiration* which also does not occur in Czech language. Pavlík (2000) explained that if English phonemes /p, t, k/ occur in their word initial-position succeeded by a vowel or a diphthong, they are pronounced with an "additional puff of air" and it is marked as /pʰ, tʰ, kʰ/ (p.88).

2.3.3 English Vowels

From a phonological point of view Crystal described vowels as "units which function at the centre of syllables" (as cited in Pavlík, 2000, p. 62). Phonetically, vowels are classified as sounds produced by voiced egressive airstream which is not obstructed during its passage out of the upper resonators (Gimson, 1989, p. 37). Jones (1922) explained that the distinctive features of vowels are created by a resonance chamber where vocal cords´ vibration influences the quality of tone. There is also a wide range of ways how the organs involved in the passage can modulate the airstream (p.15). Main distinction of sounds is distinguished by the movement and position of tongue, shaping the lips and eventually the position of the soft palate concerning nasalization. Therefore, vowels are classified

according to which part of the tongue is horizontally risen towards the hard palate as *front, central* and *back* vowels yet there is also a vertical aspect which refers to the narrowness of passage created by the position of blade of the tongue in the oral cavity and distinguishes vowels as *close, half-close***,** *half-open* and *open*. (Gimson, 1989). This system is indicated in fig. 5, which represents the position of English vowels in a quadrilateral. This diagram results from the classification of vowels by Daniel Jones who introduced the system of cardinal vowels (Jones, 1922, p. 17) as a standard reference system presenting "the range of vowels that the human vocal apparatus can make" (Roach, 2000, p.13). The position of lips is also an important aspect which influences the quality and enables to distinguish the vowels into three groups. *Rounded* vowels are created when the lips are positioned in an oval shape / ɒ, ɔ:, ʊ, u: /, *spread* vowels are produced while the lips are extended as if in smiling / ɪ, i:, e, æ / and *neutral* vowels / ə, ɜ:, ʌ, a: / when there is no significant position either round or spread (Roach, 2000, p.15). English language also possesses an extensive amount of diphthongs which represents a glide from the first prominent sound to three possible endings and it is possible to classify eight diphthongs / ɪə, eə, ʊə, eɪ, aɪ, ɔɪ, əʊ, aʊ/ (Roach, 2000, p.21). Although they consist of a pair of two phonemes, phonologically they perform as a monophthong as they are formed in one syllable (Pavlík, 2000, p. 79). Yet there are also other glides which do not possess a pure vowel, mostly involved when the vowels followed semi – vowels /w, j/ in words such as "young" /jʌŋ/ or "week" /wi:k/ (Gimson, 1989, p. 94). Eventually Roach (2000) also presented five triphthongs involving glides of three sounds /eɪə, aɪə, ɔɪə, əʊə, aʊə/ which occur in words such as "prayer" /preɪə/, "riot" /raɪət/, "loyal" /lɔɪəl/, "grower" /grəʊə/ or "shower" /ʃaʊə/, yet he highlighted their unfixed position for some speakers concerning RP pronunciation and expressed an opinion about possible oncoming differences in the phonemic system (p. 24-25). Generally, we can classify English vowels regarding RP pronunciation as seven *short vowels* / ʌ, ə, e, æ, ɪ, ɒ, ʊ / and *five long vowels* / a:, ɜ:, i:, ɔ:, u: / and *eight diphthongs* / ɪə, eə, ʊə, eɪ, aɪ, ɔɪ, əʊ, aʊ/ while their more detailed definition according to the quadrilateral can be described comparing their positions towards the primary extreme vowels (Roach, 2000, p. 14-16 and p.19-20).

2.3.4 Czech Vowels

In comparison with English vowel system, the Czech system of vowels is relatively minor. Their features are stable and they are well recognizable in the speech. Similarly to

English vowels, their articulation depends on horizontal movement of the tongue with the same distinction as *front, central* and *back* vowels. On the other hand, descriptive system referring to a vertical movement of the tongue as open, mid-close and close, which is used in English system, does not correspond precisely to the Czech system and that is why Palková distinguished Czech vowels as *low, central* and *high*. Generally, comparing to other languages Czech vowels are considered as *neutral* (Palková, 1997, p. 170-171). According to the sound composition and length Czech vowels are classified as five short vowels /a, ɛ, ɪ, o, u/, their counterparts – five long vowels /a:, ɛ:, i:, o:, u: / and one Czech original diphthong /ou/ while diphthongs /au, ɛu/ occur only in loan words, as well as the short vowel /o: /, and they are not considered as originally Czech sounds (IPA, 2015, p. 72). The system of Czech vowels presented in a quadrilateral is indicated in fig. 6.

2.3.5 Czech and English Vowels

Comparing both English and Czech quadrilaterals, we easily observe that the quality of vowels differ more or less and some vowels do not occur in Czech at all. The major feature of Czech vowels, which are rather neutral, influences the main differences. The comparison of Czech and English vowels is indicated in Table 2:

Table 2: Comparison of Czech and English vowels

English vowel	Czech equivalent - if possible	Description
/i: /	/i:/	Both vowels are front - close, English /i:/ is slightly more close
/ɪ/	/ɪ/	Both vowels are front-close, English /ɪ/ is more central
/e/	possibly /ɛ/	Both sounds are half-close front, English /e/ is more front, Czech /ɛ/ is slightly more central
/æ/	no equivalent	English /æ/ does not exist in Czech, English front open vowel
/ə/	no equivalent	English /ə/ does not exist in Czech, English mid-central open vowel
/ɜ:/	no equivalent	English /ɜ:/ does not exist in Czech, English mid-central open vowel
/ʌ/	possibly /a/	Both sounds are central, English /ʌ/ tends to be more half-open
/u:/	/u:/	Both sounds are back, English is slightly more close
/ʊ/	possibly /u/	Both sounds are back, English /ʊ/ is slightly more central and not so close
/ɔ:/	possibly /o:/	Both sounds are open-back , English /ɔ:/ is more back
/ɒ/	no equivalent	English /ɒ/ does not exist in Czech, English

		back - open vowel
/ a:/	/a:/	Both sounds are back, Czech sound is more central

As Table 2 indicates, there might occur possible difficulties for Czech students to pronounce correctly vowels /æ/, /ə/, /ɜ:, and /ɒ/ as well as diphthongs involving schwa /ə/.

2.4 Suprasegmental Features of Language

To describe suprasegmental features of language; it is necessary to realize that speech is a fluent sequence of sounds and it is possible to determine linguistic units of which the sequence consists. These basic units are classified as segments and they represent individual sounds. As not all speakers pronounce sounds in a same way but the sounds still obtain their distinctive features, it is necessary to be aware of a phonological abstract system of language whose smallest system unit is called *a phoneme* (Roach, 2000, p. 38 - 40). The phoneme represents an abstract linguistic unit which can change the meaning of the word such as in "cat" and "cut" where /æ/ and /ʌ / are determined as phonemes. Even if the pronunciation of /æ/ can differ according to regional dialects, /æ/ is considered to be a phoneme realizing all its free variants, e.g. different ways of pronunciation (Gimson, 1989, p. 49). By a system of minimal pairs has been determined a phonetic system for RP pronunciation of forty-four phonemes (Roach, 2000, p.42). Suprasegmental features of language represent a major range of features extended above one unit – phoneme in speech such as a syllable, elision in words, word stress, assimilation within a word, and aspects of connected speech such as weak forms, sentence stress, rhythm, linking, assimilations and intonation (Pavlík, 2000, p. 109).

2.4.1 Syllable

Although a concept of a syllable has been known for centuries, its precise determination is not as easy as it might seem. Obviously, it is a higher unit than a phoneme in the linguistic hierarchy. There are several methods and approaches how to determine a syllable and none of them is universally sufficient enough. The phonetic approach is represented by *The Pulse Theory* by R.H. Stetson, who observed chest pulses and measured their number, which were to be equal to the number of syllables (Gimson, 1989, p. 53). However, Pavlík (2000) stated that this theory did not prove to be precise (p. 111). *The Prominence Theory* is based on a specific loudness which certain sounds possess and therefore they are more

distinctive. Listeners are thus able to hear specific culminating moments classified as peaks of sonority and number of peaks equals to the number of syllables (Gimson, 1989, p. 53). Considering phonetic features, open vowels, close vowels, laterals, nasals, approximants and trills are considered to be sonorous, while fricatives, affricatives, plosives and taps not. However, this does not correspond with a phonological system as approximants and obstruents never occur in the centre of syllables (Pavlík, 2000, p. 112 – 113). Phonological approach determinates a structure of a syllable as different combinations of vowels and consonants under specific rules. One vowel, a diphthong or a triphthong are able to create *a minimum syllable* provided there is a silence before and after such syllable (Roach, 2000, p.70). *Open syllable* is created when there is a consonant or a consonant cluster (two or three consonants) at the beginning called an onset followed by a vowel, diphthong or triphthong called nucleus such as in "pie" or "go". Provided there is a vowel, diphthong or triphthong at the beginning followed by a consonant or a consonant cluster, the syllable is determined as a *closed syllable* and the nucleus is followed by a coda, such as in words "odd" or "oak". Words "luck" or "grab" are examples of the syllables involving an onset, nucleus and a coda. The combination of a peak and a coda is classified as a rhyme while the peak is obligatory part. Syllable boundaries may differ according to which approach is chosen to define them and which rules are respected (Pavlík, 2000, p. 116).

2.4.2 Syllabic Consonants

Apart from vowels there are specific consonants which are also able to form a nucleus of the syllable. /m, n, ŋ, l, r/ are thus called syllabic consonants and they are marked / ̩ / under the specific consonant such as / l̩, n̩ /. Syllabic / l̩ / frequently occurs in words ending with –le, -al, -el, -ol or –ul such as "bottle" /bɒtl̩/. Syllabic / n̩ / frequently occurs in syllables following plosives or fricatives such as "threaten" /θretn̩/ or "seven" /sevn̩/. Due to assimilation or elision we can hear syllabic / m̩ / and / ŋ̩ / such as in "broken key" /brəʊkŋ̩ ki:/. Syllabic / r̩ / is a characteristic feature of rhotic languages, such as American English, in RP English does not occur frequently and if it does, it is always possible to use also non-syllabic /r/, such as in "bakery" / beɪkr̩ɪ - beɪkrɪ/ (Roach, 2000, p. 89-90).

2.4.3 Intraword Elision

Elision is one of the aspects of colloquial speech and its extent depends on how rapid the speech is. It is a process of omitting phonemes within the word. It can be a result of a historical change such as elision of vowels in " state" or consonants in "walk" or a rather modern feature such as in words "possible" / ˈ pɒsɪbl̩ → ˈ pɒsbl̩ / or "police" / pəˈ li:s → plˈ

i:s / (Gimson, 1989, p. 237- 239). It is also possible to detect a loss of weak vowel provided it is followed by /p, t, k/ sounds, such as in / tʰ'deɪ/ or / pʰ'teɪtəʊ/ (Roach, 2000, p. 142)

2.4.4 Word Stress

While speaking, it is possible to recognize that syllables are not produced with the same intensity as some are more significant. These syllables are indicated as strong syllables and their main feature is prominence which is determined by loudness, length, pitch and quality. In other words they are stressed. We can observe two levels of stress while the more prominent one is called primary stress and the less prominent level as a secondary stress, such as in word "energetic" / ˌenəˈdʒetɪk / (Roach, 2000, p. 94-96). While stress is regular and the first syllable is always stressed in Czech language, stress within English words is not predictable and although some rules are possible to detect, there are many exceptions that foreigners are recommended to study stress for each words as its individual feature (Roach, 2000, p. 97). However, different positions of stress within one word can change its word class meaning which is the facts student should be aware of, such as in "present" / ˈprezn̩t / as a noun and / prɪˈzent / as a verb (Pavlík, 2000, p. 157).

2.4.5 Intraword assimilation

Assimilation represents a change of a phoneme under certain influence which is characterized by the kind of such assimilation (Jones, 1922, p. 101). Progressive assimilation is a result of voiced or voiceless sound affecting the following sound, mainly plural nouns and genitive or the third person singular such as in "dogs" / dɒgz /, where /g/ is a voiced sound comparing with "cats" / kæts/, where voiceless sound /t/ does not change the sound /s/. Regressive assimilation represents the opposite process where the following sound affects the previous sound due to the position of the tongue producing bilabials or velars. Consequently, sounds / p, b, m / thus are modified into / t → p /, / d → b / and / n → m /such as in "footprint" / ˈfʊtptɪnt → ˈfʊpprɪnt /, "goodbye" / gʊdˈbaɪ → gʊbˈbaɪ / or "gunman" / ˈgʌnmən → ˈgʌmmən /. Sounds / k, g / are modified into / t → k /, / d → g / and / n → ŋ / such as in in "fruitcake" / ˈfru:tkeɪk → ˈfru:kkeɪk / or "shotgun" / ˈʃɒtgʌn → ˈʃɒkgʌn/ (Pavlík, 2000, p. 165-166). Similarly sounds / ʃ, tʃ, dʒ / affect the modulation of /s → ʃ/ and / z → ʒ/ such as in "horseshoe" / ˈhɔ:ʃʃu: / or "tortoise-shell" / ˈtɔ:təʃel / (Jones, 1920, p. 103). Coalescent assimilation is a result of sounds being affected each other. Pavlík (2000) presented two kinds of coalescent assimilation – assibilation and transsibilation while assibilation refers to a modification of sounds /dj → dʒ/ and /tj → tʃ/

such as in “due” /dju: → dʒu: / or “tune” /tju:n → tʃu:n/ and transsibilation refers to a modification of sounds /sj → ʃ / and / zj → ʒ / such as in “tissue” / ˈ tisju: → ˈ tiʃu:/ (p.169). Regressive and coalescent assimilation are also distinguished in Czech language where regressive assimilation covers also the influence of voiced and voiceless sounds and both respect characteristic individual features of Czech language (Palková, 1997, p. 328-334).

2.5. Aspects of Connected Speech

Human speech is uttered as a fluent line of higher linguistic units – words. Words in connected speech are realized differently from their character in isolation. Consequently it is important to define its aspects (Gimson, 1989. p. 260).

2.5.1 Sentence Stress and Rhythm

Sentence represents a higher linguistic unit of utterance, which consists of words. Generally, words which convey a lexical meaning such as nouns, verbs, adjectives, some pronouns, numerals and some adverbs are considered to be more prominent than others and thus they are stressed (Jones, 1920, p. 128). Gimson (1989) distinguished such words as content words which are marked as stressed such as in “The first six have all won a prize.”, is thus marked: • ● ● • ● ● • ● (p.263). Jones (1922) also highlighted the exceptions to this general rule as the stress can be modified while emphasising a word, mentioning the word again, being affected by rhythm, contrasting the words or parenthesis, negative auxiliaries and position of verb to be (p. 129-133). Roach (2000) stated that one of the significant features of English enables to classify English as stress-timed language as a certain rhythmical intervals of the similar duration can be detected in the utterance yet he highlighted that stress can be modified depending on the context such as public speaking or nervousness. Scientific researches have not brought results proving the precise regularity (p.137-138).

2.5.2 Weak Forms

Apart from content words it is possible to distinguish function words which do not convey lexical meaning such as auxiliary verbs, prepositions, personal, objective and possessive pronouns, etc., and they are usually realized in their reduced forms – weak forms. The students are highly recommended to study weak forms as they are important for understanding native speakers. However, in specific situation they can occur in their stressed form as if they were pronounced in isolation (Roach, 2000, p.112-113). The weak forms are marked by a modification of length, elision of certain sounds or adaptation of

vowels to / ə, ɪ, ʊ / such as in “she” / ʃi: → ʃi /, “but” / bʌt → bət / or “could” /kʊd → kəd, kd / (Gimson, 1989, p. 266). Strong forms of function words are especially pronounced at the end of sentences typical for prepositions, when they are emphasized or listed. Words such as “have, he” incline to lose their initial / h / unless they occur at the beginning of the sentence (Roach. 2000, p. 113-114). Proper and high quality dictionaries should present both strong and weak forms of such words such as Oxford Advanced Learner´s Dictionary.

2.5.3 Linking

Linking is an aspect of connected speech recognizable as an additional sound connecting two words in specific situations. One of the primary linking occurs between the boundaries of words provided the preceding word finishes with a consonant and the following word starts with a vowel, such as in “a box of eggs” /ə bɒks‿əv‿egz/ or “a fried egg” /ə fraɪd‿eg/ (BBC, 2016). So called linking / r / is pronounced in a final positions of words whose spelling allows it provided they are followed by an initial vowel of the next word such as in “four eggs” /fɔ:r egz /, respecting the general rule of pronouncing / r / before a vowel such as in “carry” / kærɪ/ /Gimson, 1989, p. 302). Pavlík (2000) also introduced linking / ʷ / which occur between final rounded vowels /u:, əʊ, aʊ/ and initial vowel such as in “two eyes” / ˈ tu: ʷ ˈ aɪz / and linking / ʲ / which appears between final spread vowels / ɪ, i: / and glides towards these sounds and initial vowel of the following word such as in “my arm” / ˌ maɪ ʲ ˈa:m /. He also stated they appear naturally in such connections and do not require further studying (p. 189-190).

2.5.4 Elision

Elision in connected speech can be distinguished only in case of fast utterance at the connection of words. It occurs in connection such as “boy and girl” / ˈ bɔɪən ˈ gɜ:l → ˈ bɔ ˈ n ˈ gɜ:l / where the final / ɪ / in / bɔɪ / has been omitted due to the link to the initial / ə / of the following word / ən /. It is possible when final sound /ɪ, ʊ/ is before initial schwa of the next word. Another example “not alone” / ˌ nɒtə ˈ ləʊn → ˌnɒt ˈ l̩əʊn / presents the elision of initial schwa sound and the consequent consonant becomes syllabic. It is possible to elide schwa at the end of the word provided it is in connection with linking / r / such as in “”for instance” / fər ˈ ɪnstn̩s → ˈ frɪnstn̩s /. Eventually, it is possible to omit one of the equal final and initial consonants such as in “take care” / ˌ teɪk ˈ keə →teɪ ˈ keə / or in case of a possible consonant cluster such as in “helped me” / ˈ helptmi(:) → ˈ helpmi(:) / (Pavlík, 2000, p. 190-192). It is also natural for a native speaker to avoid pronouncing all consonants within a so called consonant cluster. Therefore the middle plosive in the group of two or three plosives

eventually a fricative might not be pronounced, such as in “looked back” /lʊk bæk/ or “skripts” /skrips/ . The omission of /v/ at the end of the word being followed by a consonant is another feature of elision, such as in “waste of money” /weɪst ə mʌnɪ/ / (Roach, 2000, p. 143).

2.6. Intonation

Intonation is a specific field of suprasegmental phonology whose characteristic could be described as “pattern of pitch changes” in the sentence, which is characterized by continuous modification (Ladefoged &Johnson, 2011, p.118). Roach (2000) stated that many authors giving their definitions also agreed on a pitch of the tone levels as a characteristic feature of intonation and he emphasized that it is necessary to realize its phonological distinctive feature accompanied by measurable voice´s vibrating (p.151). Gimson (1989) distinguished two purposes of intonation pattern – accentual and non-accentual by means of which the speaker either attracts listener´s interest in the most important part of the utterance or indicates sentence modality or expresses speaker´s emotions (p. 269-270). Similarly Pavlík (2000) presented this distinction as a stress, grammatical, attitudinal and discourse function of intonation (p. 212-214.). Roach (2000) also expressed his opinion that it is essential for students to have a contact or at least a possibility of listening to a native speaker as the most convenient method of learning intonation (p.153). Eventually it is necessary to emphasize that English belongs to intonation languages as intonation is not used for lexical transformation as tone languages where the change of tone enables to change the lexical meaning (Roach, 2000, p.162).

