

**CHARLES UNIVERSITY IN PRAGUE**

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**BACHELOR THESIS**

**Commonly Mispronounced English Words  
by Czech Speakers**

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Declaration:

I hereby declare that this bachelor thesis, titled “Commonly Mispronounced English Words by Czech Speakers”, is the result of my own work and that I used only the cited sources.

Bonn, 27.6. 2013

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## 1. Abstract

The first chapters of this thesis describe the process of collecting mispronounced words in English, first by searching through various sources including course books, didactic manuals and teachers' books; and second by attending English lessons at various schools and listening to Czech students' production of English. The collected data were classified according to the cause of observed mispronunciations. The established categories were analysed and commented from the phonetic point of view. The practical part further contains a small-scale research carried out among university students of the English language in which their reading was recorded and evaluated in relation to the examined phenomenon.

### Key words

commonly mispronounced words, Czech native speakers, stress placement, silent letters

## 2. Abstrakt

První kapitoly této práce popisují sběr nesprávně vyslovovaných anglických slov, nejprve ze studentských učebnic, didaktických příruček a učitelských manuálů, následně také v rámci náslechu během nejúžnějších hodin angličtiny a observací konverzací v angličtině. Sebraná data byla roztríděna podle chyb, kterých se studenti dopustili, a takto vzniklé kategorie byly z fonetického hlediska analyzovány. Praktická část obsahuje také menší výzkum úrovně výslovnosti mezi univerzitními studenty angličtiny a analýzu nahrávek jejich čteného projevu s ohledem na danou tematiku.

### Klíčová slova

nesprávná výslovnost slov, čeští rodilí mluvčí, přízvuk, tichá písmena

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#### 4. List of abbreviations

BC .....	Beginner Children
GA .....	American English / General American
IbS .....	Influenced by spelling
IP .....	Illogical pronunciation
IPA .....	International Phonetic Alphabet
IS .....	Intermediate Students
ISP .....	Incorrect stress placement
PA .....	Pre-intermediate Adults
PN .....	Proper names
RCW .....	Resemblance to Czech words
REW .....	Resemblance to other English words
RP .....	British English / Received Pronunciation
SL .....	Silent letters
USEL .....	University Students of the English Language

## 5. Introduction

Every non-native speaker has to deal with the pronunciation of the English language. There is no one-to-one phoneme to letter correspondence and the same cluster can be pronounced differently when surrounded by different letters and therefore many learners have additional problems acquiring the correct pronunciation. Unfortunately, focusing on pronunciation is nowadays not a common teaching approach and this aspect of language is often being omitted. However, this attitude should be changed and more importance should be put on gaining the correct pronunciation in order to help learners gain more security and confidence in spoken English.

In this BA thesis I would like to expose the most common difficulties for Czech English learners in the area of pronunciation. It is not about the inability to pronounce a particular phoneme, such as /θ/ and /ð/, but about the incorrect pronunciation of words, which may be caused by many factors, such as one phoneme being mistaken for another one. In the theoretical part of my thesis, the mistakes made by Czech pupils and students of English are separated and analysed from the phonetic point of view, which should provide a manual. It could be used not only by teachers, who need to bring attention to those mistakes and help their students to avoid them, but also by the students themselves. Described is always the theory of some aspect of the English pronunciation which causes problems to the Czech native speakers. This theory is supported with examples from the literary sources and the pronunciation mistakes I have collected, as well. Suggestions are made as to why these particular aspects may cause difficulties and how to avoid them. The theory was turned into praxis when developing my own research, where the text containing some of the selected mispronounced words was given to advanced English students to read aloud. The recordings made were later analysed in relation to the examined phenomenon.

What I would like to show with this thesis is the necessity of dealing with the pronunciation of single words. A student, being warned about a common mispronunciation, realises that pronunciation is an important aspect, as well, and he or she has to pay some attention to it in order to avoid misunderstanding or even incomprehension. Students might also reveal some general rules which would help them to avoid mistakes and to improve their pronunciation.



Additionally, I evaluate the available literature sources concerning commonly mispronounced English words and general pronunciation mistakes of Czech native speakers, as well as sources of the influence of the mother tongue (or other foreign languages) on the learning process, and I describe some educational techniques of learning the correct pronunciation.

Necessary to mention is that I almost exclusively deal with the Received Pronunciation (RP). In the collected data the General American (GA) is sometimes mentioned as well, nevertheless it is included only to show that the student's pronunciation is incorrect in both. Other variations, such as the Australian or Canadian English are not taken into consideration.

## 6. Preliminary analysis

At the beginning of this chapter the literature sources aiming at mispronunciation are introduced. Subsequently, a description of the influence of the mother tongue on the learning of English and some teaching techniques oriented to a spoken language is provided, where the focus is put on pronunciation. Afterwards, the procedure of developing the above mentioned research is described more thoroughly. Starting with collecting, transcribing and categorising data, the aim was to discover which concrete English words and phenomena tend to cause problems to Czech native speakers. Finally, the individual features of the most common mistakes are described.

### 6.1 Literature review

Books which deal with English phonetics and phonology are easy to find. However, the specialized phonetic literature sources usually do not focus on pronunciation mistakes, but they describe the theory. Moreover, most of the pronunciation workbooks and booklets cover only individual sounds which can cause problems. Since they are often international, i.e. oriented not only to the speakers of one concrete language, they rarely list concrete words that are often mispronounced by non-native speakers.

One of the lists that exists can be found in the *English Vocabulary in Use* (upper-intermediate level), where the authors dedicate one chapter to the words that are commonly mispronounced, however, the language background is not specified. In the chapter the author alternates between an explanation and exercises. In this case there are words which have the same vowel spelling, but different pronunciation (*head*, *team* and *react*); expressions containing silent letters (*knob*, *doubt*); pairs of words distinguished by a stress placement (*'conduct*, *con'duct*) and others. In the exercises the above mentioned aspects are practised using the following techniques: mark the stress, choose the word which does not include the same sound as the others, or rewrite the transcribed words into the normal alphabet.

Another example is the German book by Geoff Parkes: *The Mistakes Clinic for German-speaking Learners of English*. As the title suggests, the focus is put on German native speakers; nevertheless, it was included because of the lack of sources aimed exclusively at Czech native speakers. Moreover, some of the words listed there are also part of the

collected words from the class observations (*advertisement, hotel, and others*). The author describes the general mistakes, including not only pronunciation, but also grammar and word stock, and he lists most commonly mispronounced words as a part of his summary.

Another book which is worth mentioning in connection to this topic is *English Phonology and Pronunciation Teaching* by Pamela Rogerson-Revell. It is written as a teachers' manual how to deal with teaching pronunciation and how to bring attention to a particular problem. When concerned with a problematic sound, she uses easily interchangeable words (they would fit in the category "Resemblance to other English word" [REW]) which learners may have problems with. She also introduces the phonetic and phonological theory, including the symbols of the International Phonetic Alphabet (IPA), and she explains to students why they need to pronounce a particular word in that way. She also mentions problems of native speakers of Slavonic languages with English pronunciation, which in our case mostly overlaps with the category REW, such as *vest* and *west*.

Walter Sauer has in his *Drillbook of English Phonetics* probably the most common approach to pronunciation teaching. He focuses on every phoneme separately, gives many examples including contrast words or phrases (REW) and at the end of every chapter he states drill sentences, mostly because of the word stress pattern (Incorrect stress placement [ISP]).

Many other authors have a similar technique. They deal with separated sounds or sound sequences, or with intonation and stress. Concerning commonly mispronounced words, the authors seem to almost exclusively focus on problems with silent letters and stress placement. Sometimes they give general rules which non-native English speakers should pay attention to, like Ann Baker does for 25 different nationalities, including Czech. The mistakes she reveals are described in the subchapter 6.3. about the negative transfer.

When dealing with concrete problems of non-native learners, it is convenient to mention the book by William Stannard Allen: *Living English Speech*. The whole book focuses on English stress patterns and intonation, starting at the level of a single syllable, describing the word stress, stress patterns for compounds, and even longer phrases and whole sentences. On one hand it is a manual for a teacher, suggesting various techniques how to explain and train stress patterns; on the other hand, it is a very clearly arranged summary of this topic supported with many examples and exercises. When we need to deal with the stress pattern influenced by various suffixes, good choice is Lionel Guierre. In his book *Drills in English Stress-Pattern* he, however, uses only a form of drill, which means that he does not explain

the theory, but he gives a great amount of examples that address the same problem, which a student should memorise.

