

ABSTRACT

This bachelor's thesis deals with analysing the read speeches of students in the last year of grammar school and their changes after the requirement to focus on correct articulation was raised. The primary goal is to prove the hypothesis that female students commit fewer deviations from the orthoepic norm in their second reading.

Ten female students from the same class participated in the research, for whom the Czech language was their native language, in which they had been educated, and they had undergone speech training. They had not been diagnosed with any speech or reading disorder. The research took place in the form of reading the selected text twice; before the second reading, the students were asked to concentrate on their articulation and orthoepic pronunciation. The recordings of their readings were transcribed using standard Czech transcription and analysed to detect pronunciation deviations, which were then sorted into the appropriate categories. Furthermore, the deviations were quantified, and their differential occurrence during the first and second readings was evaluated.

It was found that the female students improved in their articulation, but this improvement is not significant according to the paired t-test with a two-tailed alternative. Orthoepic deviations in the assimilation of voice and simplification of consonant groups occurred most often. The female students generally produced significantly more deviations in consonants than vowels.

In conclusion, the initial hypothesis was not confirmed. The female students' conscious articulation improved during repeated reading. However, it would be necessary to expand the examined set significantly to obtain convincing results.

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Read speech, orthoepy, articulation, pronunciation deviations