

The aim of this BA thesis was to compare linking and prosodic phrasing parameters in the recordings of students of English and American studies. We examined the speech of B2 Czech speakers of English with strongly accented pronunciation to see whether the completion of English Phonetics and Phonology course had an impact on students' performance of these aspects of fluency. We analyzed two sets of recordings by 8 speakers, one was recorded when participants were in their first year of studies, another a couple of years later. We analyzed recordings from Prague Phonetic and LINDSEI corpora, where we counted the number of linked vs glottalized words, analyzed the structuring of prosodic phrases, and measured their temporal characteristics such as the length of prosodic phrases and speech rate. The use of linking was found to be significantly higher and prevailing over glottalization in later recordings. Participants were successful in structuring logic prosodic phrases in both sets of recordings. No dynamic changes in temporal characteristics of prosodic phrasing were observed. These results show that training the pronunciation of linking leads to a long-term improvement of skills. However, the same cannot be stated about the prosodic phrasing performance within the framework of this study.