What every learner can do on their own is to find out in which aspects of pronunciation they have problems. Firstly, if they are even able to hear the difference between the concrete phonemes, secondly, if they can pronounce them. They can use various diagnostic tests, some of them shows Ann Baker in her *Ship or Sheep?*, more of them can be found in specialized manuals and booklets, like *Test Your Pronunciation* by Michael Vaughan-Rees. The author shows different tests there: starting from the distinction between single phonemes, he moves to the level of word stress and even to the suprasegmental elements. He uses various skills: listening – to choose which word was pronounced; speaking – to pronounce a word with particular stress pattern; reading – to find a word which sounds the same as the given one; and writing – transcribing from normal alphabet into the IPA, or the other way round.

This lack of literature with specialisation on the source of mispronunciation of Czech native speakers providing a list of common mistakes and the concrete mispronounced words is also one of the reasons why the categories influencing the mispronunciation (see 6.6) were established and every single one of them aimed at.

## 6.2 Teaching a spoken language

Regarding to common course books of English, pronunciation tends to be seen as a part of the language which is not so important to learn in addition. However, it is a crucial aspect of the language which accompanies the grammar, since using an incorrect pronunciation can lead to misunderstandings.

“Speech, we have seen, is a skill. Its learning requires a very great deal of practical experience of hearing and of speaking. The child learning his mother tongue hears a fairly wide range of speakers. [...] But the child at school, learning a second language, hears only a single 'model', his teacher” (Stevens 108). Therefore, especially the teacher needs to be a good model for his students. It is also necessary to point out the words which are difficult to pronounce or which are distinct from their mother tongue, even though they do not seem to be – the so called false friends.

Baker suggests that when familiarising with the language level of new students, it is advisable for the teacher to start with so called diagnostic tests. Those tests are based mostly on listening, where each student is asked to identify concrete sounds, intonation or accent; or they can be asked to read some words aloud, which are later analysed by the teacher. She also advises that each student should have a list of words he or she mispronounces (Baker ix-x).

The first thing every teacher should decide when teaching pronunciation is, if he or she is going to introduce the IPA. In spite of the fact that it is not so different from the normal Latin alphabet, students might see it as unnecessary and useless, and therefore refuse to learn it, which could be counter-productive. On the other hand, trying to avoid using it, would lead to a situation where the teacher needs to transcribe some word, such as *with*, for which the necessary symbol is missing in the normal alphabet, in this case “ð”. An ideal solution seems to be developing some kind of mixture between the Latin alphabet and the IPA, where only the absent symbols are introduced, such as /θ/, /ð/, /æ/, /ŋ/ and others.

Stevens mentions that an essential part of teaching a spoken language are aural aids, as a tape recorder, radio, television, and sound films. Those aids have, according to him, one common feature – it is an apparatus for reproducing sound which was previously recorded. That overcomes a big problem that a speech has – it is transitory. Our memories are imperfect and therefore we cannot concentrate on the details. The other problem is that it is extremely difficult to repeat an utterance in the very same form as it was said in the original situation. These problems are meaningless when using aural aids. After the sound was recorded, it can be repeated over and over again and the form of the utterance stays unchangeable (Stevens 105-106).

What was shown as an interesting experiment is to record the students talking, play the recording to the class and let them search for their own mistakes. As many authors point out, it appeared that pupils paid much more attention to their own performances or to the voices they recognise, than to anonymous speakers they needed to listen to.

Films offer not only a possibility to encounter a spoken language, but they also transfer a language into a real context. This seems to be the most similar approach to the unintentional language acquisition, because this is exactly the way how children acquire a language – listening to random situations in a real-life. The only problem of integration films into school

lessons is that films are usually time-consuming and moreover, it could happen that the pupils do not pay enough attention to the sound, but rather to the visual side.

Most of the authors work with various types of drills. For example Stevick mentions four (52): phonological contrast, memorization, substitution and transformation drills. Phonological contrast is a type closely related to the acquisition of accurate pronunciation. The author uses, above all, minimal pairs, showing the contrast between those two words and pointing out the correct pronunciation of each of them. Memorization is used rather for grammatical and lexical drills than for pronunciation, nevertheless, when used for teaching pronunciation, it should improve the accuracy and fluency. Finally, substitution and transformation drills, which are connected both with grammatical accuracy and with flexibility, are again used mostly for grammatical purposes, however they could be directly applied also to stress or rhyme issues.

Some of the authors mention that learners of all age groups appreciate games. Aiming at pronunciation, it can be e.g. crosswords or scrabbles played with the IPA instead of the normal alphabet; various games following the principle of domino, based on the rhyme (*dog|cat – hat|pot – dot|cup*) or on the same pronunciation of the neighbouring sounds (*path-think-coat*); and others. *Pronunciation games* by Mark Hancock can be used as a source of inspiration. His booklet introduces 36 different pronunciation games, divided into three sections – syllables and stress, sound awareness, and connected speech. Since each section includes games for various language levels from the elementary to the upper-intermediate one, the author mentions that games can really be used for every age group (Hancock 2).

Pronunciation, more than any other aspect of a foreign language, will always be influenced by very personal factors such as the learner's attitude to the target language and to the speakers of that language, by individual difference in ability and motivation to learn, etc. This may be the most important reason why, especially in pronunciation, there can never be a one-to-one relationship between what is taught and what is learnt.

(Dalton and Siedlhofer 72)

### 6.3 Transfer of the mother tongue in foreign language

Today it is generally acknowledged that language transfer is an important subject of study which plays a subtle and pervasive part in L2-learning (= *second/foreign language*). Transfer can, rather generally, be described as the ways in which knowledge of the mother tongue (and other languages) influence the learning of another language. IT presupposes some cross-linguistic similarity that the L2-learner has perceived. When the L2-learner tries to facilitate his learning task by making use of whatever prior knowledge that originates in his or her L1, provided that he or she can perceive this L1-knowledge (= *first language / mother tongue*) of some other language as a workable reference frame. If we, then, accept that transfer exists, we have to investigate how and when and why learners transfer what, and how much.

(Ringbom 205)

Corder remarks that the relation between the two relevant languages, in our case Czech and English, does play a part. Where the distance between the languages is bigger, it is likely that the learners will discover the relative inability to borrow their mother tongue, therefore they will not make so many errors. When the languages are closely related, it is much more difficult to distinguish which transfer is proper and which causes problems. As he says: "Learners are prepared to borrow but are less likely to be successful in avoiding error" (Corder 27).

Generally, we distinguish two types of transfer. Positive transfer means that the mother tongue (or any other language the learner already came into closer contact with) facilitates the learning of the foreign language, which happens largely between two languages of the same language family, like Italian and Spanish; nevertheless negative transfer causes the learner to make mistakes. This thesis will only deal with the negative transfer, which in many aspects relates to the subchapter 7.1.3.

As Odlin mentions, when talking about the transfer, we can only make certain predictions, which can relatively differ from the reality. Since each learner is different and influenced by other foreign languages, the negative transfer can be varied and appear in miscellaneous forms (syntax, lexicology, phonetics, etc). Another problem is the

impossibility of generalization. Transfer depends on the nature of the two languages and since some languages share more similarities than others, it is very difficult to set general rules (Odlin 35-43).

There is little doubt that the phonetics and phonology of the native language have an influence on the foreign language pronunciation. A big problem tends to occur with sounds which seem to be the same, but are actually acoustically different. Odlin gives as an example the phoneme /d/ in American English and Saudi Arabian Arabic, where the /d/ sound is pronounced much longer, even though it seems to be the same. Many learners have consequently difficulties to realize this difference and to pronounce the phoneme correctly (Odlin 113). As mentioned above, other problems can be caused by sounds that cannot be found in both of the languages. Students need to distinguish them first and then pronounce them correctly. On the level of segmental errors Odlin distinguishes four types of errors: phonemic, phonetic, allophonic and distributional errors (115-117). The phonemic errors can emerge when the phonemic systems of two languages differ. For example Czech does not have the phonemes /θ/, /ð/, therefore Czech native speakers tend to have problems with their pronunciation. The phonetic errors involve cases at the phonemic, but not the phonetic level (Odlin 116). The example can be the Czech trill /r/ and the English retroflex /r/. The allophonic errors happen in cases of different realisation of a phoneme in two languages. A concrete allophone that is a representative phoneme in a native language is not always an accepted representative phoneme in the target language. Odlin gives as an example the English and German allophone /t/. In American English, when /t/ appears between two vowels, it is acoustically similar to the voiced /d/. This is however not the case of the German /t/ which remains voiceless even when it occurs between two vowels. Finally, the distributional errors may involve a combination of sounds, which occur only in a certain position in a word in the mother tongue. The learners might have problems pronouncing it in another position than it occurs in the foreign language. For example the word cluster /ts/ is acoustically similar to the cluster at the end of the words *its* and *bits* (Odlin 116-117). Nevertheless, in the Czech word *cucať* /ts/ appears at the beginning and in the middle which may cause difficulties to English native speakers.