2.6.1 Distinction of tones

Webster´s Seventh New Collegiate Dictionary (1965) defines tone as “a particular pitch or change of pitch constituting an element in the intonation of a phrase or sentence” (p.931). According to Roach (2000) it is possible to distinguish five distinctive tones within the utterance: two moving tones - a falling tone | ↘ |, when the voice declines and a rising tone | ↗ |, when the voice ascends, a level tone – where the tone is not modulated and two compounds of falling and rising tones: a fall – rise tone | ∨ | and a rise-fall tone | ∧ |. It is also important to realize speaker´s natural height of his or her pitch extent which can differ and also the emotional expression of the utterance which can extend the contrast (p.154-155).

2.6.2. Tone unit

Any utterance conveying some meaning, contextual or not, mono-syllabic, poly-syllabic or a sentence, comprises intonation elements which can by analysed and it is defined as the *tone –unit*. It represents a smaller phonological unit than an utterance and consists of feet which are formed of syllables and phonemes (Roach, 2000, p.164).

2.6.3. The Structure of the Tone-unit

The most significant syllable of the tone-unit is classified as a *tonic syllable* (TS) accompanied by tonic stress such as in: You are ˎ right, where "right" is accompanied by a falling tone and thus represents a tonic syllable with a prominent distinctive feature which is a compulsory element of the unit. A tonic syllable always features one of five basic tones and frequently occurs at the end of the tone-unit yet it is not a universal rule (Roach, 2000, p. 163 and 167). Kingdon (1966) uses the term nucleus and nucleus tone (p.xxii). He also stated that in longer utterances there might be a sequence of unstressed syllables preceding a tonic syllable, such as in: You are ˎ right, which is distinguished as *a pre-head* (PH) consisting of the unstressed syllables pronounced without any significant change of intonation. Provided there are also stressed syllables, the first such syllable is classified as *a head* (H), such as in: He can ˌ go there on ˎ Saturday where "go" is a head. Since there are two more unstressed syllables following the tonic syllable, they are classified as *a tail* (T), which is a part extending from the tonic syllable to the end of the tone-unit. The tone of the tail usually continues the character of the tone unit and providing there is any other secondary stress, it is marked by a dot, such as in: May I put ˊ all of it in the · pudding (p. 12-22). A part between the head and the tonic syllable is designated as *a body* (B) provided it consists of more than one stressed syllable and any amount of unstressed syllables such as in: They ar'rived at 'six o'clock on a 'cold, ' foggy ˎ morning (Kingdon, 1966, p.25).

2.6.4 Attitudinal Function of Intonation

As it has been stated in 2.6, intonation can reflect certain purposes. Pavlík (2000) has stated that apart from factual information, our emotional states whether excitement, being positive, negative or uncertainty, evasiveness and many others are features of intonation which fulfil its attitudinal function. It is also necessary to consider other prosodic feature such as loudness, tempo or a voice quality which modify the utterances (p. 209-210). He also specified a falling tone as characteristic for utterances conveying definiteness, commands and exclamations, such as in: He 'stopped ˎ talking. 'Have some ˎcheese. or 'Good ˋ Heavens! Encouragement, assuaging or murmuring are characterized by a rising

tone such as in: It ¦ won´t ↗hurt. or I ¦ didn´t ↗hurt you. A fall-rise tone is usually used to convey doubtfulness, confusion, requests or instructions, such as in: It´s ᵛpossible. ¦Can I ᵛbuy it?" or ᵛShut the 'window. Eventually a rise-fall tone can express amazement or feeling impression for somebody or someone, such as in: You were ^ first! (p. 210-211) Roach (2000) has also presented a fall-rise tone for a partial concord in opinions (p.157).

2.6.5 Stress Function of Intonation

The purpose of stress function is to put an emphasis on a certain word in the utterance which is essential for its significance and distinction, such as in: ↘Jane ¦ came at ¦ four (not Ann …), ¦ Jane ↘came at ¦ four (that is correct, she really came), ¦Jane ¦ came at ↘ four (not five …) (Gimson, 1989, p. 271).

2.6.6 Grammatical Function of Intonation

As declarative sentence usually convey true things, they are indicated by a falling tone unless it consists of two parts first of which has a greater effect. Then would be the first part indicated by a fall-rise tone. A rising tone is characteristic for yes/no questions while WH-questions are mostly uttered with a falling tone. Pavlík (2000) has also presented other specific rules yet they are not going to be parts of the research (p. 214-217).

2.6.7 Suprasegmental Features of Czech Connected Speech

Suprasegmental level of Czech language distinguishes similar segmentation and features as English language. On the other hand, some specific differences occur in both systems and thus it is necessary to compare them. The Czech phonological hierarchy can be divided into five units: syllable, stress group, tone unit and utterance and speech (Krčmová, 2003). From a phonological point of view Czech and English syllables are identical as the nucleus of the syllable carries prosodic features of the language and they are structured in a similar way. Unlike English, the word stress is positioned in the first syllable of the stress group and indicates the boundaries between the stress groups in a sequence of the speech and it does not distinguish a lexical meaning of words. Czech is considered to be a syllable-timed language therefore it is the syllables, whose number between the stressed peaks indicates the intervals. (Palková, 1997, p. 153-159). The word stress can also be superior to a group of syllables and such group is called a stress group where the contrast between the stressed syllable and the unstressed syllable creates a contras. In Czech every individual word can represent a stressed group though it may be variable so as not create too many monosyllabic stress groups. Therefore Czech also tends to realize lexical words as stressed rather than grammatical words which can be often realized as clitics. Czech language also

features a secondary word stress which tends to be fixed to a third syllable and can be facultative (Palková, 1997, p. 277-287).

2.6.7.1 Tone-unit

Palková (1997) refers to a conception of František Daneš who determined a term "intonation nucleus" in his work, which could be compared to an English tonic syllable with similar features. However, she alleged that the researches have not confirmed his theory, therefore she prefers to indicate a prominence in the tone-unit as a sentence stress and she defines a tone-unit as an intonation distinct unit (Palková, 1997, p. 290-291).

2.6.7.2 Czech Intonation

Krčmová (2003) presents a change of pitch as a dominant feature of intonation and the personal qualities as an important role of its realization in the terms of expressive function. From a grammatical point of view it helps to distinguish individual types of Czech sentences and the prominence or "intonation nucleus" distinguishes the rheme. The falling tone is considered to be generally neutral and it is mostly used in declarative sentences. The rising tone is characteristic for yes/no questions while rise-fall tone for wh-questions which can also express commands and orders. Provided the utterance is not completed or we list items the tone is specified as partly- rising. According to Institute of Phonetics of Charles University (2015) the foreigners can consider typical Czech speech as rather monotonous which is the result of a generally lower pitch extend and a lack of more prominent moments in the speech.

2.6.8 Conclusion

Although both languages possess similar features from both a phonetic and phonological point of view, it is obvious that there are certain differences which might be problematic in acquiring English as a second language. Firstly, the realization of sounds which Czech language does not possess – vowel sounds /ə, ɜ:, ɒ, æ / and consonant sounds / ð, θ, r, w/ and /ŋ /, which precedes only the sounds /k, g / in Czech and do not occur in the final positions as in English. Aspiration does not occur in Czech, therefore we can assume that students will probably mispronounce initial sounds /p, t, k / and vice versa they will tend to be hypercorrect. Suprasegmental features of language might represent even more serious difficulties as they appear in connected speech and therefore it may be difficult to realize them while speaking. The Czech tend to put stress on the first syllable of the words, which might be problematic in polysyllabic words, they are not used to weak forms and linking. As mentioned previously, English is a stress-timed language while Czech is syllable-time

language, Czech student might tend to use syllable rhythm which can sound unnaturally. The Czech intonation and English intonation work on the similar base, yet English uses five basic tones while Czech only three and Czech intonation does not feature such wide range of pitch. These differences will be an essential part of phonetic-phonological analysis in the research, whose aim is to cover student´s levels in the range between A0 – A2+ to observe these features and monitor their progress and development.

3. METHODS

3.1 Preview

As the objective of the research was based on analysing speech of students at different levels, it was essential to define those levels. Consequently the reading texts were prepared to be adequate for the precise level. In this research, children from 8 – 15 years took part which represents 7 years of studying English at primary schools, from the very beginning to A2+ level according to CEFR. The students were recorded while reading and those records were analysed to observe specific features. The analysis was focused on the production of individual vowels and consonants and aspects of connected speech individually and consequently these features were compared in two main units of articulatory phonetics and the aspects of connected speech.

3.2 The Research Hypothesis

The research hypothesis expected that the respondents would be able to realize most of the observed features gradually. It was estimated that the correct formation of consonants would be possible to be detected from the lowest levels while the formation of correct vowels and diphthongs would appear as more problematic. The aspects of connected speech were expected to be most problematic. The majority of children with level A2+ were considered to perform careful speech sufficiently yet with only a minimum of aspects of connected speech. There was also an assumption that the insufficient formation of some features would endure from the lowest to the highest level.

3.3 Common European Framework of Reference for Languages and Levels of Students

Common European Framework of Reference for Languages (CEFR) provides an international standard for describing ability of any language. According to CEFR it is possible to distinguish six levels A1 - beginner, A2 - elementary, B1 - intermediate, B2 - upper intermediate, C1 - advanced and C2 - proficiency. There is also a system of Cambridge English Young Learners, which distinguishes levels starting from a pre-step A0 to A2 and which is designed for children at primary schools. This system was used to adjust the levels of students as in the research only primary school children took part: 3rd grade children who have been studying English just for eight months reaching almost the level A0, 5th grade children with the level A0+, 7th grade children with level A1 and 9th grade children with the level A2+. Thus a 7 – year – period of studying English at primary schools was covered.

3.4 Materials

For the task of the theses reading texts adjusted to the defined students´ levels were prepared as the students had been expected not to have a confident fluent oral performance which could strongly influence the observation of specified features. At the same time it was necessary to have the same examples so that they could be analysed and calculated. Thus the texts represented a coherent utterance to substitute the oral performance and respected the student´s ability to concentrate on reading therefore they were not equally long. The texts were adapted from textbooks for Young Learners English and KET for School which guaranteed the range of grammar and vocabulary at each level (Appendix no.2).

3.5 Observed Features

The comparison of both Czech and English phonetic-phonological system in the Theoretical Background enabled to determine and select specific features either due to absence of specific English sounds and phonological features in Czech or due to a different realisation of phonological features in both languages. These features except assimilation and syllabic / m̩, n̩, l̩/ were identified in each text so that their realisations could be observed at each level (Appendix no.3). The occurrence of all kinds of regressive assimilations and syllabic / m̩, n̩, l̩ / in each text would prolong the text immensely, thus only some examples of these features were involved in each text and were summarized in final results as one feature (Appendix no. 7). For a similar reason, only a certain number of realisations of selected features was involved in the final results to create an example. It is important to highlight that the numbers of selected individual features differed at A0, A0+ and A1/A2+ levels as it was not realistic to create texts where the numbers could be equal, yet the result of A1 and A2+ could be fully compared as they had an identical text. The numbers of some features increased gradually according to the length of the texts, especially weak forms and linking C+V. The unit of articulatory phonetic consisted of vowels and diphthongs / ɪə, eə, əʊ, æ, ɒ, ə, ɜ:, ɔ:/, consonants /θ, ð, r, w, v, ŋ /, postvocalic /r/ and aspiration /p, t, k/. The unit of aspects of connected speech consisted of weak forms, linking and intonation, syllabic / m̩, n̩, l̩/, all forms of assimilations and elision. The phonetic-phonological analysis with all aspects of connected speech was produced so that they could be compared with student´s records (Appendix no. 4).

3.6 Recording the speech

All students, ten boys and ten girls, who took part in the research attend primary school ZŠ Ústavní in Prague 8. It was necessary to select the same level in each group if possible

so that the result could be measurable; therefore the students with very good school results were preferably involved. Prior to the recording they filled in the questionnaire. Subsequently, they were allowed to read the text silently; then they could try reading it aloud, and eventually they were recorded. Everybody was offered two attempts, which they (except one student) utilized, and they decided which record would be used in the research. To record the student´s speech a digital voice recorder Olympus WS-832 was used and the recording took place in a standard classroom as the school does not possess any specialised language studio.

3.7 Analysis

The records were rewritten in IPA transcription (Appendix no. 5) and consequently the realisations of selected identified features were put in the record sheets for each individual student as shown in Appendix no. 6. The individual record sheets have been compared and all successfully realized features have been calculated in the final level charts to find out the development of realisations of the consonants, vowels and the occurrence of aspects of fast speech and summarized in the overall result chart for all levels (Appendix no. 7) together with the graphic visualizations, which are included in the Results and Commentaries. Eventually, all questionnaire data was collected in the Questionnaire Chart (Appendix no. 8). The questionnaire was in Czech to ensure student´s understanding (Appendix no. 8) Apart from necessary information about grade, sex and age, open questions as well as closed questions and a multiple choice system was used.

3.8 Conclusion

In chapter Methods the whole process of the research has been described. It has also been highlighted that the analysis required the limit and summarization of certain features and all the research materials have been introduced. In following part the results materials are going to be presented detaily to reveal surprising conclusion.

4. RESULTS AND COMMENTARIES

4.1 Preview

This part is going to introduce the results of the research thoroughly by means of the overall level results as well as the final result chart with the support of visual summarization and the questionnaire data. The research hypothesis is going to be compared with the final results of the research and the conclusions are to be commented.

4.2 Third Grades Results

4.2.1 Questionnaire

Students have been studying English for eight months tree times a week. However, English has been a new language only for speaker no 1(Appendix no. 8). School education represents the only active contact with English for four speakers. None of the speakers feel they would have problems with pronunciation and four of them are not aware of having problems with grammar, learning new words, reading aloud, conversation or listening. None of them knows what the phonetic transcription is and what it is used for. Listening to music in English, reading books in English and watching YouTube videos are equally the most frequent ways of passive use of English. Speaker no 3 has been attending Helen Doron English course for three years.

4.2.2 Analysis

The hypothesis expected the students to be able to realize some consonants correctly from the very beginning. As Appendix no. 7 suggests, the hypothesis has been confirmed only in case of /w/ and /r/ sounds. Surprisingly, sound /v/, although it exists in Czech, has been correctly realized only by speaker no 3. This might have been caused by the fact that words involving /v/ sound do not occur in the vocabulary of A0 level frequently and therefore students have not experienced the difference between /v/ and /w/ sounds sufficiently yet. Sound /ŋ/ represents another surprising result. It has occurred in word "long" in the text which is a frequently used word in general in A0 level. Four students have correctly formulated voiceless dental fricative /θ/. Voiced dental fricative /ð/ has emerged as more problematic as it has been realized only in 40 %. On the contrary, postvocalic /r/, which is not pronounced in RP English, has been realised most of the times. Only one speaker correctly did not realize two out of seven possibilities. Thus the correct realization of postvocalic /r/ is represented only by 6%. As for the vowels, surprisingly sounds /ə/ and /ɜ:/ have been sufficiently pronounced in 100 %. Similarly, sound /ɔ:/ has been successfully realized in 80% and the realization of /ɒ/ has been performed in 67 %. A

very problematic performance has been detected in realization of sound /æ/ which has been realized only by one speaker and has been in all other cases substituted by /e/ sound. Although speakers were able to realize /ə/ in isolation, the diphthongs involving schwa /eə/ and /əʊ/ represent an immense difficulty. Diphthong /eə/ has been realized successfully only in 35% and diphthong /əʊ/ only in 10%. Students have substituted schwa by the most similar sound of their mother language which is /o/, thus they have pronounced /əʊ/ as /oʊ/ in majority of cases. As English IPA does not use any transcription expressing the same quality of this sound, the Czech transcription /o/ has been used in the analysis. Diphthong /ɪə/ has been sufficiently realized in 60%. Aspiration has been applied in five cases out of fifteen possible realizations by all speakers which represents 33%. As expected, the aspects of connected speech have emerged as the weakest point in this level. Weak forms have been realized only in 4%. The students were very careful while reading and they tended to put equal stress on every word. Only 20% of linking C+V successful realizations has been performed and linking /r/, /w/, /j/ has not been performed at all. The only assimilation which has been produced is progressive assimilation of voicing in 33%, which represents only the cases where a voiceless consonant does not affect the plural –s ending. Elisions have not been performed at all. Syllabic / l̩/ has proved to be successfully realized in all cases, however syllabic /n̩/ has not been applied at all. Stress function of intonation has been implied in 40% and students have sufficiently used intonation in yes/no question in 80%. Wh-questions have appeared to be very problematic as students used only rising tone for all kinds of questions, thus wh-questions have been realized only in 20%. As expected, declarative sentences have not emerged as a difficulty at all and they have been sufficiently applied. On the other hand, some speakers nicely expressed disapproval which they have performed in 60%. To sum up, surprisingly, there have been immense differences in successful realizations among individual features. Regarding extremely careful speech, the most successfully realized features have appeared to be /ə/, /ɜ:/, /ɔ://r/, /w/, syllabic /l̩/ and intonation. The most problematic features have appeared to be diphthongs /eə/, / əʊ/, vowel /æ/, consonants /v/ and /ŋ/, postvocalic /r/, weak forms and linking. Speaker no 3 has appeared as the strongest with 47% of all successful realized features.

4.3. Fifth Grade Results

4.3.1 Questionnaire

As Appendix no. 8 suggests, four students out of five have stated that they like English and one student does not mind it. None of them has a contact with a native speaker or a special tutoring. Listening to music represents the most frequent way of passive use of English; the second most frequent activity is writing to a penfriend or chatting with Internet friends. Three students consider listening to be difficult; one student declares grammar and one student states conversation. None of them think pronunciation is problematic as well as they are not aware of the meaning of the term phonetic transcription.

4.3.2. Analysis

As slightly more advanced students, they were expected to be more successful in realizing more features. As Appendix no. 7 implies, it is not possible to declare it as the successful realizations of some features have increased but surprisingly some numbers have decreased. The vowels /ə, /ɜ:/ and /ɔ:/ have been again performed in 100%; sound /ɒ/ has been realized slightly less successfully in 65 %. The correct realization of vowel /æ/ has increased to 15% but has still continued to be very insufficient. Diphthongs have remained immensely problematic as /əʊ/ has even decreased having been pronounced correctly only by speaker no 9 and yet in two cases out of five examples. On the contrary, the diphthong /eə/ has increased significantly and has been realized in 73 % while /ɪə/ has decreased to 40%. As for the consonants, /r/ and /w/ have remained to be realized in all cases. The sound /θ/ has been realized less successfully and surprisingly, the sound /ð/ has not been performed at all. There has also been a decrease in realizing the consonants /v/ and /ŋ/. Postvocalic /r/ has been always pronounced and thus it has not been successfully realized at all. Only aspirated / t / has been once performed which represents 7% of all possible correct realizations. However, the number of successfully performed weak forms has slightly increased up to 23% and linking /j/ has been produced in 33%; linking /w/ and /r/ has not been realized at all. Intonation of declarative sentences has remained at a maximum level; there has been a slight increase in intonating wh-questions which has been realized in 40% and yes/no questions which have remained at the same level. Stress function of intonation has been formed in 30%. The realization of fast speech has increased slightly as elisions have occurred in 15%. The only realized progressive assimilation of voicing has remained at 33%, yet the other kinds of assimilation have not been produced.