All those mistakes are well summarized by Ann Baker in her book *Introducing English Pronunciation*, where she describes the most common pronunciation mistakes made by different nationalities. For Czech (and Polish) native speakers she reveals following mistakes:



- a) /æ/ (man) – pronounced as /e/ or confused with /ʌ/ (cap)
- b) /i:/ (sheep) – confused with /ɪ/ (ship)
- c) /əʊ/ (phone) – pronounced /o/
- d) /ʊ/ (book) – confused with /u:/ (boot)
- e) /ə/ (a camera) – to pronounce it
- f) /w /– pronounced /v/
- g) /θ/, /ð/ – to pronounce them
- h) /ŋ/ – pronounced /n/, /ŋk/ or /ŋg/
- i) /z/ – pronounced /s/ in final position
- j) /b/ – pronounced /p/ in final position
- k) /d/ – pronounced /t/ in final position
- l) /g/ – pronounced /k/ in final position
- m) /v/ – pronounced /f/ in final position
- n) /dʒ/ (jam) – pronounced /tʃ/ (cherry) in final position
- o) /r/ – strongly thrilled and pronounced where normally silent

*(Introducing English Pronunciation 140)*

The mistakes a), e), f), g), h), o) are the phonemic errors caused by different phonemic systems of the Czech and English language; the errors i) – n) are caused because of the devoicing of the voiced consonants at the end of the words in Czech; and the errors b), c), d) are either influenced by spelling or the vowel simply being confused for another one.

As Baker shows, one of the common problems of Czech native speakers who learn English is the devoicing of a final consonant (140), although it, quite surprisingly, did not appear in the collected mispronounced words and was therefore not further described. The voiced consonants at the end of a word become voiceless in Czech, therefore Czech *plod* is pronounced in the same way as *plot*. Unfortunately, English does not have an analogous rule, which means that Czech native speakers tend to have problems in distinguishing words like *bad* and *bat*.

## 6.4 Collecting words

At the beginning of the research the data were collected (see appendix [1]). The words were found in different course and teacher's books and methodology manuals (McCarthy,

Parkes, Rogerson-Revell, etc.) as examples of commonly mispronounced words in English. A second source of data were the words heard and written down when visiting classes as an observer. I attended eleven different English lessons in four different institutions (see Table 8.4). These were the primary school Šeberov in Prague 4; the grammar school Gymnázium Omská, Prague 10; private English courses for adults given by Ms. Alena Amchová; and seminars of Modern English at the Faculty of Education, Charles University in Prague. The stated age is only a brief estimation for general view, it was not further investigated.

Type of institution	Grade	Estimated age	Number of students	Number of lessons
primary school	5 <sup>th</sup>	10-11	13	1
primary school	5 <sup>th</sup>	10-11	14	1
grammar school	1 <sup>st</sup>	11-12	14	1
grammar school	2 <sup>nd</sup>	12-13	13	1
grammar school	4 <sup>th</sup>	14-15	13	1
grammar school	5 <sup>th</sup>	15-16	12	1
private courses	adults	40-60	4	2
university	2 <sup>nd</sup>	19-22	12-16	2
university	3 <sup>rd</sup>	20-23	11	1

Table 8.4: Summary of attended English lessons

To avoid the mispronunciations produced by only a single student, the condition was set, that each word appearing on the list of mispronounced words had to be repeated at least twice during the visited lessons, and each time used by a different student. Therefore, the frequency of each mispronounced word in the particular category is given as well (see appendix [1]).

The only problem was with the word *purple* which was pronounced incorrectly by a primary school teacher. In view of the fact that the students were supposed to repeat the word after her, it was incorporated, estimating the teacher's level as intermediate.

According to the average language level of students in the class, the collected words were divided into four categories\*: Beginner Children (BC), Pre-intermediate Adults (PA), Intermediate Students (IS) and University Student of the English Language (USEL). Pupils

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\* See List of abbreviations

visiting the fifth grade, as well as those attending the first year of a grammar school were labelled as BC. Older students represent the IS category, except of those whose branch of study is English (USEL). Adults at the boundary of beginners and intermediate level, also known as false beginners were put into a separate category (PA).

The data collected on the basis of different books were not divided into the aforementioned categories, because many authors neither determine the language level nor the incorrect pronunciation. Those words were taken as an initial source, nevertheless without any knowledge of the mistakes made, they are too broad to be analysed more thoroughly. We can only speculate about the mispronunciation, and say it would probably fall into the same categories as the other data. For the list of them see appendix [1] e).

## 6.5 Transcription

The collected data were subsequently transcribed using the IPA, on the basis of the Cambridge Online Dictionary. The focus was put on the pronunciation of British English (RP), nevertheless American English (GA) was included as well; mostly in the cases, where the pronunciation between RP and GA differed to a great extent.

AS Collins and Mees explain, there are certain differences in the pronunciation of RP and GA (152-156). Firstly, GA is rhotic (distributional variant), where /r/ often functions as a syllabic consonant. British /kɑ:/ is in GA pronounced as /kɑ:r/. Another feature of GA is t-voicing. “Normally /t/ is realised in intervocalic position as a brief voiced tap when /t/ follows a stressed vowel [...]. This is also true if /r/ intervenes, e.g. *party*, and before syllabic /l/, /r/, e.g. *metal*” (Collin and Mees 152). The difference between American /t/ and /d/ tends to be neutralised, nevertheless, it is only an allophone of /t/, not a phoneme, therefore the difference is for our purposes not so significant. Other consonants or consonant clusters in GA tend to be different from RP as well, however those and the aforementioned differences are not taken into consideration in this BA thesis. There are differences in vowel qualities in RP and GA as well, like the distinct realisation of /əʊ/ which is more back and rounded and therefore represented by /oʊ/ (Collon and Mees 152), but those are not taken into account, either. What is reflected in this thesis is the pronunciation of qualitatively different vowels, like the common substitution of /ɑ:/ for /æ/ as in *bath*; or replacement of /ɒ/ by /ɑ:/ in *salt*. As Collon and Meers remark, those mentioned above are only some of the

most common differences between RP and GA. Most of them are not taken into consideration in this thesis, however, the vowels which change the pronunciation significantly (above all the two mentioned last) are mentioned in the tables in appendix [1] as well.

## 6.6 Categorization

In the next step the correct and the incorrect pronunciations were compared and the collected data were divided according to the type of mistakes that might have most probably caused the mispronunciation. The following groups were established\*:

- Incorrect stress placement (ISP)
- Mistakes influenced by spelling (IbS)
- Resemblance to Czech words (RCW)
- Resemblance to other English words (REW)
- Proper names (PN)
- Silent letters (SL)
- Illogical pronunciation (IP)

All the groups are described in detail and analysed in relation to Czech native speakers in chapter 7.1. Although the mispronunciation seems to be often caused by a combination of more of the above mentioned factors, the groups were established according to the features that presumably most influenced the incorrect pronunciation of a word. However in some cases (e.g. *psychology*) it is necessary and essential to mention more factors (SL and RCW) as well.

There are also examples where two different mistakes are applied on one word. These can be two distinct pronunciations with the same stress pattern in which none of them is correct, such as in the word *vehicle*: /VEHɪkl/ and /vi:hɪkl/. This mistakes are usually caused by a same factor, like pronunciation of a silent letter or misplacement of the word stress. Another case are two incorrect pronunciations of a word with a different stress pattern, like in *receipt*. One of them (/rɪsi:pt/) is therefore always caused by ISP, the other one (/rɪ'si:pt/) is usually some kind of compromise between the correct pronunciation and the incorrect one.

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\* See List of abbreviations

## 6.7 Practical application and re-examination

In the final part of this thesis the author tries to apply the findings of the preliminary analysis to practice. A short text consisting of selected mispronounced words was given to students to read aloud and was recorded. Subsequently the recordings were transcribed, the mistakes were compared to the original ones and analysed according to the investigated phenomenon (see appendix [2]).

## 7. Discussion

In the following subchapters the findings mentioned in the preliminary analysis are discussed more deeply. Firstly, the focus is put on the groups of mistakes, which were categorized after the transcription of the collected data. Each group is analysed regarding to the Czech native speakers, supported with examples and suggestions are made why and how this particular factor influences the pronunciation. Secondly, there the practical application is also shown, where recordings of a spoken language (see subchapter 7.2) are evaluated with focus on the selected words chosen from the list of pronunciation mistakes.

### 7.1 Classification of identified mistakes

As mentioned before, after the transcription of the mispronounced words, the occurring mistakes were divided into several groups, according to the factor which influences the mispronunciation most. Each group is introduced and investigated in the following pages and it is discussed why it causes problems for Czech native speakers.

What needs to be emphasised is that at the level where we are dealing with single words (not a connected speech influenced by assimilation or other suprasegmental processes) we are talking about the proper and exact pronunciation, which students should acquire or learn first. RP is taken as a model, because it is usually seen as the standard and posh accent.

#### 7.1.1 Incorrect stress placement (ISP)

English is a free-stress language, meaning that various English words have an accent placed at various syllables in the word. As Cruttenden states, the main accent falls regularly on the first syllable in words as *finish, answer, afterwards*; on the second syllable in *behind, result, together*; on the third syllable in *understand, education*; or later in *articulation, palatalization*, etc (201). To the contrary, the stress in Czech, as in a fixed-stress language, is always placed on the first syllable. Czech learners of the English language must therefore pay more attention to the correct placement of the word stress. There are some rules that help us identify which syllables in the word should be stressed, but those seem to be too difficult to be introduced at lower school levels. Halle and Keyser mention that one of the surprising discoveries of Chomsky and Halle was that in a large group of English words the stress

contour was totally predictable, which in other words means that stress can be predicted automatically (3) and thus it is teachable and apprehensible.

The factors that mark the English accent and help to make the stressed syllable more prominent than the neighbouring ones are its pitch, loudness, quality and quantity. For the Czech language it is mostly only the pitch and loudness, therefore, one of the most important processes that influences the stress pattern and causes problems to Czech native speakers is the process of vowel reduction. As Spencer mentions, in many languages such as Czech, vowels retain more or less the same quality whether they are stressed or not. However, this is not characteristic of English (Spencer 225), as Giegerich explains: “The full range of English vowel contrast occurs only in stressed syllables; in unstressed syllables most vowel contrasts are suspended. The only vowel contrast found in unstressed syllables is the one between /i/ and /ə/. Schwa has no specification [...]. In connected speech, it can occur in positions in which corresponding citation forms have full vowels, in weak forms” (285-286).

As Volín mentions:

The phoneme /ə/ is by far the most common vowel segment in English. [...] Czech learners may struggle with this fact for two reasons. One of them is that /ə/ has not a phonemic status in Czech. Many Czech speakers then think it is no real sound and ignore its existence. [...] The second problem related to /ə/ is that in regular texts it has no letter on its own. It can be represented by any of the available vowel letters or even combinations of letters. In this sense, its existence is also somehow hidden.”

(Volín 39)

He adds that a typical Czech mistake related to schwa is its replacement by another full vowel, most often /e/. When analysing the transcription or pronunciation of Czech students, apart from leaving out schwa or replacing it by a full vowel, the students need to be warned about the fact that schwa is never stressed and that the only three vowels which can appear at the final position in a word are schwa, weak i and weak u (Volín 39-40).

What could be surprising is that during the collecting of the mispronounced words in English classes, not a single word where the stress was placed incorrectly appeared in the BC category. The reason could be that beginners do not come across more complicated or polysyllabic words where the stress pattern is unusual and different from the Czech one. On the basis of the collected words we can observe the following tendency: the higher the level

of the students is, the more mistakes in the stress placement they make: in the BC category it was none, in PA 9 (29%), in IS 11 (34.4%) and in USEL (42.5%). We might also say that the ISP could be considered as a problem which needs to be dealt with, mostly, by more advanced students, because they encounter also complicated polysyllabic English words, where the stress pattern may seem to be unusual for Czech native speakers.

What is quite obvious when studying Czech English is that the majority of the mistakes made are words with the first syllable unstressed (or stressed secondarily), where the students put the stress on it, e.g. instead of /,kɒn.və'seɪ.fən/ they say /'kɒnvɜ:zeɪfən/. The only two differences within the collected data appear in the group IS in words *apparatus* and *terrace*, when the students stressed the second syllable instead of the third one in *apparatus* (/æ'perətəs/) and instead of the first one in *terrace* (/tə'reɪs/). As mentioned before, Czech words are stressed always at the beginning, so learners tend to apply this rule to English as well.

Another problem that needs to be faced by Czech native speakers is the secondary stress:

When words have more than one syllable before or after the main accent, a general rhythmical pattern is often apparent, there being a tendency to alternate more prominent and less prominent syllables. Syllables more prominent in this way will retain a full vowel; additionally syllables before the primary accent will often receive a secondary accent involving pitch change. If there is only one syllable before the primary accent, this is usually unaccented; e.g. *apply* [...]. If there are two syllables before the primary accent, the first will often receive a secondary accent, e.g. *represent* [...].

(Cruttenden 207)

### 7.1.2 Mistakes influenced by spelling (IbS)

As in the category ISP (see 7.1.1), also IbS is based on the difference between the Czech and English language. In Czech there is one-to-one correspondence between a grapheme and a phoneme, which means that we do not need to know the word in order to pronounce it properly. Every letter corresponds to one sound. However, in English it is unfortunately not so and even the native speakers sometimes may hesitate how to pronounce a more complicated and irregular word. As an example, Rogerson-Revell mentions a group of words, where different letters represent the same sound, as in *two*, *too*, *shoe*, *through* and *threw* (Rogerson-Revell 26).



Silent letters can be considered as one of the subcategories of IbS, because they are included in the spelling, but not pronounced. Nevertheless, they are one of the commonly mentioned topics which learners need to deal with, so a special category for them was established (see 7.1.6).

As we can see in Table 7.1.2, category IbS causes relatively many problems. In the collected words only IbS caused on average 28.4% of all the mistakes, but together with SL even 40.2%. Moreover, if we look closely at the connection of categories IbS and SL, we find out that the higher language level of the students is, the less problems they seem to have. This should be understandable, because the students with higher the language level know already more about the English language and consequently separate their mother tongue from English more successfully.

	<b>IbS</b>		<b>IbS + SL</b>	
<b>BC</b>	6	26%	11	47.8%
<b>PA</b>	9	29%	13	40.6%
<b>IS</b>	10	31.25%	12	37.5%
<b>USEL</b>	11	27.5%	14	35%
<b>all</b>	34	28.4%	48	40.2%

Table 7.1.2: Number of mistakes in the collected data in categories IbS and IbS+ SL

As Crystal mentions, written language had a prominent position for several centuries, spoken language, on the other hand, was ignored and not studied for a long time. This is also the reason, why spelling was fixed earlier than the pronunciation and the pronunciation could have continued changing and developing (180). Collins and Mees add that the history of the English orthography is long and complex (105). It was influenced by more languages, for example Latin, French and Greek. During the eighteenth century, spelling became more standardised and similar to spelling we know nowadays. They mention that the vast majority of English words are pronounced according to definable rules and the number of exceptions is rather small. Nevertheless, the exceptional words are amongst the most common words in English. In order to help non-native speakers with the pronunciation, they state some graphophonemic patterns – certain spelling-to-sound relationships –, to help, such as (Collins and Mees 107-115):

<c> is pronounced in two ways: One possibility is /k/: before <a>, <o>, <u> (*cat, cot, cut*); in initial consonant clusters (*clap*); and when final (*music*). Final cluster <ck> is always pronounced as /k/ (*block*). Another way of pronouncing <c> is /s/: when it precedes <e>, <i>, <y> (*cease, city, bicycle*). When <c> precedes <ia>, <ea>, <ie>, <io> in unstressed syllables, it is pronounced as /ʃ/ (*special, ocean, ancient, suspicion*). As exceptions the words *pronunciation* and *society* are stated.