Syllabic /n̩/, which was the only one to have appeared in the text, has been realized in 60%. To sum up, some aspects of connected speech have increased; however there has been a decrease in realizing some consonants and vowels. Vowels /ə/, /ɜ:/, /ɔ:/ and consonants /r/ and /w/ and intonation have remained on the high level while /θ/, /ð/, /ŋ/ and the production of postvocalic /r/ has been decreased. Speakers no 9 has appeared as the most successful with 47% of all successful realized features.

4.4. Seventh Grade Results

4.4.1. Questionnaire

As Appendix no. 8 suggests, most speakers are keen on English. None of them has any special tutoring, but one speaker has a regular contact with a native speaker in an English course. Listening to music, watching films or YouTube videos and playing PC games in English represent the most favourite passive activities in English. Nobody feels that he or she would have a problem with pronunciation yet they mostly consider listening and grammar as difficult. One speaker understands what the phonetic transcription is and he states that it regards to pronunciation.

4.4.2 Analysis

As Appendix no. 7 implies, the production of vowels has been realized slightly more successfully. Vowels /ɜ:/, /ɔ:/ have remained at a high level. There has also been an increase in production /æ/ and /ɒ/. The production of schwa sound has decreased to 80% as two speakers have not read it twice. The performance of diphthongs has improved yet the production of /əʊ/ has remained extremely low. As for consonants, the production of /θ/ has increased as it has been realized in 60% while the production of /ð/ has remained dramatically low. Vowels /r/ and /w/ have remained at the maximum of 100% and there has been an increase in producing /ŋ/ sound in 28% while production of /v/ sound has remained at the level of 20%. Postvocalic /r/ has not been produced at all. Aspirations have been mostly produced only by one speaker who has produced all examples all aspirated /t/ and one example of aspirated /p/ and /k/ out of two. Another speaker has realized two examples of aspirated /t/; the other speakers have not produced any aspirations. The production of weak forms has been increased while linking has remained still very problematic. Linking C+V has even decreased to 20%. However, linking /j/ has been produced in 13% and linking /w/ has been realized in 10% while linking /r/ has not been produced at all. The production of intonation in declarative sentences and yes/no questions has remained at a high level while intonation of wh-questions and expressing disapproval has remained at the level of 20% and 40%. As for the fast speech, only syllabic / l̩/ in the

word „people“ has been always produced. Progressive assimilation has appeared as more successful as it has been realized in 52%, yet it is important to specify that the difficulty with the plural ending following the voiceless consonants still has remained. As for the assimilation of manner having been realized in 80%, it is also necessary to specify that only speakers 11 and 12 have actually performed it as speakers no 14 and 15 have read the text so carefully that the pronunciation of „good that“ as /gʊd dət/ represents rather an insufficient production of /ð/ than assimilation in the fast speech. The other kinds of regressive assimilations have not been realized. There has been an increase in performing elisions as they have been realized in 37%. To sum up, the production of vowels and linking has slightly improved as well as some aspects of fast speech such as elisions and assimilation of voicing and manner while production of some features such as /əʊ/, /ð/, postvocalic /r/, /v/ and /ŋ/ have remained dramatically low. The production of more problematic features has been performed mostly only by two speakers and the boys have been slightly more successful than the girls. One speaker also is clearly influenced by American accent.

4.5. Ninth Grade Results

4.5.1 Questionnaire

As Appendix no. 8 shows, all speakers enjoy English. Two of them have extra English tutoring and one of them has a regular contact with a native speaker as the girl attends an English course. All of them listen to music and watch YouTube videos and three of them play PC games in English; speaker no 18 is very active using English out of school yet she declares that she has problems with pronunciation and listening. Speaker no 16 declares she does not have any problems in English and she is also very active using English out of school. Speakers no 19 and 20 correctly understand that phonetic transcription is used for pronunciation.

4.5.2 Analysis

In contrast with the hypothesis, Appendix no.7 implies that there has not been a regular progress in performing individual features and there have been immense differences among them. Vowels /ə/, /ɜ:/ and /ɔ:/ have remained on a high level while there has been a decrease in performing vowels /æ/ and /ɒ/. All diphthongs have decreased while /əʊ/ has remained extremely low at the level of 3%. As for consonants, there has been an increase in producing /ð/, /v/ and /ŋ/ sounds while the production of /w/ and /r/ has decreased. Speaker no 18 has pronounced /r/ as a typical Czech alveolar trill therefore RP /r/ has been realized in 80%. However, there has been a slight increase in producing postvocalic /r/ as it

has been performed in 13%. Aspirations almost have not been realized, only aspirated /p/ in one case and aspirated /k/ in two cases out of forty possible selected realizations. There has been a slight increase in performing weak forms as they have been realized in 37%. Linking C+V has remained at the same level as in the 7th grade and other forms of linking have not been produced. As expected, intonation has been successfully realized only in declarative sentences and yes/no questions; stress function of intonation and intonation in wh-questions have not been applied. As for fast speech, it has remained exactly at the same level as in 7th grade as well as all kinds of assimilations. Surprisingly, there has been an increase in performing elisions. To sum up, there has not been any significant progress in performing individual sounds as there has been a decrease in producing in seven cases of realizations of /ɪə/, /eə/, /əʊ/, /r/, postvocalic /r/, /w/ and aspirated /t/. On the other hand there has been an increase in realizations of /ɒ/, /ð/, /v/, /ŋ/ and aspirated /k/ or the successful realizations have remained on the same level in comparison with the seventh grade. The similar characteristic can be applied for the aspects of connected speech. The strongest student has appeared to be Speaker no 17 with 60% of successfully realized features.

4.6 Summary

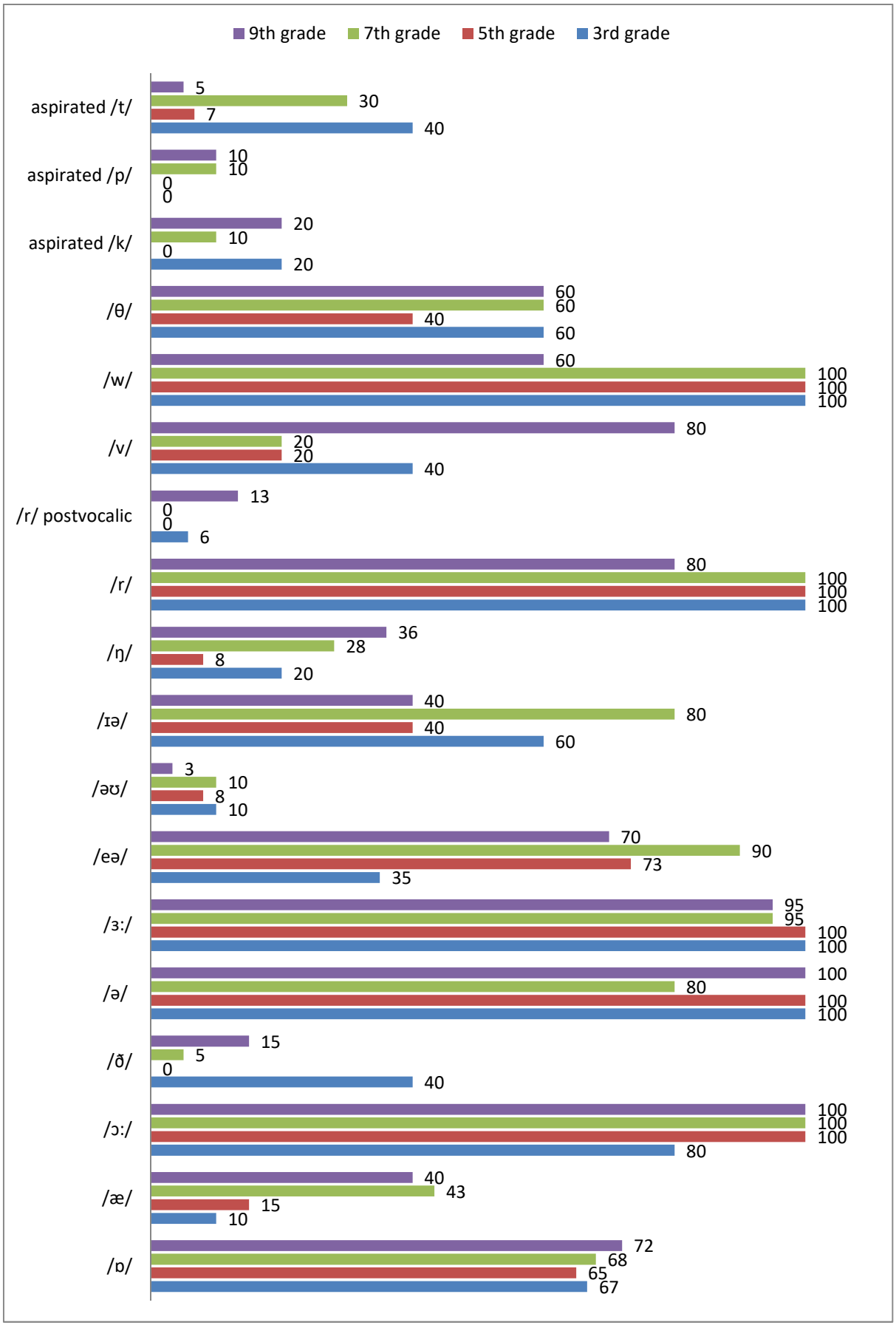
As Appendix no. 7 implies, the research hypothesis assumption of regular gradual development of observed features has been confirmed, yet only in seven cases: /æ, ɒ, ŋ/, assimilation of voicing and manner, weak forms and elisions, which does not correspond with the idea of regular progress. It is possible to detect the sufficient formation of consonants /r, w/ as well as vowels / ə, ɜ:, ɔ:/ in level A0 and these sounds have remained successfully realized. However, diphthong / əʊ/, consonant /ð/, postvocalic /r/ have emerged as an insurmountable problem as they have not been almost realized, which corresponds with the research hypothesis that speakers would not be able to realize some features at all. The rest of individual sounds /ɪə, eə, θ, v/ has been realized in the range from 40%-90%, which represents the average. Aspects of connected speech have appeared as more dynamic, especially weak forms and elision which have been improved gradually and intonation has been applied on a relatively high level. Nevertheless, majority of speakers tended to put the word stress always on the first syllabic which is characteristic for Czech language. Appendix no. 7 shows that the development of aspects of connected speech has been more successful while the formation of individual sounds has not almost made any progress at all. To sum up, apart from several features, the progress has been

stationary, the features which have been realized on a very high level have remained so and the features which have emerged as problematic have not progressed significantly or there have been significant gaps among individual grades as it is apparent from Graph 1 and Graph 2. The most surprising outcome is the performance of A2+ level students which is in the sharp contrast with the expectations. Comparing the result in Appendix no. 7 they have been only about 6% better than the A0 level students and their result is even about 2% lower than the result of A1 level students. However, the most paradoxical outcome is the low progress of all observed features on average. In other words, apart from a very few gradually developed features, the features have remained more or less same from A0 level to A2+ level, which is rather striking. Finally, the speakers 14, 15 and 18, who have declared to consider listening as difficult, have reached the lower results in the research. The phonetic aspects of Czech language have strongly influenced the performance at majority of speakers most of the time and the outcome is their non-specific accent despite the fact that all students are keen on English, they are surrounded by English environment via computer games, listening to music in English or YouTube videos. However, it seems that it does not have a significant effect as we could expect. What is more, except one student, nobody thinks he or she would struggle with pronunciation, which is very surprising.

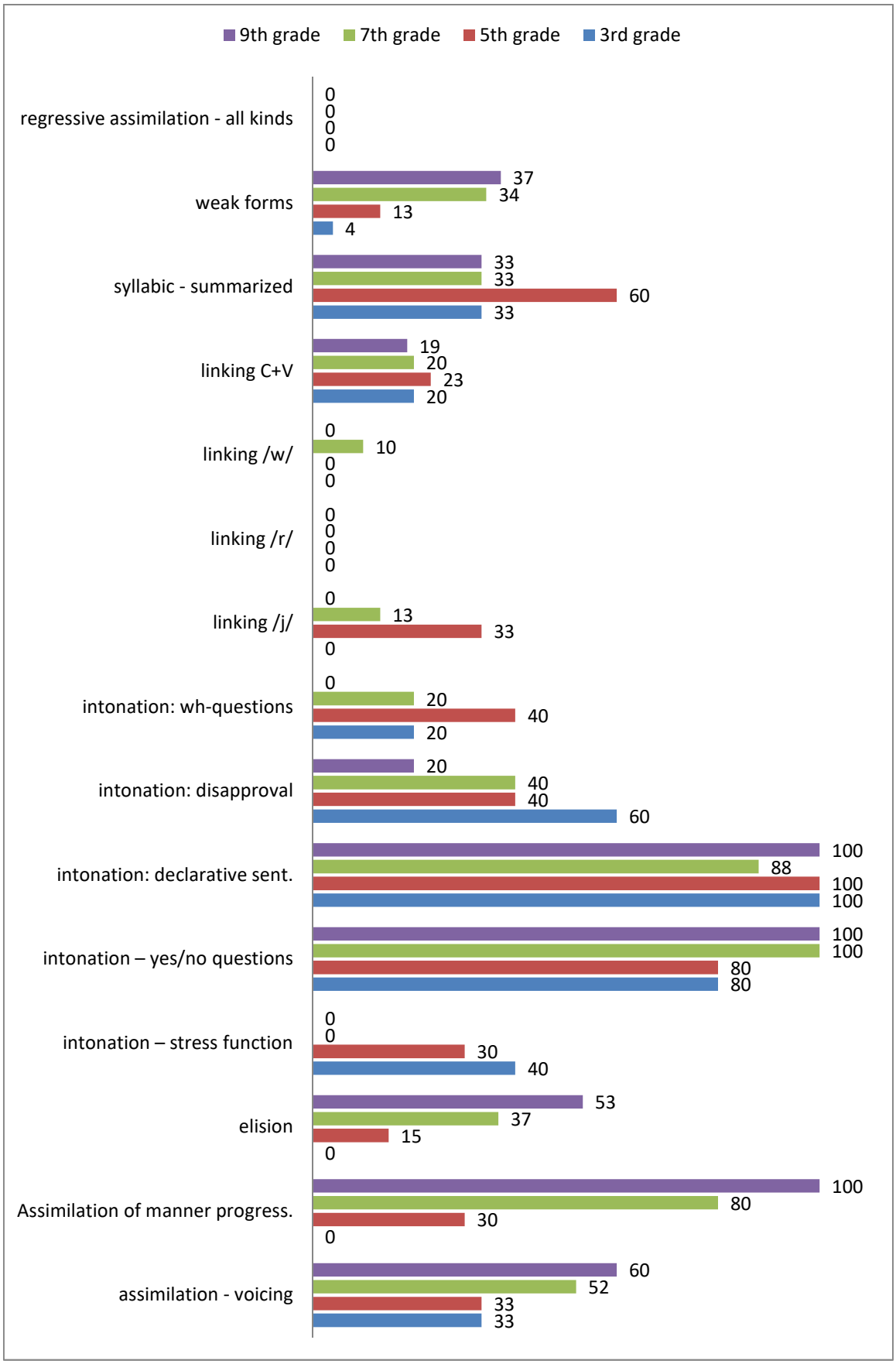
4.6.1 Conclusion

Analysing the research data in this chapter has proved that speakers have been able to realize some of the features gradually though only in a few cases. Also the expectation of correct formatting some consonants has been met. Diphthongs have proved to be extremely problematic as well as some vowels though not all of them. The aspects of connected speech surprisingly have not emerged as highly problematic and they have progressed more significantly than individual sounds. The insufficient realization of some features has been also proved while the expectation that A2+ level students would be able to perform a careful speech sufficiently has not been proved at all. In the next chapter the advice and ideas how to include phonetic and phonological training in the lessons is going to be interviewed.

Graph 1: Articulatory Phonetics - Individual Sounds



Graph 2: Aspects of Connected Speech and Supreasegmentals



5. IMPLICATIONS

As the research has proved, the pronunciation skills of A2 level students generally have remained nearly at the same level as skills of A0 students who have been studying English just for eight months. Therefore some ideas and advice are going to be introduced and revised in this chapter. Also, it is going to be explained why the research cannot be generalized and finally further research is going to be introduced.

5.1 Implication for Teaching

The task of improving students´ pronunciation skills represents a significant challenge. First of all, it is the teacher, who needs to realize how important the task is and who needs to be enthusiastic about teaching it. And it is not as easy as it could seem at the first sight. Firstly, there are several approaches, none of which is ideal, and it is necessary to select the most suitable methods. Secondly, the teacher has to cope with the fact that there are usually about 18 students in the language class and he or she cannot pay attention to each student as it would be necessary. Next, the pronunciation is also a matter of perceiving, which can differ immensely. While someone prefers auditory learning and perceives the sounds well, the other can struggle and be demotivated. Therefore pronunciation training at primary schools should be included in the lesson as an entertaining activity no matter how serious work it is.

5.1.1 Methods and activities

There many ways how to practice pronunciation skills and this research does not intend to evaluate which method is better. The presented activities in this section represent the example what could be done. There are also many online resources offering the support for teachers such as British Council (2015) and Oxford University Press (2017) or professional materials such as Primary Pronunciation Box (2005) and many more.

1. Minimum pair drill focused on the most problematic sounds is a frequently used method. It is suitable at the first phase when children learn words in isolation; later it can be used in short sentences. **2. Listening to the records of native speakers** and repeating them after short intervals while the teacher can draw a number of gap lines on the board challenging the students to fill them in according to the record. This method is also ideal for learning children weak forms as they naturally hear the content words better. **3. Reading aloud** can enable students to perceive the words in a context as well as train suprasegmentals such as intonation and realizing tone units. **4. Recording the student´s speech** is a favourite method and can be very entertaining. The only disadvantage, when

used with young learners, is that they tend to laugh at each other, which could not be always accepted well but if children respect the rule to avoid any comments on other´s record, it is very effective. **5. Tongue twisters,** such as "three thousands thieves threw Thelma through the thick thistle" are very amusing and they also practice the words in a context as well as the suprasegmentals. **6. Phonetic transcription** training is very challenging as children have to study a new system of graphemes but we can use online interactive activities such as on website Oxford University Shop (2017). There are also other activities such as phonetic bingo in which there are words in phonetic transcription written in the grid and children have to correctly identify which word has been said, and many more. A lot of students do not consider IPA as important saying they can always play the audio in Google translator therefore it is a great task for a teacher to persuade them that knowing IPA is very useful as the pre-step for further training aspects of fast speech. However, it is still a question whether it is necessary to study IPA at primary school.

5.1.2 Limitation of the Research

While carrying out the research, several difficulties and limitations have appeared. First of all, the absence of a professional language studio with a high quality audio system have deteriorated the quality of the records as other noises can be detected in them. However, the students' records have been intelligible and therefore it was possible to analyse them. Another problem has occurred while analysing the records as some sounds have been uttered neither in RP English nor in Czech but in non-specific accent. Sometimes it was extremely difficult to define which sound had been realized as neither of the two possibilities had been performed in the quality the sounds should possess. It is also a question of the auditory perception of the analyst which might have influenced the results as a human ear is not a precise device for analysis. However, to avoid classifying new graphemes, it was necessary to select the sound which was closer to one of the two systems. The only exception has been made in case of /oʊ/. Surprisingly, there have been 32 features altogether, which have been observed therefore only two overall graphs have been created as 32 smaller graphs would have prolonged the research immensely. And lastly, it is important to realize that all students had never been recorded before and as they knew about the purpose of recording, some of them were extremely nervous, which could also distort the results. The limitation of the research from the overall view is the number of speakers. To be able to generalize the research, a significantly larger example of

speakers from more primary school would have to take part in the research and more analysts would have to participate.

5.1.3 Suggestions for Further Research

This research is considered as the first input in pronunciation skills acquisition. Although it cannot be generalized and the data has not been generally confirmed by other researches, it opens a question whether the students could improve their skills in this field of language. If the same research is carried out to analyse students' speech at different levels again, it should definitely prepare speakers to get used to being recorded and more analysts should take the part. Next, it would be necessary to adapt the same text for each level even if level A0 was omitted to guarantee the equal conditions for all participants. Some aspects of fast speech such as assimilations should be omitted as they have not proved to be effective for a research analysing students at primary school. However, a new question has emerged during the research. Could comparing two groups of speakers, one with a phonetic-phonological training and the second group being taught in a traditional way, bring more specific data so that we could be able to declare precisely if any and how large progress the pronunciation training can influence? Another idea is to compare listening skills of both groups to detect if and how much the efficient pronunciation education can influence these skills

5.1.4 Conclusion

In this chapter pedagogical implications have been introduced. It has been highlighted that there is a need of phonetic training at primary schools and some activities and methods have been suggested. The difficulties which have emerged during the research have been pointed out and new ideas for a further research have been offered as well as a new research questions to compare two groups of speakers to find out how effective the phonetic training could be. In the next chapter, the whole research is going to be summarized.

6. CONCLUSION

The research has dealt with the task to analyse speech of students at different levels. During the preparatory phase it was determinated to observe students at primary school from level A0 to A2+. The main idea of the research was that it would be possible to observe and measure effectively the progress which speakers make during their seven-year studying of English and one of the research questions assumed the gradual progress in realizing selected features. While analysing the records it became evident that it would be more synoptic to divide the final result in two units – phonetic unit and connected speech unit. By doing this, the research has revealed the most surprising outcome. The most expected assumption that A2+ level speakers would be able to realize their oral performance in careful speech significantly better has proved to be totally misjudged and that A0 level students can perform the features almost equally well and in some cases even better. It is a question whether their natural enthusiasm and energy could have influenced their performance and on the contrary, whether difficult adolescent period might have caused nervousness and diffidence of A2+ speakers. In the contrast with the expectations the connected speech unit has appeared as more dynamic. In conclusion we could evaluate and simplify the whole outcome as following: after seven years of studying English, children at primary school do not realize the problematic features better but some of them can read more fluently yet they do not improve their pronunciation skills in realizing individual sounds. This represents a real challenge for teachers at basic schools under the condition that they themselves accept the need of focusing on phonetic training more.

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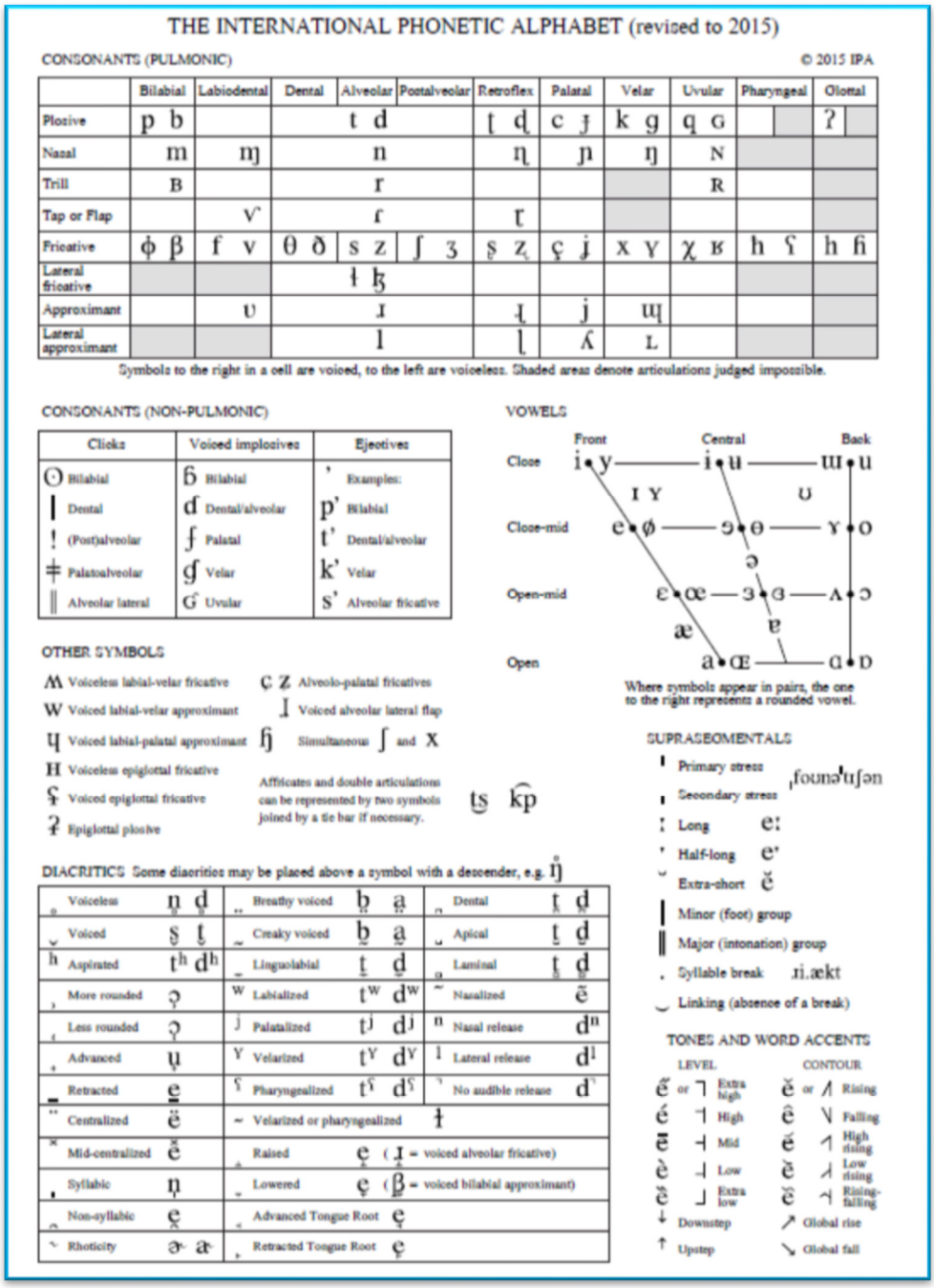
APPENDICES

Appendix 1: Figures

Figure 1: IPA Chart



THE INTERNATIONAL PHONETIC ALPHABET (revised to 2015)

CONSONANTS (PULMONIC) © 2015 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k g	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	N		
Trill	B			r					R		
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			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
ʘ Bilabial	ɓ Bilabial	' Examples:
ǀ Dental	ɗ Dental/alveolar	pʼ Bilabial
ǃ (Post)alveolar	ʄ Palatal	tʼ Dental/alveolar
ǂ Palatoalveolar	ɠ Velar	kʼ Velar
ǁ Alveolar lateral	ʛ Uvular	sʼ Alveolar fricative

OTHER SYMBOLS

ʍ Voiceless labial-velar fricative
w Voiced labial-velar approximant
ɥ Voiced labial-palatal approximant
ʜ Voiceless epiglottal fricative
ʢ Voiced epiglottal fricative
ʡ Epiglottal plosive

ʗ ʖ Alveolo-palatal fricatives
ɺ Voiced alveolar lateral flap
ʃ͡ʒ Simultaneous ʃ and x

Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.

t͡s k͡p

VOWELS

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

SUPRASEGMENTALS

ˈ Primary stress ˌfoʊnəˈtʊʃən
ˌ Secondary stress
ː Long eː
ˑ Half-long eˑ
˘ Extra-short ĕ
| Minor (foot) group
‖ Major (intonation) group
. Syllable break ɹi.ækt
‿ Linking (absence of a break)

TONES AND WORD ACCENTS

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

DIACRITICS Some diacritics may be placed above a symbol with a descender, e.g. n̥

̥ Voiceless	n̥ d̥	̤ Breathy voiced	b̤ a̤	̪ Dental	t̪ d̪
̬ Voiced	s̬ t̬	̰ Creaky voiced	b̰ a̰	̺ Apical	t̺ d̺
ʰ Aspirated	tʰ dʰ	̼ Linguolabial	t̼ d̼	̻ Laminal	t̻ d̻
̹ More rounded	ɔ̹	ʷ Labialized	tʷ dʷ	̃ Nasalized	ẽ
̜ Less rounded	ɔ̜	ʲ Palatalized	tʲ dʲ	ⁿ Nasal release	dⁿ
̟ Advanced	u̟	ˠ Velarized	tˠ dˠ	ˡ Lateral release	dˡ
̠ Retracted	e̠	ˤ Pharyngealized	tˤ dˤ	̚ No audible release	d̚
̈ Centralized	ë	~ Velarized or pharyngealized	ɫ		
̽ Mid-centralized	e̽	̝ Raised	e̝ (ɹ̝ = voiced alveolar fricative)		
̩ Syllabic	n̩	̞ Lowered	e̞ (β̞ = voiced bilabial approximant)		
̯ Non-syllabic	e̯	˕ Advanced Tongue Root	e˕		
˞ Rhoticity	ɚ a˞	˔ Retracted Tongue Root	e˔		

Figure 2: English Phonetic Symbols

Consonants		Vowels	
p	*pen*	ɪ	*kit*
b	*back*	e	*bed*
t	*tea*	æ	*trap*
d	*day*	ɒ	*lot*
k	*key*	ʌ	*strut*
g	*get*	ʊ	*foot*
tʃ	*church*	iː	*sea*
dʒ	*judge*	eɪ	*day*
f	*fat*	aɪ	*try*
v	*view*	ɔɪ	*boy*
θ	*thing*	uː	*blue*
ð	*other*	əʊ	*no*
s	*soon*	aʊ	*now*
z	*zero*	ɪə	*near*
ʃ	*ship*	eə	*square*
ʒ	*pleasure*	ɑː	*start*
h	*ahead*	ɔː	*law*
m	*more*	ʊə	*poor*
n	*nice*	ɜː	*learn*
ŋ	*ring*	ə	*about*
l	*light*	i	*happy*
r	*right*	u	*situation*
j	*yet*	n̩	*cotton*
w	*wet*	l̩	*middle*
ʔ	*football*	ˈ	*(stress mark)*

Note: This table has been adapted from Phonetic symbols for English

Figure 3: Comparing Czech and English Consonants

Czech consonants

Manner of articulation \ Place of articulation	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Glottal
Plosive	p b			t d		c ɟ	k g	
Nasal	m			n		ɲ		
Fricative		f v		s z	ʃ ʒ		x	ɦ
Affricate				t͡s	t͡ʃ			
Trill				r				
				r̝				
Approximant						j		
Lateral Approximant				l				

English consonants

Manner of articulation \ Place of articulation	Bilabial	Labiodental	Dental	Alveolar	Postalveol	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Nasal	m			n			ŋ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					t͡ʃ d͡ʒ			
Trill								
Approximant	w				r	j		
Lateral				l				

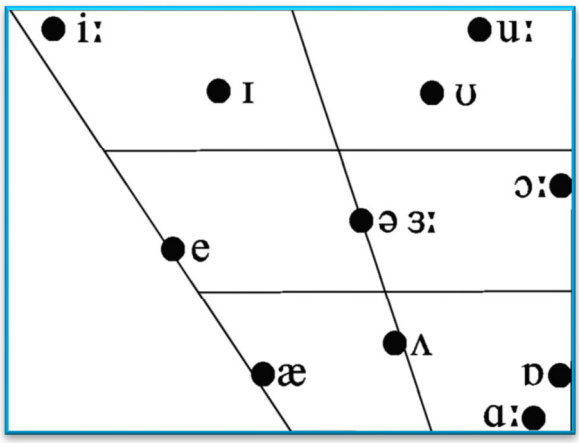
Note: Czech consonant table has been adapted from IPA Handbook (2015, p.70), English consonant table has been adapted from Roach (2000, p.65)

Figure 4: Relations between IPA Transcription and their Czech Equivalents

Short wovels:			Long wovels:			Consonants		
grapheme	Czech trans	IPA	grapheme	Czech trans.	IPA	grapheme	Czech trans.	IPA
a	a	a	á	a:	a:	ť	ť	c
e	e	ɛ	é	e:	ɛ:	ď	ď	ɟ
i	i	ɪ	í	i:	i:	ň	ň	ɲ
o	o	ɔ	ó	o:	o:	ř	ř	r̝
u	u	ʊ	ú,ů	u:	u:	č	č	t͡ʃ

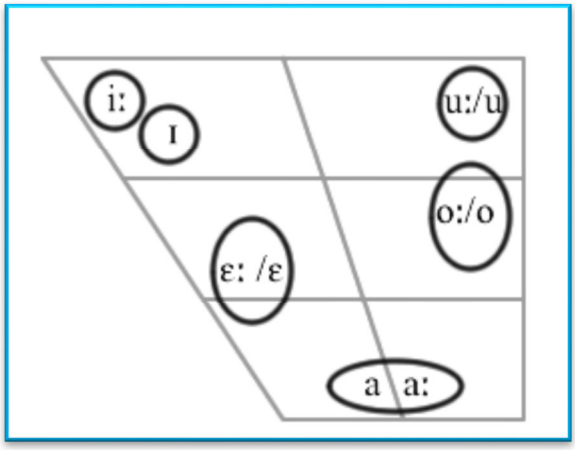
Note: The chart has been adapted from Palková (1997).

Figure 5: English Vowel Quadrilateral



Æµ§œš. (2088). *RP vowel chart (monophthongs)*. Retrieved from Wikimedia Commons: https://commons.wikimedia.org/wiki/File:RP_vowel_chart_(monophthongs).gif

Figure 6: Czech Vowel Quadrilateral



Connel, J. (2005) Czech vowel chart. Retrieved from Wikimedia Commons: https://commons.wikimedia.org/wiki/File:Czech_vowel_chart.png

Appendix 2: Texts

1. Text 3rd grades A0 level

There are four children but Mum and Dad are not here. What colour is the big robot? It´s white. The children have got two orange chairs. There are two bats on the table. That girl with very long hair is Sue. Has Peter got three eyes? NO! He isn´t a monster!

Adapted from Storyfun for Starters, p.8

Saxby, K. (2011) *Storyfun for Starters*. Cambridge, UK: Cambridge University Press

2. Text 5rd grades A0+ level

Bill´s magic train

Mum and Dad are in the living room. What are they doing? They´re watching television. They´ve got tea and coffee. That girl in the bathroom is Bill´s sister and she is singing. And where´s Bill? He´s here in his bedroom waiting for a magic train. Is he tired tonight? No, he is not! He´s running very quickly now to meet his friends and they´re going by train to play in the snow. In the morning he is back at home. But please, don´t tell his parents – they don´t know about the magic train!

Adapted from Storyfun for Starters, p. 52-53

Saxby, K. (2011) Storyfun for Starters. Cambridge, UK: Cambridge University Press

3. Text 7th and 9th grades A1 and A2+ level

Robbie´s first business!

Robbie enjoyed art most at school and he liked maths and music, too. Did he enjoy being at school? No, because it was hard for him to spell words correctly or to understand texts. In English, he had a lot of problems. So, when Robbie was 12, his parents decided he should leave school and be taught differently at home. There, he learnt about business and working on computers, and spent more time happily studying art, exercising and practising on his violin. Robbie´s grandmother started teaching him to cook, too, which he really liked doing. One day, she told him her secret way of making jam. Robbie made too much for the family to eat so he took it to other people in his street. He made more and more jam and it tasted so good that his parents´ friends started buying from him. His jam is now sold at a weekly market. And how much jam did Robbie sell last week? 52 kilos!!

Adapted from KET for School Trainer

Saxby, K. (2011). *KET for Schools Trainer.* Cambridge: UK Cambridge University Press

Appendix 3: Observed Features

Table 3: Observed Features A0 level

features	examples
/ɪə/	here
/eə/	there, there, chairs, hair
/əʊ/	robot, no
/æ/	Dad, bats
/ɒ/	not, what, orange, long, monster, got
/ə/	monster, a
/ɜ:/	girl
/ɔ:/	four
/θ/	three
/ð/	there, there, with, that
/r/	robot, orange, very, three
/r/ postvocalic	four, are, here, chair, hair, Peter, monster
/w/	white, with
/v/	very
/ŋ/	long
aspirated /p/	Peter
aspirated /t/	two, table
aspirated /k/	colour
assimilation -voicing	chairs, bats, eyes,
assimilation of manner - progressive	on the table
regressive assimilation t → p	but mum
regressive assimilation d → b	
regressive assimilation n → ŋ	
regressive assimilation t → k	that girl, what colour
regressive assimilation d → g	
regressive assimilation n → ŋ	
weak forms	are, but, have, has, he
syllabic /m̩/	
syllabic /n̩/	children, children
syllabic / l̩/	table
linking C+V	mum and, dad are, bats on, isn´t a
linking /r/	colour is, there are, hair is
linking /w/	two orange
linking /j/	three eyes, he isn´t
elision	Mum and Dad, have, hair, here
intonation – stress function	No! He isn´t a monster!
intonation: declarative sent.	There are four children but Mum and Dad are not here. It´s white. The children have got two orange chairs. There are two bats on the table. That girl with long hair is Sue.
intonation – yes/no questions	Has Peter got three eyes?

intonation: wh-questions	What colour is the big monster?
intonation: disapproval	No! He isn´t a monster!