Similar rules are described for most consonants and consonant clusters. Worth mentioning are those consonant clusters by which the mistakes were revealed in the preliminary analysis: <gh> (*draught*) and <th> (*therapy*). Cluster <gh> at the initial or medial position is pronounced /g/ (*ghost, spaghetti*) and at the final position, also in sequence <ght> it is pronounced /f/ (*laugh, draught*). The only difference is <gh> as an example of silent letters (*daughter*). Letter combination <th> is always pronounced either /θ/ or /ð/. The voiced dental fricative is used at the beginning in the function words (*that, the, they, etc*), in medial position in most words (*either, brother*), and in the final position in *booth, smooth, with*. Final <the> is always voiced (*breathe*). On the other, hand, the voiceless /θ/ occurs regularly in the initial position (*thick*) except for the function words; in the medial position in learned or scientific words (*anthem, mathematics*); and regularly at the end of the word (*bath*), but some of those words have plural with /ðz/ (*baths*). The only exceptions when <th> is pronounced as /t/ are some proper names (*Thomas, Thames*) (Collins and Mees 107-115).

Larger problems in the collected data was caused by mispronunciation of vowels. Authors analyse various spelling patterns of the letters <o>, <u> and additionally, they deal with the sounds /e:/, /æ/, /ʊ/, /u:/, which according to them cause most problems. However, the rules are extremely vast, including various patterns and many exceptions, so that it seems being almost pointless trying to introduce them to learners.

### 7.1.3 Resemblance to Czech words (RCW)

This category is one of the marginal ones. It can be directly applied to only four of the collected words (*pioneer, theory, psychology* and *reality*), and moreover, all the words occurred only in the categories PA and IS. We can, however, infer another influencing factor by all of them – mostly IbS, by the *psychology* it is SL. Nevertheless, since SL could be seen as the subcategory of IbS, then RCW could be seen as a subcategory of IbS, as well.

However, it was decided to include RCW as a category, because the focus in this thesis is put on Czech native speakers who are, to a certain extent, influenced by their mother tongue.

Nekula in the chapter. “Anglicismy v češtině” mentions that the native language influences English pronunciation primarily in the following anglicisms (Viereck 247-275): firstly, there are blends like *Czenglish* and *Denglish* which transform the original (in this case English) pronunciation into the native (Czech or German) one. This tendency is often accompanied by the change of spelling, like *lídr* instead of *leader* and *koktejl* instead of *cocktail*. There are also direct or secondary loanwords like *summit*. Nevertheless, the original pronunciation of the anglicisms is usually modified or changed completely to the blend in the Czech language.

Not only anglicisms, but internationalisms generally can influence the English pronunciation. Nekula gives the following examples (Viereck 259-275): they can be of Greco-Latin origin (*sponsor*), Latin-French origin (*dramatic*, *contact*, *retrospective*) or they could have come into Czech through a different language, for example through German (*parliament*, *punch*, *flirt*) or French (*park*, *croquet*). Internationalisms are also some products (*walkman*, *computer*), globalised companies (*Pilsner Urquell*, *Bauhaus*) and newly established words from the 20<sup>th</sup> century (*football*, *goal*, *club*).

Pronunciation changes can be found by all those internationalisms and anglicisms – according to the authors, those happen due to the differences in the phonological systems of languages. In English and Czech it is mostly the loss of secondary or change of primary stress, because the accent is always on the first syllable in Czech. The problem of stress placement is so common in English that established a special category in the mispronounced words was established (see 7.1.2). Assimilation of voice caused by voiced consonants at the end of a word or morpheme causes problems as well. These mistakes were described in connection to the transfer in chapter 6.3. Quite often it happens that the phonemes like /θ/, /ð/, /w/ and /æ/ are realised in a different way or are lost completely. Sounds /dʒ/, /əʊ/, /ɔ:/ and /ŋ/ which are used rarely in Czech are often omitted and replaced by the more usual ones. Also the use of schwa, mostly at the end of a word causes problems (Viereck 259-275).

#### 7.1.4 Resemblance to other English words (REW)

We can distinguish two groups in this category: in the first one the whole word is mistaken for another one, in the second group only a part (usually the second one) is confused with another word.

To the first group belong the following items from the list of collected words: *bush* /bʌʃ/, *camel*, *cartoon* /kɑ:tən/, *heroin* /herɔɪn/, *lead* (noun)/li:d/, *life*, *live*, *pan* /pen/, *soap*, *suite*, *though* /θɔ:t/, *west* and *wide*. Sometimes it is obvious which two words were confused, like *live/life*, *soap/soup*, *suite/suit*, *west/vest* or *wide/white*. In other cases it might have been the habit of reading some clusters in a certain way, what caused the mispronunciation, as we do in *cable*, *caber*, *label*, *babel*, etc, so it is applied in the same way to *camel* /'keɪməl/.

In the second group there is only one part of the mispronounced word mistaken for another one. It is mostly the case when the spelling is similar, but the isolated word is pronounced differently – this applies to *earn*, *event*, *hostile*, *surface*, *unpredictable*, *valuable* and *women*. An extraordinary case is the example *gorgeous* pronounced as /'dʒɔ:dʒəs/, which does not fit into any of those two categories. The first part of the word is obviously confused for the name *George*, nevertheless the spelling is different.

#### 7.1.5 Proper names (PN)

The mispronunciation concerning the category of proper names appeared only in the category BC – not because of the fact that more skilled students can pronounce all the proper names correctly, but they probably did not encounter any challenging ones during the observations. There were noted only three words: *Greenwich*, *Nile* and *Thames*. *Greenwich* could be included also in the category REW (see 7.1.4), concretely in the second group, because of the resemblance to the word *witch*. Similar situation is with *Nile* which could fit in IbS (see 7.1.2) and *Thames* could be added into IP (see 7.1.7).

Secondly, the rules for pronouncing proper names mentioned by investigated literature sources are mostly general, because this category is simply too broad and the words have not much in common. We can apply some rules to foreign words, e.g. of a French origin, or to compounds made out of two existing words. Neologisms tend to be most problematic,

because when the word being established the pronunciation needs to be determined as well, which we need to learn alongside with the proper noun.

Despite this all it was decided to establish a category PN. Although in the collected data there were only a few words belonging to this category, names like *Leicester Square*, *New Orleans*, *Beijing* and many others are most likely always going to be pronounced incorrectly and therefore learners should pay higher attention to these words and learn the correct pronunciation at the same time they encounter proper names.

### 7.1.6 Silent letters (SL)

“Some English words are spelt with letters which do not represent any of their sounds. *Know* has a silent <k>, *night* has silent <gh>, and *come* has a silent <e>” (Volín 37). Those letter are called silent letters.

Silent letters are of historical inheritance. In Old English, there was a one-to-one correspondence between spelling and pronunciation, which means that every letter which was written was also pronounced. This started to change in Middle English. As Fischer states (57-59), the initial consonant groups <hn>, <hl> and <hr> were simplified to <n>, <l> and <r>, at first in pronunciation, soon also in spelling. Due to the invention and expansion of the printing press, spelling became relatively stable in the 15<sup>th</sup> century, but the pronunciation continued changing. Prins adds (216) that the initial silent letter <h> is caused by Old French and Anglo-Norman influence, because in those languages <h> was mute and therefore it was probably mute also in French loanwords in Middle English. We know it because it influenced also the spelling, like instead of “host” were forms like “oste” or “ost” used.

Dobson shows some examples of how the pronunciation and spelling has changed during the development of the English language (60). Usually, the pronunciation was changed first, as a natural process, and consequently the spelling was changed in order to copy the pronunciation: as an example the loss of <b> after <m> can be given, because in the group <mb> the second consonant was assimilated to the first one by 1300, like in *lamb*, *dumb*, *comb*, *womb*, etc. Another example is the loss of <n> after <m>, such as in *damn*, *condemn* and *hymn*, which must have occurred when the words were affected by the loss of final <e>, then <n> could be perceived only if it became syllabic or was preceded by the

schwa (Dobson 60). He also mentions that it was Hunt who said in his book *Libellus Orthographicus* from 1661 that <n> is always silent in the group <mn>.

Another change that Dobson mentions is loss of <g> after <n> (63). He explains that the consonant cluster <ng> was pronounced /ŋg/ in all positions, even in the final one. A less common analogy to /ŋ/ is loss of <d> or <t> after <n>, such as in *handsome*, *blindness*, *kindness*, *handshake*, *friends*, etc. (70). The loss of <t> after <s> can also be seen in the Modern English, like in *Christmas*, *chestnut*, *listen*, *fasten*, *thistle*, *castle*, etc (Dobson 68). Dobson also mentions that initial <wr> became /r/ in words like *write* and *wrap*, due to the tongue being brought into position of /r/ too soon (75-76). Spelling shows that those changes started to appear around the middle of the 15<sup>th</sup> century and in the 16<sup>th</sup> century they became more common. The similar situation appeared with <kn> before <n> in the initial group. He mentions:

In Old English and Middle English <k> in the initial group <kn> (*knife*) had the same pronunciation as before other consonants, and is retained as /k/ by all sixteenth- and most seventeenth-century orthoepists. The process of loss was that, in order to facilitate transition to the /n/, the stop was imperfectly made, so that /k/ became a fricative /x/, which in turn passed into /h/; the resulting group /hn/ then, by assimilation became voiceless [ŋ], which was finally re-voiced under the influence of the following vowel.

(Dobson 76).

The last important change concerning the silent letters is the vocalisation and loss of <l> (Dobson 88-90). The author mentions in the early 15<sup>th</sup> century /l/ was vocalised to /ʊ/ after the Middle English <ŭ> or after a diphthong ending in /u/ and then absorbed by the preceding vowel or diphthong.

Looking at all these changes, there is no wonder that the English language includes so many silent letters, which of course often cause problems to foreign learners of English. It seems that almost all the pronunciation books deal with them and it might be one of the most common type of mispronunciation which is actually being dealt with at school.

### 7.1.7 Miscellaneous (IP)

The last category which was established contains miscellaneous errors with illogical pronunciation. Here there are words which do not show any patterns or reasons for their mispronunciation, but were overheard at least twice using the same incorrect form. The list of all the words can be seen in the Table 7.1.7 below.

also	/ɔ:lzəʊ/, /ɔ:lzɔ:/
area	/'i:riʌ/
effort	/ɪfɔ:t/
millennium	/mɪ'leɪniəm/
occasion	/əkeɪʒən/
occur	/əkjʊr/
problem	/'prɒʊbləm/
purple	/pɜ:pəl/
raw	/rəʊ/, /rɔʊ/
sew	/sju:/
variable	/vəriəbl/
youth	/jəʊθ/

Table 7.1.7: List of words with IP

Some of the words might be partially influenced by spelling or other factors, nevertheless the impact is not so significant or not the only one. An absolutely special case is the word *also* which was often mispronounced by learners of German language using the mixture of English and German pronunciation /ɔ:lzəʊ/ or /ɔ:lzɔ:/.

### 7.2 Production test

After the collection of mispronounced words and their preliminary analysis, a short text consisting of bigger amount of those words was compiled. The words were chosen across all four proficiency categories, nevertheless most of them (10 out of 21) appeared in the category USEL. This text was later given to the students of the English language and literature who were asked to read it aloud. Their productions were recorded and later analysed. The text was following:

Yesterday I heard about a **gorgeous event**: we were discussing a **problem** in a **hotel** in **Greenwich**, which was **sold** to a local **butcher**. The members of the **regional Religious Association** were dealing with the **effort** of the butcher to arrange **various leisure** activities, such as lessons of water **aerobics** on the **terrace**. He thought it would fix the **trough** in the hotel's **economy**, but the religious leadership didn't even held\* a **conversation** about his **theory**. What a **courageous behaviour!**

As mentioned before, all the involved students study English language and literature at the Faculty of Education, Charles University of Prague and they are at the beginning of their second semester. Because the recordings were made during the second week of the summer semester, most students have already encountered one lesson of English phonetics and phonology. Most of them have been studying English for 10-15 years, they come into contact with native speakers at school or online when chatting, and they usually watch English films or TV series. Those students were chosen deliberately, because as future teachers they should be aware of common pronunciation mistakes, avoid them and therefore be a good model to their students.

The recordings were made with fifteen students, nevertheless two of them had to be excluded, because they were not Czech native speakers and the influence of their mother tongue was quite obvious. This means a total amount of thirteen students, eight girls and five boys. All their pronunciation mistakes are stated in the table in appendix [2].

My hypothesis was that the students are most likely to pronounce the target words from the USEL category incorrectly. What I wanted to detect is if they have problems also with words categorized in the lower language levels (IS, PA and BC). Therefore, there is almost the half of the incorporated words originally from the USEL category, but the other categories are represented as well.

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\* Unfortunately, when making recordings with the students, the mistake was overlooked



Word	Group	Frequency
gorgeous	PA	0
event	PA	11
problem	USEL	6
hotel	USEL/PA	11
Greenwich	BC	11
sold	USEL	13
butcher	BC	10
regional	USEL	8
religious	USEL/PA	13
association	USEL	13
effort	IS	4
various	PA	0
leisure	BC	2
aerobics	USEL	13
terrace	IS	7
trough	USEL	13
economy	USEL	13
conversation	USEL	11
theory	PA	4
courageous	IS	7
behaviour	PA	3

Table 7.2: Investigated words in the research

The hypothesis was more or less confirmed. Only two of the investigated words were pronounced correctly by every single student (see Table 7.2). Those two were *gorgeous* and *various*. Both of them were taken from the category PA, which could mean that they were too easy for such skilled students.

Even though most participants were using (or trying to use) Received Pronunciation, the word *various* was pronounced eight times /*veriəs*/, as it would be in the GA.

On the other hand, words which were mispronounced by all the students (*sold*, *religious*, *association*, *aerobics*, *trough* and *economy*) were all included in the category USEL, which supports my hypothesis. Those are very stereotypical pronunciation mistakes and often mispronounced words. The only exception could be the word *trough*, since probably most of the respondents did not know what it means and therefore how to pronounce it correctly.

Surprisingly, big problems were also caused by basic words such as *event*, *hotel*, *Greenwich*, *butcher* and *conversation*. Although only one of them was not mentioned in a higher category than BC and PA, they obviously still cause problems to non-native speakers. This is quite alarming, because none of those words might be seen as obsolete or unused, they tend to occur in everyday conversation and therefore should be pronounced correctly.

Words *problem*, *regional*, *terrace* and *courageous* caused problems to roughly a half of the participants, which means the students most likely came across those words and their pronunciation difficulties were already pointed out. Best results were achieved with words *effort*, *leisure*, *theory*, *behaviour* which were mispronounced only by two to four people each.

Regarding the types of mistakes, most of them were the same as those which were detected in the preliminary analysis, and therefore expected. One of the biggest problems the students had, which was not mentioned in the collected data, was with the word *conversation*. Most students pronounced the alveolar fricative “s” as voiced, instead of voiceless, and accompanied by an incorrect stress pattern a variant similar to /'kɒnvɜːzeɪʃən/ arose (for further explanation see subchapter 6.3). In other cases it was mostly some form of IP.

To sum up, the focus was put on 21 words in a short text. The text was read by thirteen students which meant 273 possibilities to make a mistake. Out of these 273 only 100 words were not mispronounced. From the ten words taken from the USEL category, six of them were mispronounced by all students, two of them by eleven (*hotel* and *conversation*), *regional* was mispronounced by eight students and *problem* by six. For me, as the author of the text, it means that my hypothesis was confirmed. The students in most of the cases made the mistakes I expected, moreover, they made also many additional ones, which should have been already avoided, according to their language level. For the students and also for teachers it means that they should work harder on their pronunciation skills, not neglect them and try to avoid as many mistakes as possible.

## 8. Conclusion

While writing this thesis I have discovered many things. Firstly, the number of various pronunciation mistakes of Czech students is really alarming, even when looking at students whose field of study is English. Therefore much more attention should be paid to teaching pronunciation at schools. Secondly, everyone makes pronunciation mistakes – students, teachers, me – and will probably keep doing so. Their frequency is only going to be reduced and the mispronounced words are going to be less common, but it is necessary to keep improving. And thirdly, the available literature sources concerning commonly mispronounced English words by Czech speakers seem to be insufficient and inconvenient for further investigation. Most of the authors deal generally only with the pronunciation of separated phonemes and the learner's ability of pronouncing them, but not with the correct pronunciation of a written word. They also disregard native speakers of not wide-spread languages, such as Czech.

This thesis contributes to the research made in phonetics and phonology as a source of commonly mispronounced words by Czech learners of English. As mentioned before, it might be used not only by teachers when focusing on the pronunciation mistakes students make and how these might be avoided; but also by students themselves, who might find it convenient and appreciate discovering some aspects of pronunciation they were personally unaware of. It summarizes many factors of pronunciation problems in one place. In short, this thesis is mainly a compilation of various pronunciation mistakes from a synchronic and a diachronic point of view. Additionally, the original research, even though its extent is not so comprehensive, highlights the fact that Czech university students of the English language and literature have obvious problems with English pronunciation which they need to improve.