Table 4: Observed Features A0+ level

features	**examples**
/ɪə/	here
/eə/	they´re, where´s, parents
/əʊ/	no, snow, home, don´t, know, going
/æ/	magic, that, back, Dad
/ɒ/	what, watching, got, not
/ə/	sister, about, a
/ɜ:/	girl
/ɔ:/	morning
/θ/	bathroom,
/ð/	they, they´re, that, they´ve
/r/	train, room, friends, running
/r/ postvocalic	are, girl, sister, where´s, here, morning
/w/	what, watching, waiting
/v/	very
/ŋ/	living, doing, watching, singing
aspirated /p/	parents
aspirated /t/	tea, television, tired, tell
aspirated /k/	coffee
assimilation – voicing, manner	Bill´s, friends, parents,
assimilation of manner - progressive	in the, about the
regressive assimilation t → p	but please
regressive assimilation d → b	
regressive assimilation n → m	
regressive assimilation t → k	that girl
regressive assimilation d → g	
regressive assimilation n → ŋ	tea and coffee
weak forms	are, and, and, and, for, to, at, but, he,
syllabic /m̩/	
syllabic /n̩/	tonight, television
syllabic / l̩/	
linking C+V	Mum and Dad, Dad are, what are, tea and, bathroom is, back at
linking /r/	are in, here in
linking /w/	know about
linking /j/	she is, he is, he is
elision	Mum and Dad, tea and coffee, and where, don´t

intonation – stress function	No, he is not! But please, don´t tell his parents …
intonation: declarative sent.	Mum and Dad are in the living room. They´re watching television. They´ve got tea and coffee. That girl in the bathroom is Bill´s sister and she is singing. He´s here in his bedroom waiting for the magic train. He is running very quickly now to meet his friends and they´re going by train to play in the snow. In the morning he is back at home.
intonation – yes/no questions	Is he tired tonight?
intonation: wh-questions	What are they doing? And where´s Bill?
intonation: disapproval	No, he is not!

NB! One example of syllabic /m̩/, /n̩/ or regressive assimilation at this level is appropriate.

Table 5: Observed Features A1 and A2+ levels

features	**examples**
/ɪə/	really
/eə/	parents, there
/əʊ/	most, so, home, told, sold, no
/æ/	maths, understand, happily, practising, jam, family
/ɒ/	problems, Robbie, on, because, lot
/ə/	about, a,
/ɜ:/	first, words, learned, working
/ɔ:/	more, more taught
/θ/	maths
/ð/	there, other, that, grandmother
/r/	practising, parents, problems, really, street,
/r/ postvocalic	art, hard, or, started, market, understand
/w/	was, twelve, which, way, weekly
/v/	violin
/ŋ/	being, English, studying, practising, teaching
aspirated /p/	people, parents
aspirated /t/	time, teaching, took, tasted
aspirated /k/	computers, cook,
assimilation of voicing	enjoyed, parents, computers, tasted, words
assimilation of manner - progressive	good that
regressive assimilation t → p	first business,
regressive assimilation d → b	and be, started buying
regressive assimilation n → m	and practising
regressive assimilation t → k	
regressive assimilation d → g	
regressive assimilation n → ŋ	

weak forms	at, and, and, and, he, was, for, to, had, of, should, that, from, she
syllabic /m̩/	computers
syllabic /n̩/	
syllabic / l̩/	people, family
linking C+V	enjoyed art, being at, because it, in English, had a lot of, learned about, working on, way of, took it, people in his, and it, jam is, sold at a,
linking /r/	more and
linking /w/	to understand, to eat,
linking /j/	Robbie enjoyed, he enjoyed, differently at
elision	texts, and, and, and, a lot of, liked
intonation – stress function	so good, 52 kilos
intonation: declarative sent.	Robbie enjoyed art most at school and he liked maths and music, too. No, because it was hard for him to spell words correctly or to understand texts. In English, he had a lot of problems. So, when Robbie was 12, his parents decided he should leave school and be taught differently at home. There, he learnt about business and working on computers, and spent more time happily studying art, exercising and practising on his violin. Robbie´s grandmother started teaching him to cook, too, which he really liked doing. One day, she told him her secret way of making jam. Robbie made too much for the family to eat so he took it to other people in his street. He made more and more jam and it tasted so good that his parents´ friends started buying from him. His jam is now sold at a weekly market.
intonation – yes/no questions	Did he enjoy being at school?
intonation: wh-questions	And how much jam did Robbie sell last week?
intonation: disapproval	No…,

NB! One example of syllabic /m̩/, /n̩/ or regressive assimilation at this level is appropriate.

Appendix 4: Analysis

1. Phonetic-phonological Analysis A0 level

There are four children but Mum and Dad are not here.
/ ðeər ˵ə ˌfɔ: ˈtʃɪldrn̩ bəp mʌm ən dæd ə ˌnɒt iə / (fast speech)
/ ðeər ˵ə ˌfɔ: ˈtʃɪldrən bət mʌm ənd dæd ə ˌnɒt hiə / (careful speech)

PH H TS T PH H TS
|| there are 'four ↗children | but 'Mum and Dad are not ↘here ||

What colour is the big robot?
/ˌwɒk ˈkʌlə‿r ɪz ðə bɪg ˈrəʊbɒt/ (fast speech)
/ˌwɒt ˈkʰʌlə‿r ɪz ðə bɪg ˈrəʊbɒt/ (careful speech)

PH H TS T
|| what colour is the big ↘ robot ||

It´s white.
/ɪts ˈwaɪt / (fast and careful speech)

PH TS
|| it´s ↘ white ||

The children have got two orange chairs.
/ðə ˈtʃɪldrn̩ əv gɒt tu: ˈ˵ɒrɪndʒ ˈtʃeəz/ (fast speech)
/ðə ˈtʃɪldrən həv gɒt tu: ˈ˵ɒrɪndʒ ˈtʃeəz/ (careful speech)

PH H TS
|| the children have got two orange ↘chairs ||

There are two bats on the table.
/ðeə(r)˵ə tu: bæts ˵ɒnə ˈteɪbl̩/ (fast speech)
/ðeə(r)˵ə tu: bæts ˵ɒn ðə ˈteɪbl̩/ (careful speech)

PH H TS T
|| there are two bats on the ↘table ||

That girl with very long hair is Sue.
/ ðæk gɜ:l wɪð ˈverɪ lɒŋ eər ˵ɪs su: / (fast speech)
/ ðæt gɜ:l wɪð ˈverɪ lɒŋ heər ˵ɪz su: / (careful speech)

PH H TS
|| that girl with very long hair is↘Sue ||

Has Peter got three eyes?
/ həz ˈpi:tə gɒt θri:˵aɪz / (fast and careful speech)

PH H TS
|| has Peter got three ↗eyes ||

NO! (fast and careful speech)
/ˈnəʊ /
TS
|| ˄no ||

He isn´t a monster!
/ hi‿ˈɪznt‿ə ˈmɒnstə / (fast and careful speech)

PH H TS T
|| He isn´t a ˄ monster ||

2. Phonetic-phonological Analysis A0+ level

Bill´s magic train
/bɪlz ˈmædʒɪk treɪn / (fast and careful speech)

H TS
|| Bill´s magic ˪train ||

Mum and Dad are in the living room.
/mʌm‿ən dæd‿ə ɪnə ˈlɪvɪŋ rʊm / (fast speech)
/mʌm‿ənd dæd‿ə ɪn ðə ˈlɪvɪŋ rʊm / (careful speech)

H TS T
|| Mum and Dad are in the ˪living ·room ||

What are they doing?
/ wɒt‿ə ðeɪ ˈduːˌɪŋ/ (fast and careful speech)

H TS T
|| what are they ˪doing ||

They´re watching television.
/ðeə ˈwɒtʃɪŋ ˈtelɪˌvɪʒn̩ / (fast and careful speech)

PH H TS T
|| they´re watching ˪television |

They´ve got tea and coffee.
/ðeɪv gɒt tiːˌəŋ ˈkɒfi/ (fast speech)
/ðeɪv gɒt tiːˌənd ˈkɒfi/ (careful speech)

PH H TS T
|| they´ve got tea and ˪coffee ||

That girl in the bathroom is Bill´s sister and she is singing.
/ðæk ˌgɜːl ɪnə ˈbaːθrʊm‿ɪz bɪlz ˈsɪstə ən ʃi‿iz ˈsɪŋɪŋ / (fast speech)

/ðæt ˌgɜ:l ɪn ðə ˈba:θrʊm ‿ɪz bɪlz ˈsɪstə ənd ʃi ‿iz ˈsɪŋiŋ / (careful speech)

PH H TS TS T PH TS T
|| that girl in the ↗bathroom | is Bill´s ↗sister | and she is ↘singing ||

And where´s Bill?
/ən weəz bɪl / (fast speech)
/ənd weəz bɪl / (careful speech)

PH H TS
|| and where´s ↘Bill ||

He´s here in his bedroom waiting for a magic train.
/hi:z ‿iə inə ˈbedrʊm ˈˌweɪtɪŋ fə ðə ˈtreɪn/ (fast speech)
/hi:z hiə in ðə ˈbedrʊm ˌweɪtɪŋ fə ðə ˈtreɪn/ (careful speech)

PH TS PH TS T H TS T
|| he´s ↗here | in his ↗bedroom | waiting for a ↘magic ·train ||

Is he tired tonight?
/ɪz hi ˈtaɪ ‿əd tˌnaɪt/ (fast speech)
/ɪz hi ˈtaɪ‿əd tə ˈnaɪt/ (careful speech)

PH H TS
|| is he tired ↗tonight ||

No, he is not!
/nəʊ hi: ‿ɪz nɒt/ (fast and careful speech)

TS PH TS
|| ˄no | he is ˄ not ||

He´s running very quickly now to meet his friends and they´re going by train to play in the snow.
/hi:z ˈrʌnɪŋ ˈveri ˈkwɪkli nəʊ tə mi:t ‿iz frendz ‿ən ðeə ˈgəʊɪŋ baɪ treɪn tə pleɪ inə snəʊ /
/hi:z ˈrʌnɪŋ ˈveri ˈkwɪkli nəʊ tə mi:t hɪz frendz ‿ənd ðeə ˈgəʊɪŋ baɪ treɪn tə pleɪ in ðə snəʊ/

PH H TS PH H TS PH H TS PH
|| he is running very quickly ↗now | to meet his ↗friends | and they´re going by ↗train | to
H TS
play in the ↘snow ||

In the morning he is back at home.
/ɪnə ˈmɔ:niŋ ‿i ɪz bæk ‿ət həʊm / (fast speech)
/ɪn ðə ˈmɔ:niŋ hi‿ɪz bæk ‿ət həʊm / (slow speech)

PH TS T PH TS

|| in the ˀmorning | he is back atˎ home |

But please, don´t tell his parents – they don´t know about the magic train!
/bəp pli:z dəʊn tel ‿əz ˈpeərənts ðeɪ dəʊn nəʊ ‿əˈbaʊt d ˈmædʒɪk treɪn / (fast speech)
/bət pli:z dəʊnt tel hɪz ˈpeərənts ðeɪ dəʊnt nəʊ ‿əˈbaʊt ðə ˈmædʒɪk treɪn / (slow speech)

PH TS PH H TS T PH H TS
|| but ˀplease | don´t tell his ˀparents | they don´t know about the magic ˎ train ||

3. Phonetic-phonological Analysis A1 and A2+ level

Robbie´s first business!
/ˈrɒbɪz fɜ:sp ˈbɪznəs/ (fast speech)
/ˈrɒbɪz fɜ:st ˈbɪznəs/ (careful speech)

H TS T
|| Robbie´s first ˎbusiness ||

Robbie enjoyed art most at school and he liked maths and music, too.
/ˈrɒbɪ ‿ɪnˈdʒɔɪd ‿a:t məʊst ‿ət sku:l ‿ən ‿i laɪk mæθs ‿ən ˈmju:zɪk tu:/ (fast speech)
/ˈrɒbɪ ‿ɪnˈdʒɔɪd ‿a:t məʊst ‿ət sku:l ‿ənd hi laɪkd mæθs ‿ənd ˈmju:zɪk tu:/ (careful speech)

H TS PH H TS
|| Robbie enjoyed art most at ˀschool | and he liked maths and music, ˎtoo ||

Did he enjoy being at school?
/dɪd ‿ɪ ‿ɪnˈdʒɔɪ bi:ɪŋ ‿ət sku:l/ (fast speech)
/dɪd ‿hi ‿ɪnˈdʒɔɪ bi:ɪŋ ‿ət sku:l/ (careful speech)

PH H TS
|| did heˈenjoy being at ˀschool ||

No, because it was hard for him to spell words correctly or to understand texts.
/nəʊ bɪˈkɒz ‿ɪt wəz ha:d fər ‿ɪm tə spel ðə wɜ:dz kəˈrektli ɔ: tə ˌʌndəˈstænd teks/ (fast sp.)
/nəʊ bɪˈkɒz ‿ɪt wəz ha:d fə hɪm tə spel ðə wɜ:dz kəˈrektli ɔ: tə ˌʌndəˈstænd teksts/ (car. sp.)

TS PH H TS T PH H TS
|| ˄No | because it was hard for him to spell words ˀcorrectly | or to understand ˎtexts ||

In English, he had a lot of problems.
/ɪn ‿ˈɪŋgliʃ i həd ‿ə lɒt ə ˈprɒbləmz/ (fast speech)
/ɪn ‿ˈɪŋgliʃ hi həd ‿ə lɒt‿əv ˈprɒbləmz/ (careful speech)

PH TS T PH H TS T
|| in ˀEnglish | he had a lot of ˎproblems ||

So, when Robbie was 12, his parents decided he should leave school and be taught differently at home.

/səʊ wen ˈrɒbɪ wəz twelv ˍɪz ˈpeərənts dɪˈsaɪdɪd ˍi ʃəd ˈli:v sku:lˍənb bɪ tɔ:t ˈdɪfrəntlɪ ˍə həʊm / (fast speech)
/səʊ wen ˈrɒbɪ wəz twelv hɪz ˈpeərənts dɪˈsaɪdɪd hi ʃəd ˈli:v sku:lˍənd bɪ tɔ:t ˈdɪfrəntlɪ ˍət həʊm / (careful speech)

PH H TS PH H TS PH H
|| so when Robbie was ↗12 | his parents decided he should leave ↗school | and be taught
TS
differently at ↘home ||

There, he learnt about business and working on computers, and spent more time happily studying art, exercising and practising on his violin.
/ðeə hi lɜ:nt ˍəˈbaʊt ˈbɪznəs ˍən ˈwɜ:kɪŋ ˍɒŋ kɱˈpju:təz ˍən spent mɔ: taɪm ˈhæpɪlɪ ˈstadɪŋ ˍa:t ˈeksəsaɪzɪŋ əm ˈpræktɪsɪŋ ˍɒn ˍɪz ˌvaɪəˈlɪn / (fast speech)
/ðeə hi lɜ:nt ˍəˈbaʊt ˈbɪznəs ˍənd ˈwɜ:kɪŋ ˍɒn kəmˈpju:təz ˍənd spent mɔ: taɪm ˈhæpɪlɪ ˈstadɪŋ ˍa:t ˍeksəsaɪzɪŋ ənd ˈpræktɪsɪŋ ˍɒn ˍhɪz ˌvaɪəˈlɪn / (careful speech)

TS PH H TS T PH H
|| ↗there | he learnt about business and working on ↗computers | and spent more time happily
TS H TS
studying ↗art |exercising and practising on his ↘violin ||

Robbie´s grandmother started teaching him to cook, too, which he really liked doing.
/ˈrɒbɪz ˈgrænmʌðə ˈsta:tɪd ˈti:tʃɪŋ ˍɪm tə ˈkʊk tu: witʃ i ˈrɪəlɪ laɪk ˈdʊɪŋ / (fast speech)
/ˈrɒbɪz ˈgrænmʌðə ˈsta:tɪd ˈti:tʃɪŋ him tə ˈkʊk tu: witʃ hi ˈrɪəlɪ laɪkd ˈdʊɪŋ / (careful speech)

H TS PH H TS
|| Robbie´s grandmother started teaching him to cook ↗ too | which he really liked ↘doing ||

One day, she told him her secret way of making jam.
/wan deɪ ʃi təʊld ˍɪm ˍə ˈsi:krət weɪ ˍə ˈmeɪkɪŋ dʒæm/ (fast speech)
/wan deɪ ʃi təʊld ˍhim hə ˈsi:krət weɪ ˍəv ˈmeɪkɪŋ dʒæm/ (careful speech)

PH TS PH H TS
|| one ↗day | she told him her secret way of making ↘jam |

Robbie made too much for the family to eat so he took it to other people in his street.
/ˈrɒbɪ meɪd tu: mʌtʃ fə ðə ˈfæmlɪ tə ˍi:t səʊ hi tʊk ˍɪt tə ˈʌðə ˈpi:plˌ ˍɪn ˍɪz stri:t/ (fast sp.)
/ˈrɒbɪ ˈmeɪd tu: mʌtʃ fə ðə ˈfæmlɪ tə ˍi:t səʊ hi tʊk ˍɪt tə ˈʌðə ˈpi:pᵊl ˍɪn ˍhiz stri:t/ (car. sp.)