The thesis could be extended and enriched by adding a comparative research where it would be taken into consideration, if and how two groups of pupils improve their pronunciation throughout some time interval. One group would get some extra lessons of English pronunciation during the classes, the other one would not. This research could show how the pronunciation can be changed and improved when paying at least minimal attention to it at school. It would also be convenient to work with a larger amount of collected words and a bigger sample of students. This was unfortunately not possible due to the restricted time range and possibilities of collecting the words.

I have lived more than fifteen months being possessed with the English pronunciation. There is no doubt that I have improved my pronunciation during this time and hopefully I have also mildly helped others with their problems.

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## 10. Appendices

### [1] Collected Mispronounced Words

- a) Beginner Children
- b) Pre-intermediate Adults
- c) Intermediate Students
- d) University Students of the English Language
- e) Literature sources

### [2] Results of the research



[1] a) Beginner Children

Category	Word	Incorrect pron.	Correct pron. RP	Correct pron. GA	Frequency
IP	area	/i:riʌ/	/'eə.ri.ə/	/'er.i.ə/	3
IbS	bird	/bɪrd/	/bɜ:d/		2
REW	bush	/bʌʃ/	/bʊʃ/		2
IP	butcher	/bʌtʃə/	/'bʊtʃ.ə /		4
REW	camel	/'keɪmə/	/'kæm.əl/		2
IbS	caugh	/kaʊf/	/kɒf/	/kɑ:f/	2
IbS	company	/kɒmpʌni/	/'kʌm.pə.ni/		3
IP/REW	earn	/i:rn/	/ɜ:n/		2
IbS	enjoy	/endʒɔɪ/	/ɪn'dʒɔɪ/		3
SL	fruit	/frʊɪt/	/fru:t/		2
SL/PN	Greenwich	/gri:nwɪtʃ/	/gren.ɪtʃ/, /grɪn.ɪtʃ/		4
REW	heroine	/herɔɪn/	/'her.əʊ.ɪn/		2
SL	honour	/hɒnə/, /hɒnɔr/	/'ɒn.ə/	/'ɑ:.nə/	2
IbS	key	/keɪ/	/ki:/		4
SL	lamb	/læmb/	/læm/		3
SL	leisure	/'leɪʒə/	/'leʒ.ə/		2
REW	life	/lɪf/	/laɪf/		3
PN	Nile	/nɪl/	/naɪl/		2
IP	occasion	/ɒkeɪʒən/	/ə'keɪ.ʒən/		3
REW	pan	/pen/	/pæn/		3
PN	Thames	/teɪmz/	/temz/		2
REW	wide	/waɪt/	/waɪd/		2
IbS	with	/wɪθ/	/wɪð/		4

[1] b) Pre-intermediate Adults

Category	Word	Incorrect pron.	Correct pron. RP	Correct pron. GA	Frequency
ISP	abroad	/ə'brəʊd/, /əerɔʊd/	/ə'brɔ:d/		3
ISP	administration	/ədminɪstreɪʃən/	/əd,mɪn.ɪ'streɪ.ʃən/		2
Ibs/IP* (Germ)	also	/ɔ:lzəʊ/, /ɔ:lzɔ:/	/'ɔ:l.səʊ/	/'ɑ:l.səʊ/	3
IbS	basically	/'beɪzɪkəli/	/'beɪ.sɪ.kli/		2
ISP	behaviour	/bɪheɪvjə /	/bɪ'heɪ.vjə /		4
SL	cabaret	/kæbəret/	/'kæb.ə.reɪ/		2
ISP	continue	/kɒntɪnju:/	/kən'tɪn.ju:/		4
ISP	continuous	/kɒntɪnjəs/	/kən'tɪn.ju.əs/		3
SL	cupboard	/'kʌpbɔ:d/	/'kʌb.əd/		2
IbS	draught	/draʊt/	/dra:ft/	/dræft/	4
ISP/REW	event	/i:vent/, /i:vənt/	/ɪ'vent/		4
REW	gorgeous	/'dʒɔ:dʒəs/	/'gɔ:.dʒəs/		4
ISP	horizon	/hɒrɪzən/	/hə'raɪ.zən/		2
REW	hostile	/həʊstɪl/	/'hɒs.taɪl/	/'hɑ:.stəl/	3
ISP	hotel	/h əʊ təl/	/h əʊ 'tel/	/həʊ 'tel/	3
IbS	library	/lɪbrəri/	/'laɪ.brər.i/	/'laɪ.brer.i/	2
IbS	microscope	/mɪkrəskəp/	/'maɪ.krə.skəʊp/		3
IP	millennium	/mɪ'leɪniəm/	/mɪ'len.i.əm/		3
ISP	mountaineer	/'maʊnteɪni:r/	/,maʊn.tɪ'niə/		2
IP	occur	/ɒkjʊr/	/ə'kɜ:/		4
RCW	pioneer	/pɪɒni:r/	/,paɪə'niə/		2
IbS	poisonous	/pɔɪzənəs/	/'pɔɪ.zən.əs/		2

SL	pseudonym	/pseʊdənɪm/	/'su:.də.nɪm/		4
IP	raw	/rəʊ/, /rɑʊ/	/rɔ:/	/rɑ:/	3
SL/ISP	receipt	/rɪ'si:pt/, /rɪsi:pt/	/rɪ'si:t/		3
IbS	religious	/relɪdʒɪəs/	/rɪ'ldʒ.əs/		3
RCW	theory	/teəri/	/'θɪə.ri/	/'θɪr.i/	3
IbS	universal	/ʊnɪ'vɜ:zəl/	/,ju:.nɪ'vɜ:.səl/		3
SL/IbS	vehicle	/vi:hɪk /, /vehɪk /	/'vi:.ɪ.k /		3
IP	various	/veriəs/	/'veə.ri.əs/	/'veriəs/	4
REW	women	/wʊmen/	/wɪm.ɪn/		3
IP	youth	/jəʊθ/	/ju:θ/		2

[1] c) Intermediate Students

Category	Word	Incorrect pron.	Correct pron. RP	Correct pron. GA	Frequency
ISP	apparatus	/æ'perətəs/	/,æp.ə'reɪ.təs/	/,æp.ə'ræɾ.əs/	2
REW	bush	/bʌʃ/	/bʊʃ/		3
ISP	correct	/kɒrəkt/	/kə'rekt/		4
ISP	courageous	/kʌrɪdʒɪs/	/kə'reɪ.dʒəs/		2
IbS	dioxide	/diɒksɪd/	/daɪ'ɒk.saɪd/	/daɪ'ɑ:k-.saɪd/	2
ISP/IbS	ecology	/ekɒlədʒi/	/ɪ'kɒl.ə.dʒi/	/ɪ'kɑ:.lə.dʒi	3
ISP	economic	/ekənɒmɪk/	/,i:.kə'nɒm.ɪk/, /ek-/	/,i:.kə'nɑ:.mɪk/	2
IP	effort	/ɪfɔ:t/	/'ef.ət/		2
IbS	era	/e:rə/	/'ɪə.rə/	/'ɪr.ə/	2
IbS	evil	/evəl/	/'i:.vəl/		2
SL	handkerchief	/hændkətʃɪ:f/	/'hæŋ.kə.tʃɪ:f/		3
IbS	hoax	/hɒks/	/həʊks/		2

REW	life	/lɪf/	/laɪf/		4
REW	live	/laɪv/	/lɪv/		3
ISP	oblige	/ɒblɪdʒ/	/ə'blaɪdʒ/		2
ISP	perception	/pɜːpʃən/	/pə'sep.ʃən/		2
ISP	production	/prɒdʌkʃən/	/prə'dʌk.ʃən/		3
lbS	profile	/prɒfɪl/	/'prəʊ.faɪl/		2
SL/RCW	psychology	/psɪxɒlədʒi/	/saɪ'kɒl.ə.dʒi/	/saɪ'kɑː.lə.dʒi/	2
IP	purple	/pɜːpəl/	/'pɜː.pəl/		1
RCW	reality	/rɪælɪti/	/rɪ'æ.lɪ.ti/	/rɪ'æ.l.ə.tɪ/	3
ISP	renaissance	/renezɑːnts/	/rə'neɪ.sənt s/	/'ren.ə.sɑːnt s/	2
lbS	salt	/sɔːlt/	/sɒlt/	/sɑːlt/	2
ISP	society	/səsaɪəti/	/sə'saɪ.ə.ti/		3
lbS	sulphur	/sʊlfə/	/'sʌl.fə/		2
ISP	terrace	/tə'reɪs/	/'ter.əs/		2
lbS	thoroughly	/θɒrəʊli/	/'θɒr.ə.li/	/'θɒr.əʊ.li/	4
REW	valuable	/'væljʊəbəl/	/'væl.jʊ.bəl/		3
lbS	vital	/vɪtəl/	/'vaɪ.təl/		2
REW	west	/vest/	/west/		4
REW	wide	/waɪd/	/waɪd/		2
IP	youth	/jʌθ/	/juːθ/		2