H TS PH
|| Robbie made too much for the family to ↗eat || so he took it to other people in his ↘street ||

He made more and more jam and it tasted so good that his parents´ friends started buying from him.
/hi meɪd mɔ: ən mɔ: dʒæm ˍən ˍɪt ˈteɪstɪd səʊ gʊd dət ˍɪz ˈpeərənts frendz ˈsta:tɪbˈbaɪŋ frəm ɪm / (fast speech)
/hi meɪd mɔ: ənd mɔ: dʒæm ˍənd ˍɪt ˈteɪstɪd ˈsəʊ gʊd ðət hiz ˈpeərənts frendz ˈsta:tɪd ˈbaɪŋ frəm hɪm / (careful speech)

PH H TS PH TS T PH H
|| he made more and more ↗jam || and it tasted ^so ↗good || that his parents´ friends started
TS T
↘buying from him ||

His jam is now sold at a weekly market.
/hɪz dʒæm ‿ɪz naʊ səʊld ‿ət ‿ə ˈwi:kli ˈma:kɪt / (fast and careful speech)

PH H TS T
|| his jam is now sold at a weekly ↘market ||

And how much jam did Robbie sell last week?
/ən haʊ mʌtʃ dʒæm dɪd ˈrɒbɪ sel la:st wi:k / (fast speech)
/ənd haʊ mʌtʃ dʒæm dɪd rɒbɪ sel la:st wi:k / (careful speech)

PH H TS
|| and how much jam did Robbie sell last ↘week ||
52 kilos!!
/ˈfiftɪ tu: ˈki:ləʊz / (fast and careful speech)

H TS T
|| 52 ^ kilos ||

Appendix 5: Students Records in IPA

1. Speaker no 1 2nd attempt

/ðer a:r fɔ:ur ↗ˈtʃɪndrə bʊt mʌm end ↘ded a:r ju: nɒt ↘hɪər wɒtsˈkʰʌlər ɪz ðə bɪg ↘ˈrobot ɪts ↘waɪt ðə tʃɪldrəs hev got tʰu: ˈorɪndʒ ↘tʃeərs ði:r a:r tju: bʌts ən tʊ ↘ˈtʰeɪbl̩ tæt gɜ:rl wɪð werɪ lɒŋ heər ɪs ↘sju: hes ˈpi:tər got θri: aɪs ↘noʊ hi: ɪznt ə ↘ˈmɒnstə/

2. Speaker no 2 2nd attempt

/zɪər a:r fɔ: ↗ˈtʃɪldrən bʊt mʌm end ded a:r not ↘hɪə wɒt ˈkələr ɪz d bɪg ↗ˈrobot ɪts ↘waɪt d ˈtʃɪldrən hev ju: got ˈorɪndʒ ↘tʃərs ðɪər ənd tʰu: bets ɒn d ↘ˈteɪbl̩ d gɜ:ə wɪt ˈwerɪ long her ɪz ↘su: hʌs pi:tər got fri: ↗i:s noʊ hi: ɪznt ə ↘mɒnstə/

3. Speaker no 3 2nd attempt

/ðeɪ a:r fɔ:r ↗ˈtʃɪldrən bət mʌm end ded a:r nɒt ↘hi:r wɒt ˈkʌlər ɪz d bɪg ↗ˈrəʊbət ɪts ↘waɪt d ˈtʃɪldrən hæv gɒt tu: ˈɒrɪndʒ ↘tʃeəs deɪ a:r tu: bæts ɒn d ↘ˈteɪbl̩ dæt gɜ:rl wɪf verɪ loŋg heər ɪs ↘sju: hæs pi:tə gɒt θri: ↗ais ^ noʊ hi: ɪznt ə ^ ˈmɒnstər/

4. Speaker no 4 2nd attempt

/ dɜ: a:r fɔ:r ↗ˈtʃɪldən bʌt mʌm end ded a:r nɒt ↘hɜ:r wɒt ˈkʌlər ɪz d bɪg ↗ˈrɜ:ʊbət ɪts ↘waɪt d ˈtʃɪldən hev got tu: ˈɒrɪntʃ ↘tʃɜ:rs dɜ:r a:r tu: bets on d ↘ˈteɪbl̩ dət gɜ:rl wɪð ˈwerɪ lɒŋ hɜ:r ɪs ↘sju: hes ˈpi:tər got θri: ↘aɪs ↘noʊ hi: ɪznt ə ↘ˈmɒnstər/

5. Speaker no 5 1st attempt

/ðeər aːr fɔːr ˎˊtʃɪldrən bʌt mʌm end ded aːr nɒt ˋhɪər wɒt ˈkʌlər ɪz d bɪg ˎˊrobət ɪts ˋwaɪt d ˈtʃɪldrən hev got tuː ˈɒrɪndʒ ˋtʃeərs ðiːr aːr tʰuː bæts ɒn d ˋˈtʰeɪbl̩ dæt gɜːrl wiːt verɪ lɒŋ heər iθ ˋsjuː hez ˈpiːtər got friː ˎˊaɪs ˋnoʊ hiː ɪznt ə ˋ ˈmɒnstər/

6. Speaker no 6 2nd attempt

/bɪls ˈmedʒɪk ˋtreɪn mʌm end ded aːr ɪn d ˈlɪvɪŋ ˋrʊm wɒt aːr deɪ ʌˈdʊ̯ ɪŋ deər ˈwɒtʃɪŋk ˋˈteleviʒn̩ deɪv got tiː end ˋˈkɒfɪ det gɜːrl ɪn d ˈbʌfrʊm ɪz bɪlz ˎˊ ˈsɪstər end ʃiːs ˋˈsɪnkɪŋ ənd weərz ˎˊbɪl hiːz hɪər ɪn hɪz ˈbedrʊm ˈweɪtɪŋ fər ə ˈmedʒɪk ˋtreɪn ɪz hiː ˈtaɪrəd ʌ ˈtʊnaɪt noʊ hiː ɪz ˋnot hiːs ˈrʌnɪŋ ˈwerɪ ˈkwɪkli naʊ tʊ miːt hɪs ˎˊfrend end ðeɪr ˈgoɪŋ baɪ treɪn tʊ pleɪ ɪn d ˋsnaʊ ɪn d ˈmɔːrnɪŋ hiː ‿ɪz bek et ˋhoʊm bʌt pliːs doʊnt tel hɪz ˎˊpʌrənts ðeɪ doʊnt noʊ ˈəbaʊt d ˋˈmedʒɪk ˋtreɪn/

7. Speaker no 7 2nd attempt

/ bɪls ˈmedʒɪk ˋtreɪn mʌm ‿ənd ded ‿aːr ɪn d ˈlɪvɪŋ ˋrʊm wɒt ‿aːr deɪ ʌˈdʊ̯ ɪŋ deər ˈwɒtʃɪŋk ˋˈteleviʒn̩ deɪv got tiː end ˋˈkɒfɪ det gɜːrl ɪn d ˈbaːθrʊm ɪz bɪls ˎˊ ˈsɪstər end ʃiːs ˋ ˈsɪŋgɪŋ ənd weərz ˎˊbɪl hiːz hɪər ɪn hɪz ˈbedrʊm weɪtɪŋk for ‿ə ˈmedʒɪk ˋtreɪn ɪz hiː ˈtaɪrəd ˎˊˈtʊnaɪt ˋnoʊ hiː ɪz ˋnɒt hiːs ˈrʌnɪŋ ˈwerɪ ˈkwɪkli naʊ tʊ miːt hɪz ˎˊfrends en deɪr ˈgoʊɪŋ baɪ treɪn tʊ pleɪ ɪn d ˋsnoʊ ɪn d ˈmɔːrniŋ hiː ‿ɪz bæk ‿et ˋhoʊm bʌt pliːs doʊnt tel hɪz ˎˊpʌrənts ðeɪ doʊnt noʊ ˈəbaʊt d ˋˈmedʒɪk ˋtreɪn/

8. Speaker no 8 2nd attempt

/ bɪls ˈmedʒɪk ˋtreɪn mʌm ‿end ded ‿aːr ɪn ˈlɪvɪŋ ˋrʊm wot aːr deɪ ʌˈdʊ̯ ɪŋ deər ˈwɒʃɪn̩ ˋˈteleviʒn̩ deɪv got tiː ‿en ˋˈkɒfɪ dət gɜːrl ɪn d ˈbaːfrʊm ɪz bɪls ˋ ˈsɪstə end ʃiːs ˋ ˈsɪŋkɪŋ ənd weərz ˎˊ bɪl hiːz hɜːr ənd hɪz ˈbedrʊm weɪtɪŋk for ə ˈmedʒɪk ˋtreɪn ɪz hiː ˈtaɪrəd ˎˊˈtʊnaɪnt ˋnoʊ hi ‿ɪz ˋnɒt hiːs ˈrʌnɪŋ ˈwerɪ ˈkwɪkli naʊ tʊ miːt hɪz ˎˊfrends end deɪr ˈgoʊɪŋ baɪ treɪn tʊ pleɪ ɪs d ˋsnoʊ ɪn d ˈmɔːrniŋ hiː ‿ɪz bæk et ˋhoʊm bʌt pliːs doʊnt tel hɪz ˋˈperənts deɪ doʊnt naʊ ˈəboʊt d ˋˈmedʒɪk ˋtreɪn/

9. Speaker no 9 2nd attempt

/ bɪls ˈmedʒɪk ˋtreɪn mʌm end dæd aːr ɪnə ˈlɪvɪŋ ˋrʊm wɒt aːr deɪ ʌˈdʊo ‿ɪŋ deɪr ˈwɒtʃɪŋk ˋˈteleviʒn̩ deɪv got tiː en ˋˈkɒfɪ dət gɜːrl ɪn d ˈbaːfrʊm ɪz bɪls ˎˊ ˈsɪstər end ʃiː ɪs ˋ ˈsɪŋgɪŋ ənd weərz ˎˊ bɪl hiːz hər ɪn hɪz ˈbedrʊm ˈweɪtɪŋk for ‿ə ˈmedʒɪk ˋtreɪn ɪz hiː ˈtaɪrəd ˎˊˈtʊnaɪt ʌnoʊ hiː ɪz ʌnɒt hiː ‿ɪs ˈrʌnɪŋk ˈverɪ ˈkwɪkli naʊ tʊ miːt hɪs ˎˊfrends end deɪr ˈgoɪn̩ baɪ treɪn tʊ pleɪ ɪn d ˋsnoʊ ɪn d ˈmɔːrniŋ hiː ɪz bek et ˋhəʊm bʌt ˋpliːs doʊnt tel hɪz ʌˈpeərənts deɪ doʊnt nəʊ ˈəbaʊt d ˋˈmedʒɪk ˋtreɪn/

10. Speaker no 10 2nd attempt

/ bɪls ˈmedʒɪk ˋtreɪn mʌm end ded aːr ɪn d ˈlɪvɪŋk ˋrʊm wɒt aːr deɪ ˎˊdʊ̯ ɪŋk deɪr ˈwɒtʃɪŋk ˋˈteleviʒn̩ deɪv got tiː end ˋˈkɒfɪ det gɜːrl ɪnə ˈbaːθrʊm ɪz bɪls ˋ ˈsɪstər end ʃiː ɪs ˋ ˈsɪn̩ɪŋ ən weərz ˎˊbɪl hiːz hiːr ɪn hɪz ˋˈbedrʊm weɪtɪŋk for ‿ə ˈmedʒɪk ˋtreɪn ɪz hiː ˈtʰaɪəd ˎˊˈtn̩aɪt ˋnoʊ hiː ɪz ˋnɒt hiːs ˈrʌnɪn̩ ˈwerɪ ˈkwɪkli naʊ tʊ miːt hɪz ˋfrends en deɪr ˈgoʊɪŋ baɪ treɪn tʰʊ pleɪ ɪn d ˋsnoʊ ɪn d ˈmɔːrniˌ hiː ɪz bek et ˋhoʊm bʌt ˋpliːs doʊnt tel hɪz ˋˈpeərənts ðeɪ doʊnt noʊ ˈəbaʊt d ˋˈmedʒɪk ˋtreɪn/

11. Speaker no 11 2nd attempt

/ˈrɒbɪz fɜ:rst ↘ˈbəznɪs ˈrɒbɪ ˈendʒɔɪd a:rt məst ət ↗sku:l ən hi: laɪk mæs ən ˈmju:zɪk ↘tu: dɪd hi: ˈendʒɔɪ ˈbi:ɪŋ ət ↗sku:l ∨nəʊ bɪˈkɒz ɪt wɒz ha:rd fə hɪm tə spel wɜ:rds ˈkərektli or ˈʌndərstend ↘teks ↗ ɪn ɹŋglɪʃ hi: həd ə ɹɒt ə͡f ↘ˈprɒbləms soʊ wen ˈrɒbɪ wɒz ↗twelf hɪz ˈpeərənts dɪsaɪd hi: ʃʊd li:f sku:l ənd bi: tɔ:tʃ ˈdɪfrntlɪ ə͡t ↘həʊm deə hi: li:rnd ˈəbaʊt ↗ ˈbəznɪs ənd wɜ:rkɪŋ ɒn ↘ˈkəmpju:təɾs ənd spent mɔ:r taɪm ˈhæpɪlɪ ˈstʊdɪɪŋ ↘a:rt ↗ˈeksrsaɪsɪŋk ənd ˈpræktɪsɪŋ ɒn hɪz ↘ˈvaɪlɪn ˈrɒbɪz ˈgrenmʌdər sta:rt ˈti:tʃɪŋ hɪm tə ↘kʊk tu: wɪtʃ hi: ˈrɪəlɪ laɪk ↘ˈdʊ ɹŋg wʌn ↗deɪ ʃi: told hɪm hər ˈsi:krɪt weɪ əf ˈmeɪkiŋ ↘dʒem ˈrɒbɪ meɪd tu: mʌtʃ fər d ˈfæmɪlɪ tʊ ↗i:t soʊ hi: tʊk ɹt ʌdər ˈpi:pḷ ɪn hɪs ↘stri:t hi: meɪd mɔ:r ən mɔ:r ↗dʒem ən ɹt teɪt səʊ ↗gʊd det hɪs ˈpeərənts frend sta:rt ˈbaɪŋ frəm ↘hɪm hɪs dʒem ɪs naʊ sold ət ˈwi:klɪ ↘ˈma:rkət ən ↘naʊ mʌtʃ dʒem dɪd ˈrɒbɪ sel la:st ↗wi:k fɪftɪ tu: ↘kɪlos/

12. Speaker no 12 2nd attempt

/ˈrɒbɪz fɜ:rst ↘ˈbɪznɪs ˈrɒbɪ ɪnˈdʒɔɪd a:rt məʊst ət ↗sku:l ænd hi: laɪk mæs ənd ˈmju:zɪk ↘tʰu: dɪd hi: ɪnˈdʒɔɪn bi:ɪŋ et ↗sku:l ↘noʊ bɪˈkəz ɪt wəz ha:rd fər hɪm tə spel wɜ:rds kəˈrektli ɔ:r ʌndərˈstænd ↘teksts ɪn ɹŋglɪʃ hi: hæd ə͡ ɹɒt ə͡f ↘ˈprɒbləms soʊ wen ˈrɒbɪ wɒz ↗twelf hɪz ˈpʰeərənts dɪsaɪdɪd hi: ʃəd li:f ↗sku:l ənd bi: tɔ:t ˈdɪfəntlɪ ət ↘həʊm deə hi: lɜ:rnd ˈəbaʊt ↗ ˈbɪznɪs ənd wɜ:rkɪn ɒn ↘kɒmˈpju:dərs ənd spent mɔ:r tʰaɪm ˈhæpɪlɪ ˈstʌdɪɪŋk ↘a:rt ↗ˈeksərsaɪsɪŋk ənd ˈpræktɪsɪŋk ɒn hɪz ↘ˈwaɪlɪn ˈrɒbɪz ˈgrændmʌdər ˈsta:rtɪd tʰi:tʃɪŋ hɪm tʰə ↘kʰʊk ↘tʰu: wɪtʃ hi: ˈrɪəli laɪkd ↘ˈdʊ ɹŋg wʌn ↗deɪ ʃi: toʊld hɪm hər ˈsi:krɪt weɪ of ˈmeɪkiŋ ↘dʒæm ˈrɒbɪ meɪd tʰu: mʌtʃ fər d ˈfæmɪlɪ tʰʊ ↘i:t soʊ hi: tʰʊk ɹt tə ʌdər ˈpi:pḷ ɪn hɪs ↘stri:t hi: meɪd mɔ:r ən mɔ:r ↘dʒæm ænd ˈtʰeɪstɪd səʊ ↗gʊd dæt hɪs ˈpʰeərənts frends sta:rtəd ˈbaɪŋ frəm ↘hɪm hɪs dʒem ɪs naʊ soʊld ət͡ ə͡ wi:kli ↗ˈma:rkɪt ənd haʊ mʌtʃ dʒem dɪd ˈrɒbɪ sel la:st ↗wi:k fɪftɪ tu: ↘kɪloʊs/

13. Speaker no 13 1st attempt

/ˈrɒbɪz fɜ:rst ↘ˈbɪznɪs ˈrɒbɪ ˈendʒɔɪd a:rt moʊst ət ↗sku:l end hi: laɪkd mæθs ən ˈmju:zɪk ↘tu: dɪd hi: ˈendʒɔɪ bi:ɪŋ et ↗sku:l ↘noʊ ˈbɪkɒz ɪt woz ha:rd for hɪm tʊ spel wɜ:rds koˈrektli or tʊ ʌnˈdʰərstend tekst ↘ɪn ɹŋglɪʃ hi: hed ə͡ lɒt ə͡f ʌˈprɒbləms ↗ soʊ wen ˈrobɪ woz ↗twelf hɪz ˈpeərənts dɪsaɪdɪd hi: ʃʊd li:f ↗sku:l ənd bi: θɔ:t ˈdɪfrəntlɪ ə͡t ↘hoʊm ↗ðeər hi: lɜ:rnd əˈbaʊt ↗ ˈbɪznɪs ənd wɜ:rkɪŋ on ↘ˈkompju:təɾs ənd spent mɔ:r taɪm ˈhepɪlɪ ˈstju:dɪɪŋ ↘a:rt ↗ˈeksəsaɪsɪŋ end ˈprektɪsɪŋk on hɪs ↘ˈwaɪlɪn ˈrɒbɪz ˈgrenma:dər sta:rt ˈti:tʃɪŋk hɪm tʊ ↘kʊk ↘tu: wɪtʃ hi: ˈrɪəli laɪkd ↘ˈdʊ ɹŋg wʌn ↗deɪ ʃi: told hɪm hər ˈsi:krɪt weɪ of ˈmeɪkiŋ ↘dʒem ˈrɒbɪ meɪd tu: mʌtʃ for d ˈfemɪli ↘tʊ ɹ:t soʊ hi: tʊk ɪt tʊ ʌdə ˈpi:pḷ ɪn hɪs ↘stri:t hi: meɪd mɔ:r ən mɔ:r ↘dʒem end͡ ɪt ˈteɪst soʊ ↘gʊd ðet hɪs ˈpeərənts frends sta:rtɪd ˈbaɪŋ from ↘hɪm hɪs dʒem ɪs naʊ so͡ld et ˈwi:kli ↘ˈma:rket end haʊ mʌtʃ dʒem dɪd ˈrobɪ sel la:st ↗wi:k fɪftɪ tu: ↘kɪləʊs/

14. Speaker no 14 2nd attempt

/ˈrobɪz fɜ:rst ↘ˈbɪznɪs ˈrobɪ ˈɪndʒɔɪd a:rt moʊs et ↗sku:l end hi: laɪks ma:θ ənd ˈmju:zɪk ↘tu: dɪd hi: ˈendʒɔɪd bi:ɪŋ et ↗sku:l ↘noʊ ˈbɪkɒz ɪt wɒz ha:rd for hɪm tʊ spel wɜ:rds ˈkorektli ɔ:r tʊ ˈʌndərstend tekst ↘ɪn ɹŋglɪʃ hi: hed ə lɒt of ↘ˈprɒbləms ↗ soʊ wen ˈrobɪ wɒz ↗twelf hɪs ˈpʌrənts dɪsaɪdɪd hi: ʃʊld li:f ↗sku:l end bi: tɔ:tʃ ˈdɪfərəntlɪ et ↘hoʊm ↗deər hi: lɜ:rnt ˈəbaʊt ↗ ˈbɪznɪs ənd wɜ:rkɪŋ on ↘ˈkompju:təɾs ənd spent mɔ:r taɪm ˈhepɪlɪ

ˈstjʊdɪŋ aːrt ˌˈeksəsaɪtɪŋk end ˈprektɪsɪŋk on hɪs ˌˈwaɪəlɪn ˈrɒbɪz ˈgrendmʌdər ˈstaːrtɪd ˈtiːtʃɪŋk hɪm tʊ kʊk ˌtuː wɪtʃ hiː ˈrɪəli laɪkd ˌˈdʊ ɹŋg wʌn ˌdeɪ ʃiː told hɪm hər ˈsiːkrɪt weɪ of ˈmeɪkiŋ ˌdʒem ˈrobɪs meɪkd tuː mʌtʃ for d ˈfemɪlɪ ˌtʊ iːt soʊ hiː kʊk ɪt tuː odər ˈpiːpl̩ ɪn dɪs ˌstriːt hiː meɪd mɔːr ənd mɔːr ˌdʒem end ɪs ˈstaːstːɪd soʊ gʊd dæt hɪm ˈperənts ˌfrends ə staːrtɪd ˈbʊɪŋk frəm ˌhɪm hɪs dʒem ɪs naʊ sold et ə ˈwiːklɪ ˌˈmaːrket end haʊ mʌtʃ dʒem dɪd ˈrobɪ sel laːst ˌwiːk fɪftɪ tuː ˌkɪlos/

15. Speaker no 15 1st attempt

/ˈrobɪz fɜːrst ˌˈbɪznɪs ˈrobɪ ˈendʒɔɪd aːrt moʊst ət ˌskuːl end hiː laɪkd mæθ ən ˈmjuːzɪk ˌtuː dɪd hiː ˈendʒɔɪ baɪŋ et ˌskuːl ˌnoʊ bɪˈkɒz ɪt wɔːz haːd frəm hɪm tʊ spel wɜːrds koˈrektli ɔːr tʊ ˈʌndərstend tekts ˌɪn ɹŋglɪʃ hiː hed ə lɒt of ˌˈprobləms ˆsoʊ wen ˈrobɪ wɔːz ˌtwelf hɪz ˈpeərənts dɪˈsaːɪdɪd hiː ʃʊd liːf skuːl end biː tɔːt ˈdɪfrəntlɪ et ˌhoʊm deər hiː ˌlɜːrnt əˈbaʊt ˌˈbʌznəs end wɜːrkɪŋ tʊ ˌˈkompjuːtərs end spent mɔːr tʰaɪm ˈhæpɪlɪ ˈstʌdɪɪŋ ˌaːrt ˌˈeksəsaɪsɪŋk end ˈpræktɪsɪŋk on hɪs ˌˈwaɪəlɪn ˈrobɪz ˈgrenmaːdər ˈstaːrtɪk ˈ tiːtʃɪŋk hɪm tʊ kʊk tuː wɪtʃ hiː ˈrəli laɪkɪd ˌˈdʊ ɹŋk wʌn ˌdeɪ ʃiː told hɪm hər ˈsiːkrɪt weɪ of ˈmeɪkiŋ ˌdʒem ˈrobɪ meɪd tuː mʌtʃ for d ˈfemɪlɪ tʊ ˌiːt soʊ hiː tʊk ɪt ʌdər ˈpiːpl̩ ɪn hɪs ˌstriːt hiː meɪd mɔːr ənd mɔːr ˌdʒem end ɪt ˈtʰeɪstɪd soʊ ˌgʊd det hɪs ˌˈpeərənts frends staːrtɪd ˈbaɪŋk from ˌhɪm hɪs dʒem ɪs naʊ sold et ə ˈwiːklɪ ˌˈmaːrkɪt ənd haʊ mʌtʃ dʒem dɪd ˈrobɪ sel laːst ˆwiːk fɪftɪ tuː ˌkeləs/

16. Speaker no 16 2nd attempt

/ˈrobɪz fɜːst ˌˈbɪznɪs ˈrobɪ ɪnˈdʒɔɪd aː t moʊst et ˌskuːl end hiː laɪkd mæθ ən ˈmjuːzɪk ˌtuː dɪd hiː ɪnˈdʒɔɪ biːɪŋ et ˌskuːl ˌnoʊ bɪˈkɒz ɪt wɒz haːd fər hɪm tʊ spel wɜːrds ˌkoˈrektli ɔːr tʊ ˈʌndərstend ˌteks ˌɪn ɹŋglɪʃ hiː həd ə lɒt of ˌˈprɒbləms soʊ wen ˈrobɪ wɒz ˌtwelf hɪz ˈperənts dɪˈsaːɪdɪd hiː ʃʊd liːf skuːl end biː tɔːt ˈdɪfrəntlɪ et ˌhoʊm ˌdeər hiː lɜːnt əˈbaʊt ˌ ˌˈbɪznəs end wɜːrkɪŋ ɒn ˌˈkompjuːtəs end spent mɔː taɪm ˈhæpɪlɪ ˈstʌdɪɪŋ ˌaːrt ˌˈeksəsaɪsɪŋk end ˈprektɪsɪŋk on hɪs ˌˈwaɪəlɪn ˈrobɪz ˈgrenmʌdər ˈstaːtɪd ˈ tiːtʃɪŋk hɪm tʊ ˌkʊk ˌtuː wɪtʃ hiː ˈrɪəlɪ laɪk ˌˈdʊ ɹŋk wʌn ˌdeɪ ʃiː toʊld hɪm hər ˈsiːkrɪt weɪ of ˈmeɪkin ˌdʒem ˈrobɪ meɪd tuː mʌtʃ for d ˈfemɪlɪ tʊ ˌiːt soʊ hiː tʊk ɪt iːtʃ ʌdər ˈpiːpl̩ ɪn hɪs ˌstriːt hiː meɪd mɔː ənd mɔː ˌdʒem end ɪt ˈteɪstɪd soʊ ˌgʊd dət hɪs ˈperənts frends staːrtɪd ˈbaɪŋk from ˌhɪm hɪs dʒem ɪs naʊ sold et ə ˈwiːklɪ ˌˈmaːrkɪt ənd haʊ mʌtʃ dʒem dɪd ˈrobɪ sel laːst ˌwiːk fɪftɪ tuː ˌkɪloʊs/

17. Speaker no 17 2nd attempt

/ˈrɒbɪz fɜːst ˌˈbɪznɪs ˈrɒbɪ ɪnˈdʒɔɪd aːrt məʊst ət ˌskuːl end hiː laɪk mæθ ən ˈmjuːzɪk ˌtuː dɪd hi ɪnˈdʒɔɪ biːɪŋ ət ˌskuːl ˆnoʊ bɪˈkɒz ɪt wəz haːrd fər hɪm tə spel wɜːrds kəˈrektli ən ɔːr tʊ ʌndərˈstænd ˌtekst ˌɪn ɹŋglɪʃ hiː həd ə lɒt əv ˌ ˈprɒbləms soʊ wen ˈrobɪ wɒz ˌtwelf hɪz ˈpeərənts dɪˈsaːɪdɪd hiː ʃəd liːf skuːl ən biː tɔːt ˈdɪfrəntlɪ ət ˌhoʊm ˌðeər hiː lɜːrn əˈbaʊt ˌ ˈbɪznɪs ən wɜːrkɪn ɒn ˌkəmˈpjuːtərs ənd spent mɔːr taɪm ˈhæpɪlɪ ˈstʌdɪɪŋk ˌaːrt ˌˈeksəsaɪsɪŋk ənd ˈpræktɪsɪŋ ɒn hɪz ˌˈvaɪəlɪn ˈrɒbɪz ˈgrenmʌðə ˈstaːrtɪd ˈ tiːtʃɪŋ hɪm tə ˌkʊk ˌtuː wɪtʃ hiː ˈrɪəlɪ laɪkd ˌˈdʊ ɹŋ wʌn ˌdeɪ ʃiː toʊld hɪm hər ˈsiːkrɪt weɪ of ˈmeɪkiŋ ˌdʒæm ˈrɒbɪ meɪd tuː mʌtʃ fər ə ˈfæmɪlɪ tʊ ˌiːt soʊ hiː tʊk ɪt tʊ ʌdər ˈpiːpl̩ ɪn hɪs ˌstriːt hiː meɪd mɔː ən mɔː ˌdʒæm en ɪt ˈteɪstɪd səʊ ˌgʊd dət hɪs ˈpeərənts frends staːrtɪd ˈbaɪŋ frəm ˌhɪm hɪs dʒæm ɪs naʊ səʊld et ˈwiːklɪ ˌˈmaːrkɪt ən haʊ mʌtʃ dʒæm dɪd ˈrɒbɪ sel laːst ˌwiːk fɪftɪ faɪf ˌkɪloʊs/

18. Speaker no 18 2nd attempt

/ˈrobɪz fɜ:rst ˧ˈbɪznɪs ˈrobɪ ɪnˈdʒɔɪd a:rt moʊst et ˦schu:l en hi: laɪkd mæts ən ˈmju:zɪk ˧tu: dɪd hi: ɪnˈdʒɔɪ bi:ɪng ət ˦sku:l ˧noʊ ˈbɪkoz ɪt vɒz ha:rd for hɪm tə spel vɜ:rds kəˈrektli ɔ:r tʊ ˈʌndərstend ˧tekts ˧ɪn ɹŋglɪʃ hi: hed lɒt of ˧ˈprɒbləms soʊ wen ˈrobɪ vɒz ˦tvelf hɪs ˈperənts dɪˈsa:ɪdɪd hi: ʃʊd li:f sku:l ənd bi: tɔ:t ˈdɪfrəntlɪ et ˧hoʊm ˦deər hi: lɜ:rnt əˈboʊt ˦ ˈbɪznɪs ən vɜ:rkɪŋk on ˧ˈkompju:tərs end spent mɔ:r taɪm ˈhepɪlɪ ˈstʊdɪɪŋk ˦a:rt ˦ˈeksərsaɪsɪŋk ənd ˈprektɪsɪŋk on hɪz ˧ˈvaɪəlɪn ˈrobɪz ˈgrendmʌdə ˈsta:rtəd ˈ ti:tʃɪŋk hɪm tə ˧kʊk ˧tu: vɪtʃ hi: ˈrɪli laɪk ˧ˈdʊ ɹŋk wʌn ˦deɪ ʃi: told hɪm hər ˈsi:krɪt veɪ of ˈmeɪkɪŋk ˧dʒem ˈrobɪ meɪd tu: mʌtʃ for d ˈfemɪlɪ tʊ ˦i:t soʊ hi: tʊk ɪt tʊ ʌdər ˈpi:pl̩ ɪn hɪs ˧stri:t hi: meɪd mɔ: ən mɔ: ˦dʒem en ɪt ˈteɪstɪd soʊ ˦gʊd det hɪs ˈperənts frends sta:rtɪd ˈbaɪŋk from ˧hɪm hɪs dʒem ɪs naʊ sold et ə ˈvi:klɪ ˧ˈma:rket ən haʊ mʌtʃ dʒem dɪd ˈrobɪ sel la:st ˦wi:k fɪftɪ tu: ˧kɪlos/

19. Speaker no 19 1st attempt

/ˈrobɪz fɜ:st ˧ˈbɪznɪs ˈrobɪ ɪnˈdʒɔɪd a:t moʊst et ˦schu:l en hi: laɪkd mʌs ən ˈmju:zɪk ˧tu: dɪd hi: ɪnˈdʒɔɪ bi:ɪng ət ˦sku:l ˧noʊ bɪˈkɒz ɪt vɒz ha:rd for hɪm tʊ spel wɜ:rds kəˈrektli zɪk ˧tu: or tʊ ˈʌndərstend ˧tekts ˧ɪn ɪŋglɪʃ hi: hed ə lɒt of ˧ˈprɒbləms ˧soʊ wen ˈrɒbɪ vɒz ˧tvelf hɪs ˈpeərənts ˈdɪsa:ɪdɪd hi: ʃʊd li:f sku:l ənd bi: tɔ:t ˈdɪfrəntlɪ et ˧hoʊm ˦ðeər hi: lɜ:rnt əˈbaʊt ˦ ˈbɪznɪs ənd workɪŋ ɒn ˧ˈkompju:tərs ənd spent mɔ:r taɪm ˈhæpɪlɪ ˈstʌdɪɪŋk ˦a:t ˦ˈekzərsaɪsɪŋ ənd ˈprektɪsɪŋ ɒn hɪs ˧ˈvaɪəlɪn ˈrobɪz ˈgrenmʌdə ˈsta:rtəd ˈ ti:tʃɪŋ hɪm tʊ kʊk ˦tu: wɪtʃ hi: ˈri:lɪ laɪkd ˧ˈdʊ ɹŋg wʌn ˧deɪ ʃi: told hɪm hər ˈsi:krɪt weɪ of ˈmeɪkɪŋ ˧dʒəm ˈrɒbɪ meɪd tu: mʌtʃ for d ˈfemɪlɪ tʊ ˦i:t soʊ hi: tʊk ɪt tʊ ʌdə ˈpi:pl̩ ɪn hɪs ˧stri:t hi: meɪd mɔ:r ən mɔ:r ˦dʒem en ɪt ˈteɪstɪd soʊ ˦gʊd det hɪs ˈpeərənts frends ˈsta:rtɪd ˈbaɪŋk frəm ˧hɪm hɪs dʒem ɪz naʊ sold et ə ˈvi:klɪ ˧ˈma:rkət ən haʊ mʌtʃ dʒem dɪd ˈrɒbɪ sel la:st ˦wi:k fɪftɪ tu: ˧kaɪlos/

20. Speaker no 20 2nd attempt

/ˈrobɪz fɜ:st ˧ˈbəznɪs ˈrobɪ ənˈdʒɔɪd a:rt moʊst et schu:l end laɪk mæθ əm ˈmju:zɪk ˧tu: dɪd hi: ˈəndʒɔɪŋ bi:ɪŋg et ˦sku:l ˧noʊ bɪˈkɒz ɪt vɒz ha:d fər hɪm tə spel wɜ:rds kəˈrektli ɔ:r tʊ ˈʌndərstənd ˧teks ˦ɪn ɹŋglɪʃ hi: hed ə lɒt of ˧ˈprɒbləms soʊ wen ˈrobɪ wɒz ˦tvelf hɪs ˈpərənts dɪˈsa:ɪdɪd hi: ʃʊd li:f ə sku:l ənd bi: tɔ:t ˈdɪfrəntlɪ et ˧hoʊm ˦deər hi: lɜ:rnt əˈboʊt ˦ ˈbəznɪs ənd wɜ:rkɪŋk on ˧ˈkompju:tərs ənd spent mɔ:r tʰaɪm ˈhæpɪlɪ ˈstʌdɪŋk ˦a:t ˦ˈeksəsaɪsɪŋk ənd ˈprektɪsɪŋk on hɪz ˧ˈvaɪəlɪn ˈrobɪz ˈgrendmʌdə ˈsta:rtɪd ˈ ti:tʃɪŋ hɪm tʊ ˧kʊk ˧tu: wɪtʃ hi: ˈrɪəlɪ laɪk ˧ˈdʊ ɹŋk wʌn ˧deɪ ʃi: told hɪm hər ˈsi:krɪt weɪ of ˈmeɪkɪŋk ˧dʒem ˈrobɪ meɪd tu: mʌtʃ fɔ: ˈfemɪlɪ tʊ ˦i:t soʊ hi: tʊk ɪt tʊ ʌdə ˈpi:pl̩ ɪn hɪs ˧stri:t hi: meɪd mɔ: ən mɔ: ˦dʒem en ɪt ˈteɪstɪd soʊ ˦gʊd det hɪs ˈperənts frends sta:rtɪd ˈbaɪŋk frəm ˧hɪm hɪs dʒem ɪs naʊ sold et ə ˈwi:klɪ ˧ˈma:rkɪt ən haʊ mʌtʃ dɪd ˈrobɪ sel la:st ˦wi:k fɪftɪ tu: ˧kɪloʊs/

Appendix 6: Individual Record Sheets

All record sheets and overall results of individual grades are available in the attached CD.

Table 6: Example of the Record Sheet: Observed features performed by individual respondents A0 level

Class	**3rd grade**
Number - Respondent	**1**
features	**Respondent´s realisation**
/ɪə/	/ h**ɪə**r/
/eə/	/ ðer / tʃ**eə**s / h**eə**r / ði:r /
/əʊ/	/ ˈrobot / noʊ /
/æ/	/ ded / bʌts /
/ɒ/	/ n**ɒ**t / w**ɒ**ts / ˈorɪndʒ / l**ɒ**ŋ / ˈm**ɒ**nstə / got /
/ə/	/ ˈmɒnst**ə** / **ə** /
/ɜ:/	/ g**ɜ:**rl /
/ɔ:/	/ fɔ:ur /
/θ/	/ **θ**ri: /
/ð/	/ **ð**er / **ð**i:r / wɪ**ð** / tæt /
/r/	/ ˈ**r**obot / ˈo**r**ɪndʒ / we**r**ɪ / θ**r**i: /
/r/ postvocalic	/ fɔ:ur / a:r / hɪər / tʃeərs / heər / ˈpi:tər / ˈmɒnstə /
/w/	/ **w**aɪt / **w**ɪð /
/v/	/ werɪ /
/ŋ/	/ lɒ**ŋ** /
aspirated /p/	/ ˈpi:tər /
aspirated /t/	/ tju: / ˈ**t**^{h}eɪbl /
aspirated /k/	/ **k**^{h}ʌlər /
assimilation - voicing	/ tʃeərs / bʌt**s** / aɪs /
Assimilation of manner progress.	/ ən tʊ /
regressive assimilation t → p	/ bʊt mʌm /
regressive assimilation d → b	-
regressive assimilation n → m	-
regressive assimilation t → k	/ tæt gɜ:rl / wɒtsˈk^{h}ʌlər /
regressive assimilation d → g	-
regressive assimilation n → ŋ	-
weak forms	/ a:r / bʊt / hev / hes / hi: /
syllabic /m̩/	-
syllabic /n̩/	/ ˈtʃɪndrə / tʃɪldrəs /
syllabic / l̩/	/ t^{h}eɪb**l̩** /
linking C+V	/ mʌm end / ded a:r / bʌts ən / ɪznt ə /
linking /r/	/ ˈk^{h}ʌlər ɪz / ðer a:r / heər ɪs /

linking /w/	/ tʰu: ˈorɪndʒ /
linking /j/	/ θri: aɪs / hi: ɪznt /
elision	/ mʌm end ded / hev / heər / hɪər /
intonation – stress function	/ ↖noʊ /
intonation: declarative sent.	**| ↖hɪər | ↖waɪt | ↖tʃeərs | ↘ˈtʰeɪbl̩ | ↖sju: |**
intonation – yes/no questions	| aɪs |
intonation: wh-questions	**| ↘ˈrobot |**
intonation: disapproval	| ↖noʊ |

Table 7: Example of the Record Sheet: Observed features performed by individual respondents A0+ level

Class	**5th grade**
Number - Respondent	**6**
features	**Respondent´s realisation**
/ɪə/	/ h**ɪə**r /
/eə/	/ d**eə**r / w**eə**rz / ˈpʌr**ə**nts /
/əʊ/	/ noʊ / snaʊ / hoʊm / doʊnt / noʊ /
/æ/	/ ˈmedʒɪk / det / bek / ded /
/ɒ/	/ w**ɒ**t / ˈw**ɒ**tʃɪŋk / got / not /
/ə/	/ ˈsɪst**ə**r / ˈ**ə**baʊt / **ə** /
/ɜ:/	/ g**ɜ:**rl /
/ɔ:/	/ ˈm**ɔ:**rnɪŋ /
/θ/	/ ˈbʌfrʊm /
/ð/	/ deɪ / deɪ / det / deɪv /
/r/	/ t**r**eɪn / **r**ʊm / f**r**end / ˈ**r**ʌnɪŋ /
/r/ postvocalic	/ a:r / gɜ:rl / ˈsɪstər / weərz / hɪər / ˈmɔ:rnɪŋ /
/w/	/ **w**ɒt / ˈ**w**ɒtʃɪŋk / ˈ**w**eɪtɪŋ /
/v/	/ ˈwerɪ /
/ŋ/	/ ˈlɪvɪŋ / ˈdʊ ɪŋ / ˈwɒtʃɪŋk / ˈsɪnkɪŋ /
aspirated /p/	/ ˈpʌrənts /
aspirated /t/	/ ti: / ˈteleviʒn / ˈtaɪrəd /
aspirated /k/	/ ˈkɒfɪ /
assimilation - voicing	/ bɪls / frend / ˈpʌrənt**s** /
Assimilation of manner progress.	/ ɪn d … /
regressive assimilation t → p	/ bʌt pli:s /
regressive assimilation d → b	-
regressive assimilation n → m	-
regressive assimilation t → k	/ bʌt pli:s /
regressive assimilation d → g	-
regressive assimilation n → ŋ	/ ti: end ˈkɒfɪ /
weak forms	/ a:r / end / end / ənd / fər / tʊ / et / bʌt / hi: /
syllabic /m̩/	-

syllabic /n̩/	/ ˈtʊnaɪt / ˈteleviʒn̩ /
syllabic / l̩/	-
linking C+V	/ mʌm end / ded a:r / wɒt a:r / ti: end / ˈbʌfrʊm ɪz / bek et /
linking /r/	/ a:r ɪn / hɪər ɪn /
linking /w/	/ noʊ ˈəbaʊt /
linking /j/	/ ʃi:s / hi: ɪz / h**i: ɪ͡z** /
elision	/ mʌm end ded / ti: end ˈkɒfɪ / ənd weərz / end ʃi:s /
intonation – stress function	| noʊ | doʊnt tel | *level tone*
intonation: declarative sent.	| ↘**rʊm** | ↘ˈ**televiʒn̩** | ↘ˈ**kɒfɪ** | ↘ˈ**sɪnkɪŋg** | ↘**treɪn** | ↘**snaʊ** | ↘**hoʊm** |
intonation – yes/no questions	| ∧ ˈtʊnaɪt |
intonation: wh-questions	| ∧ˈ**dʊ ɪŋg** | ↗bɪl |
intonation: disapproval	| noʊ hi: ɪz ↘not |

Table 8: Example of the Record Sheet: Observed features performed by individual respondents A1 level

Class	**7th grade**
Number - Respondent	**11**
features	**Respondent´s realisation**
/ɪə/	/ ˈrɪəlɪ /
/eə/	/ ˈp**eə**rənts / d**eə** /
/əʊ/	/ məst / soʊ / h**əʊ**m / told / sold / nəʊ /
/æ/	/ mæs / ˈʌndərstend / ˈhæpɪlɪ / ˈpræktɪsɪŋ / dʒem / ˈfæmɪlɪ /
/ɒ/	/ ˈprɒbləms / ˈrɒbɪ / **ɒ**n / bɪˈkɒz / lɒt /
/ə/	/ ˈəbaʊt / - /
/ɜ:/	/ fɜ**:**rst / wɜ**:**rds / li:rnd / wɜ**:**rkɪŋ /
/ɔ:/	/ mɔ**:**r / mɔ**:**r / tɔ**:**tʃ /
/θ/	/ mæs /
/ð/	/ deə / ʌdər / det / ˈgrenmʌdər /
/r/	/ ˈp**r**æktɪsɪŋ / ˈpeə**r**ənts / ˈp**r**ɒbləms / ˈ**r**ɪəlɪ / st**r**i:t /
/r/ postvocalic	/ a:rt / ha:rd / or / sta:rt / ˈma:rkət / ˈʌndərstend /
/w/	/ **w**ɒz / t**w**elf / **w**ɪtʃ / **w**eɪ / ˈ**w**i:klɪ /
/v/	/ ˈ**v**aɪlɪn /
/ŋ/	/ ˈbi:ɪŋg / ɪ**ŋ**glɪʃ / ˈstʊdɪɪ**ŋ** / ˈpræktɪsɪ**ŋ** / ˈti:tʃɪŋg /
aspirated /p/	/ ˈpi:pl̩ / ˈpeərənts /
aspirated /t/	/ taɪm / ˈti:tʃɪŋg / tʊk / teɪt /
aspirated /k/	/ ˈkəmpju:tərs / kʊk /
assimilation - voicing	/ ˈpeərənt**s** / ˈkəmpju:tərs / teɪt / li:rn**d** / ˈendʒɔɪ**d** /
Assimilation of manner progress.	/ gʊd **d**et /
regressive assimilation t → p	/ fɜ:rst ˈbəznɪs /

regressive assimilation d → b	/ ənd bi: / sta:rt ˈbaɪŋ /
regressive assimilation n → m	/ ənd ˈpræktɪsɪŋ /
regressive assimilation t → k	-
regressive assimilation d → g	-
regressive assimilation n → ŋ	-
weak forms	/ ət / ən / ənd / ənd / hi: / wɒz / fər / tʊ / həd / əf / ʃʊd / det / frəm / ʃi:
syllabic /m̩/	/ ˈkəmpju:tərs /
syllabic /n̩/	-
syllabic / l̩/	/ ˈpi:pl̩ / ˈfæmɪlɪ /
linking C+V	/ ˈendʒɔɪd a:rt / ˈbi:ɪŋ ət / **ɪn ɹɪŋglɪʃ** / həd **ə lɒt əf** / li:rnd ˈəbaʊt / wɜ:rkɪŋ ɒn / **tʊk ɹt** / weɪ əf / ˈpi:pl̩ ɪn hɪs / **ən ɹt** / dʒem ɪs / sold ət - /
linking /r/	/ mɔ:r ən /
linking /w/	/ - ˈʌndərstend / tʊ ˈi:t /
linking /j/	/ ˈrɒbɪ ˈendʒɔɪd / hi: ˈendʒɔɪ / ˈ**dɪfrntlɪ ət** /
elision	/ **teks / ən / ən / ən / əf / laɪk** /
intonation – stress function	| səʊ ˈgʊd | fɪftɪ tu: ˈkɪlos |
intonation: declarative sent.	| ˈtu: | **ˈteks** | **ˈprɒbləms** | **ət ˈhəʊm** | **ˈvaɪlɪn** | **ˈdʊ ɪŋg** | **ˈdʒem** | **ˈstri:t** | **ˈhɪm** | **ˈma:rkət** |
intonation – yes/no questions	| **ˈsku:l** |
intonation: wh-questions	| ˈwi:k |
intonation: disapproval	| ˅nəʊ |

Table 9: Example of the Record Sheet: Observed features performed by individual respondents A2+ level

Class	**9th grade**
Number - Respondent	**16**
features	**Respondent´s realisation**
/ɪə/	/ ˈ**rɪə**lɪ /
/eə/	/ˈperənts / d**eə**r /
/əʊ/	/ moʊst / soʊ / hoʊm / toʊld / sold / noʊ /
/æ/	/ m**æ**θ / ˈʌndərstend / ˈ**æ**pɪlɪ / ˈprektɪsɪŋk / dʒem / ˈfemɪlɪ /
/ɒ/	/ ˈpr**ɒ**bləms / ˈrobɪ / on / bɪˈk**ɒ**z / l**ɒ**t /
/ə/	/ **ə**ˈbaʊt / **ə** /
/ɜ:/	/ f**ɜ:**st / w**ɜ:**rds / l**ɜ:**nt / w**ɜ:**rkɪŋ /
/ɔ:/	/ m**ɔ:** / m**ɔ:** / t**ɔ:**t /
/θ/	/ mæ**θ** /
/ð/	/ deər / ʌdər / dət / ˈgrenmʌdər /
/r/	/ ˈp**r**ektɪsɪŋk / ˈpe**r**ənts / ˈp**r**ɒbləms / ˈ**r**ɪəlɪ / st**r**i:t /

/r/ postvocalic	/ **a: t** / **ha:d** / ɔ:r / ˈʌndərstend / ˈma:rkɪt / ˈʌndərstend /
/w/	/ **w**ɒz / t**w**elf / **w**ɪtʃ / **w**eɪ / ˈ**w**i:klɪ /
/v/	/ ˈwaɪəlɪn /
/ŋ/	/ biːɪŋg / **ɪŋ**glɪʃ / ˈstʌdɪɪŋg / ˈprektɪsɪŋ̍k / ˈ tiːtʃɪŋ̍k /
aspirated /p/	/ ˈpiːpl̩ / ˈperənts /
aspirated /t/	/ taɪm / ˈ tiːtʃɪŋ̍k / tʊk / ˈteɪstɪd /
aspirated /k/	/ ˈkompjuːtəs / kʊk /
assimilation - voicing	/ ɪnˈdʒɔɪ**d** / ˈperənt**s** / ˈkompjuːtəs / ˈteɪstɪ**d** / wɜːrds /
Assimilation of manner progress.	/ gʊd **d**ət /
regressive assimilation t → p	/ fɜːst ˈbɪznɪs /
regressive assimilation d → b	/ end biː / staːrtɪd ˈbaɪŋ̍k /
regressive assimilation n → m	/ end ˈprektɪsɪŋ̍k /
regressive assimilation t → k	-
regressive assimilation n → ŋ	-
weak forms	/ et / end / **ən** / **ənd** / hiː / hiː / **fər** / tʊ / **həd** / of / ʃʊd / **dət** / from / ʃiː /
syllabic /m̩/	/ ˈkompjuːtəs /
syllabic /n̩/	-
syllabic / l̩/	/ ˈpiːp**l̩** / ˈfemɪlɪ /
linking C+V	/ ɪnˈdʒɔɪd aː t / biːɪŋ et / **ɪn ‿ɪŋglɪʃ** / həd ə lɒt of / lɜːnt əˈbaʊt / wɜːrkɪŋ ɒn / weɪ of / tʊk ɪt / ˈpiːpl̩ ɪn / end ɪt / dʒem ɪs / sold **et ə** /
linking /r/	/ mɔː ənd /
linking /w/	/ tʊ ˈʌndərstend / tʊ iːt /
linking /j/	/ ˈrobɪ ɪnˈdʒɔɪd / hiː ɪnˈdʒɔɪ / ˈdɪfrəntlɪ et /
elision	/ **teks** / end / **ən** / ənd / ə lɒt of / laɪkd /
intonation – stress function	| soʊ gʊd | fɪftɪ tuː kɪloʊs |
intonation: declarative sent.	| **↘tuː** | **↘teks** | ↘ ˈ**prɒbləms** | **et ↘hoʊm** | ↘ˈ**waɪəlɪn** | ↘ˈ**dʊ ‿ɪŋk** | **↘dʒem** | **↘striːt** | **↘hɪm** | ↘ˈ**maːrkɪt** |
intonation – yes/no questions	| dɪd hiː ɪnˈdʒɔɪ biːɪŋ et **↗skuːl** |
intonation: wh-questions	| laːst ↗wiːk |
intonation: disapproval	| ↘noʊ |

Appendix 7: Summary

Table 10: Observed features - final summary

Grade	3rd	5th	7th	9th
/ɪə/	60%	40%	80%	40%
/eə/	35%	73%	90%	70%
/əʊ/	10%	8%	10%	3%
/æ/	10%	15%	43%	40%
/ɒ/	67%	65%	68%	72%
/ə/	100%	100%	80%	100%
/ɜ:/	100%	100%	95%	95%
/ɔ:/	80%	100%	100%	100%
/θ/	60%	40%	60%	60%
/ð/	40%	0%	5%	15%
/r/	100%	100%	100%	80%
/r/ postvocalic	6%	0%	0%	13%
/w/	100%	100%	100%	60%
/v/	40%	20%	20%	80%
/ŋ/	20%	8%	28%	36%
aspirated /p/	0%	0%	10%	10%
aspirated /t/	40%	7%	30%	5%
aspirated /k/	20%	0%	10%	20%
assimilation - voicing	0%	33%	52%	60%
Assimilation of manner progress.	0%	30%	80%	100%
regressive assimilation all kinds - sum.	0%	0%	0%	0%
weak forms	4%	13%	34%	37%
syllabic /m̩/, /n̩/, / l̩/ - summarized	33%	60%	33%	33%
linking C+V	20%	23%	20%	19%
linking /r/	0%	0%	0%	0%
linking /w/	0%	0%	10%	0%
linking /j/	0%	33%	13%	0%
elision	0%	15%	37%	53%
intonation – stress function	40%	30%	0%	0%
intonation: declarative sent.	100%	100%	88%	100%
intonation – yes/no questions	80%	80%	100%	100%
intonation: wh-questions	20%	40%	20%	0%
intonation: disapproval	60%	40%	40%	20%

Table 11: Comparison of realizations of individual sounds and connected speech

Grade:	3rd	5th	7th	9th
Formation of vowels and cons.	49%	43%	52%	49%
Aspects of connected speech	23%	33%	35%	35%

Table 12: Summarization of assimilation and syllabic /m̩/, /n̩/, / l̩/

Syllabic /m̩/, /n̩/, / l̩/	**Summarization**			
	№	**Total**	**∑**	**%**
3rd grade	3	15	5	33%
5th grade	2	10	6	60%
7th grade	3	15	5	33%
9th grade	3	15	5	33%

Regressive assimilation (all kinds) - summarization				
	№	**Total**	**∑**	**%**
3rd grade	3	15	0	0%
5th grade	3	15	0	0%
7th grade	4	20	0	0%

№ = number of selected examples of the feature in one speech

Total - total number of all possible realizations of selected examples of the level

∑ = total number of successfully realized features in the level

% = successful realization of the feature in the level expressed in percentage

Appendix 8: Questionnaires

Table 13: Questionnaire Evaluation 3rd and 5th grades

1) Number	1	2	3	4	5	6	7	8	9	10
2) Sex	boy	boy	girl	girl	girl	boy	boy	boy	girl	girl
3) Grade	3	3	3	3	3	5	5	5	5	5
4) Did you learn English in the kindergarten or in the 1st / 2nd grade?	no	yes	yes	yes	yes	no	no	yes	no	yes
5) What is your attitude to English?										
A. I like English and I enjoy it	●	●	●	●	●	●		●	●	●
B. I don´t mind English							●			
C. I don´t mind English but it is too difficult										
D. I am not particularly keen on English, it is just another subject I have to learn										
6) Do you have any extra English tutoring?	no	no	no	no	no	no	no	no	no	no
7) Do you have contacts with native speakers?										
A. I attend an English course			●							
B. Yes, my relatives are native speakers										
C. No	●	●		●	●	●	●	●	●	●
D. Other:										
8. Do you use English in you free time?										
A. I watch films in original (with subtitles)		●			●		●		●	
B. I listen to music in English	●	●	●		●	●	●	●		●
C. I read books in English		●		●	●					●
D. I watch videos on YouTube		●	●		●	●	●			
E. I play PC games in English		●				●	●			
F. I have a penfriend or I chat with Internet friends		●				●	●			●
G. Other:										
9. What is particularly difficult in English for you?										
A. Grammar									●	
B. New words										
C. Reading aloud										
D. Pronunciation										
E. Conversation								●		
F. Listening						●	●			●
G. I don´t have any problems		●	●	●	●					
G. Other	articles									
10. Have you ever been to English speaking country for a longer time?	no	no	no	no	no	no	no	no	no	no
11. Do you know the term "phonetic transcription" and what is it used for?	no	no	no	no	no	no	no	no	no	no

Table 14: Questionnaire Evaluation 7th and 9th grades

1) Number	11	12	13	14	15	16	17	18	19	20
2) Sex	boy	boy	boy	girl	girl	girl	girl	girl	boy	boy
3) Grade	7	7	7	7	7	9	9	9	9	9
4) Did you learn English in the kindergarten or in the 1st / 2nd grade?	no	yes	no	yes	no	yes	no	no	no	yes
5) What is your attitude to English?										
A. I like English and I enjoy it	●	●	●		●	●	●	●	●	●
B. I don´t mind English				●						
C. I don´t mind English but it is too difficult										
D. I am not particularly keen on English, it is just another subject I have to learn										
6) Do you have any extra English tutoring?	no	no	no	no	no	yes	no	no	no	yes
7) Do you have contacts with native speakers?										
A. I attend an English course			●			●				
B. Yes, my relatives are native speakers										
C. No	●	●		●	●		●	●	●	●
D. Other:										
8. Do you use English in you free time?										
A. I watch films in original (with subtitles)	●	●	●		●	●	●	●	●	
B. I listen to music in English	●	●	●	●	●	●	●	●	●	●
C. I read books in English						●		●		
D. I watch videos on YouTube	●	●	●	●		●	●	●	●	●
E. I play PC games in English	●	●	●	●				●	●	●
F. I have a penfriend or I chat with Internet friends		●			●	●		●		●
G. Other:										
9. What is particularly difficult in English for you?										
A. Grammar		●	●							●
B. New words		●		●	●					
C. Reading aloud							●			
D. Pronunciation								●		
E. Conversation									●	
F. Listening	●			●	●			●		
G. I don´t have any problems						●				
G. Other										
10. Have you ever been to English speaking country for a longer time?	no	no	no	no	no	no	no	no	no	no
11. Do you know the term "phonetic transcription" and what is it used for?	yes	no	no	no	no	no	no	no	yes	yes

3. Czech Version of the Questionnaire

Osobní dotazník

Jméno: **Číslo:**

1) **Pohlaví:** chlapec / dívka

2) **Třída:** 3. ročník 5. ročník 7. ročník 9. ročník

3) **Učil /a jsi se anglicky i v e školce nebo v 1. a 2. třídě?** Ano / Ne

4) **Jaký je tvůj vztah k angličtině?**

- Angličtinu mám rád/a a baví mě
- Angličtina mi nevadí
- Angličtina mi nevadí, ale je moc těžká
- Angličtinu nijak zvlášť nemusím, je to jen další předmět, který se musím učit
- Angličtinu nemám rád

5) **Chodíš na doučování z anglického jazyka?** Ano / Ne

6) **Máš kontakt s rodilým mluvčím?** Zaškrtni všechny platné možnosti

- Ano, chodím na kroužek
- Ano, mám příbuzné rodilé mluvčí
- Ne
- Jiné: _____

7) **Využíváš angličtinu ve svém volném čase**? Zaškrtni všechny platné možnosti

- Koukám se na filmy v originále (s titulky)
- Poslouchám hudbu v angličtině
- Čtu knihy v angličtině
- Koukám se na videa na Internetu
- Hraji PC hry v angličtině
- Dopisuji si / chatuji s kamarády
- Jiné: _____

8) **Co je pro tebe v angličtině obzvláště obtížné?** Zaškrtni všechny platné možnosti

- Gramatika
- Nová slovíčka
- Čtení nahlas
- Výslovnost
- Konverzace
- Poslech
- Žádné problémy nemám
- Jiné: _____

9) **Byl/a jsi někdy delší dobu v anglicky mluvící zemi?** Pokud ano, jak dlouho a kde?

- Ano: _____
- Ne

10) **Říká ti něco pojem „fonetická transkripce“ a víš, k čemu se používá?**

- Ano: _____
- Ne

SUMMARY

Bakalářská práce se zabývá foneticko-fonologickou analýzou mluveného projevu studentů anglického jazyka na různých úrovních. Vychází ze srovnání foneticko-fonologických systémů obou jazyků, které pomohlo určit problémové jevy jak z oblasti tvoření jednotlivých hlásek, tak z oblasti jevů spojité řeči. Praktická část srovnává a analyzuje data pořízená čtením textů, které byly upraveny pro jednotlivé úrovně. Závěry této práce lze shrnout do tvrzení, že vývoj správné realizace jednotlivých anglických hlásek je minimální, protože studenti tvoří některé hlásky správně od samého počátku, zatímco u jiných přetrvává jejich chybná realizace z nejnižších úrovní. Navíc je celkový projev silně ovlivněn foneticko-fonologickými aspekty jejich mateřského jazyka a výsledkem je přetrvávající neurčitý akcent. V závěru práce jsou navrženy kompenzační metody pro zlepšení výslovnosti českých žáků na českých základních školách.