[1] d) University Students of the English Language

Category	Word	Incorrect pron.	Correct pron. RP	Correct pron. GA	Frequency
ISP	aerobics	/æɹəbɪks/	/eə'rəʊ.bɪks/		3
IbS	AIDS	/aɪdz/	/eɪdz/		2
ISP	alternative	/ɑ:ltəneɪtɪv/	/ɒl'tɜ:.nə.tɪv	/ɑ:l'tɜ:.nə.tɪv/	2
ISP	ascent	/æsənt/	/ə'sent/		2
ISP	association	/esəʊsɪeɪʃən/	/ə,səʊ.sɪ'eɪ.ʃən/		4
IbS	audience	/əʊdiənts/	/'ɔ:.di.ənt s/	/'ɑ:.di.ənt s/	2
IbS	canal	/kʌnɑ:l/	/kə'næl/		3
REW	cartoon	/kɑ:tən/	/kɑ:'tu:n/		2
ISP	conversation	/'kɒnvɜ:sɪeɪʃən/	/,kɒn.və'seɪ.ʃən/	/,kɑ:n.və'seɪ.ʃən/	7
ISP/VC	curiosity	/kjʊrɪɔzɪti/	/,kjʊə.ri'ɒs.ɪ.ti/	/,kjʊr.i'a:sə.tɪ/	3
ISP	economics	/ekənɒmɪks/	/,i.k'nɒm.ɪks/,/ek-/	/,i.kə'nɑ:.mɪks/	5
ISP	economy	/ekənɒmi/	/,i.kə'nɒm.i/, /,ek-/	/,i.kə'nɑ:.mi/	3
ISP	environment	/envɪrɒnmənt/	/ɪn'vaɪə.rən.mənt/		2
ISP	hotel	/həʊtəl/	/həʊ'tel/	/hoʊ'tel/	5
ISP	ingredient	/ɪngredɪənt/	/ɪn'gri:di.ənt/		2
ISP	japan	/dʒæpən/	/dʒə.'pæn/		3
REW	lead (n)	/li:d/	/led/		5
IbS	personal	/pɜ:sənɑ:l/	/'pɜ:.sən.əl/		2
IP	problem	/'prəʊbləm/	/'prɒb.ləm/	/'pra:.bləm/	7
SL	psalm	/psʌlm/	/sɑ:m/		2
SL/ISP	receipt	/rɪ'si:pt/, /rɪsi:pt/	/rɪ'si:t/		4

SL	region/-al	/ri:.dʒiən/-əl/	/'ri:.dʒən/-əl/		2
ISP	religious	/relɪdʒəs/	/'rɪ'lɪdʒ.əs/		5
ISP/IbS	resuscitate	/resʊsɪteɪt/	/'rɪ'sʌs.i.teɪt/		2
ISP/IP	rhetorical	/reθərɪkəl/	/'rɪ'tɔ:r.i.kəl/	/'rɪ'tɔ:r.i.kəl/	4
IbS	sequence	/sekwents/	/'si:.kwənts/		2
IP	sew	/sju:/	/səʊ/	/soʊ/	3
REW	soap	/su:p/	/səʊp/		2
SL	soften	/'sɒftən/	/'sɒf.ən/	/'sɑ:.fən/	4
IbS	sold	/sɔ:ld/	/səʊld/		5
REW	suite	/sju:t/	/swɪt/		4
REW	surface	/'sɜ:feɪs/	/'sɜ:.fɪs/		3
IbS	therapy	/terəpi/	/'θer.ə.pi/		2
REW	though	/θɔ:t/	/ðəʊ/		3
ISP	to import	/ɪmpɔrt/	/'ɪm'pɔ:t/	/'ɪm.'pɔ:rt/	3
IbS	trough (v)	/trəʊ/	/'trɒf/	/'trɑ:f/	2
REW	unpredictable	/,ʌnpɪdɪkteɪbəl/	/,ʌn.pɪ'dɪk.tə.bəl/		2
IP	variable	/vəreɪəbəl/	/'veə.ri.ə.bəl/		5
IbS	with	/wɪθ/	/wɪð/		3
IbS	won	/wɒn/	/'wʌn/		4

[1] e) Literature Sources

<b>Word</b>	<b>Author*</b>				
address	Parkes	character	Parkes	half	McCarthy
advertisement	Parkes	charisma	Parkes	hangover	Parkes
advice	Parkes	charismatic	Parkes	height	Parkes
agency	Parkes	chemist	Parkes	heir	both
almond	Parkes	cherry	Parkes	heiress	McCarthy
although	Parkes	choir	Parkes	hiccough	McCarthy
anaesthetic	Parkes	climb	McCarthy	honest	McCarthy
anaesthetist	Parkes	clothes	Parkes	honour	McCarthy
ant	Parkes	cloths	Parkes	honourable	McCarthy
apostrophe	McCarthy	colleague	Parkes	hotel	Parkes
archeologist	Parkes	comb	both	hour	McCarthy
architect	Parkes	comfortable	Parkes	hourly	McCarthy
aspect	Parkes	comment	Parkes	hovercraft	Parkes
aunt	Parkes	company	Parkes	identity	Parkes
available	Parkes	compass	Parkes	import	McCarthy
balance	Parkes	conduct	McCarthy	increase	McCarthy
bandage	Parkes	conflict	McCarthy	injured	Parkes
bear	Parkes	conscientious	Parkes	insult	McCarthy
biscuit	Parkes	conscious	Parkes	insurance	Parkes
bomb	Parkes	contest	McCarthy	interesting	McCarthy
borough	Parkes	converstaion	Parkes	iron	Parkes
bowels	Parkes	cough	Parkes	jazz	Parkes
bowls	Parkes	could	McCarthy	knee	McCarthy
breath	Parkes	cucumber	Parkes	knife	McCarthy
breathe	Parkes	cupboard	McCarthy	knit	McCarthy
bronchitis	Parkes	dough	Parkes	knob	McCarthy
burn	McCarthy	dumb	McCarthy	knot	McCarthy
bushes	Parkes	economics	Parkes	know	McCarthy
butcher	Parkes	economist	Parkes	knowledge	both
calm	McCarthy	euro	Parkes	laboratory	Parkes
cancel	Parkes	examine	Parkes	lamb	McCarthy
cancer	Parkes	farm	McCarthy	licence	Parkes
card	McCarthy	fasten	McCarthy	liqueur	Parkes
case	Parkes	foetus	Parkes	liquor	Parkes
castle	McCarthy	food	Parkes	listen	McCarthy
casualty	Parkes	foot	Parkes	loose	Parkes
catastrophe	McCarthy	gas	Parkes	lose	Parkes
cauliflower	Parkes	graduate	Parkes	manoeuvre	Parkes
chalk	McCarthy	gynaecologist	Parkes	marriage	Parkes

mass	Parkes	recommended	Parkes	women	Parkes
medieval	Parkes	record	McCarthy	wonder	Parkes
mediocre	Parkes	reject	McCarthy	wool	Parkes
message	Parkes	reprint	McCarthy	work	both
mistake	Parkes	salmon	both	yacht	Parkes
monkey	Parkes	sauna	Parkes		
months	Parkes	scissors	Parkes		
multi-purpose	Parkes	sew	Parkes		
muscle	both	should	McCarthy		
neutral	Parkes	soften	McCarthy		
numb	McCarthy	southerly	Parkes		
obligatory	Parkes	southern	Parkes		
opera	Parkes	sow	Parkes		
orchestra	Parkes	sponge	Parkes		
palm	McCarthy	squirrel	Parkes		
park	McCarthy	storm	McCarthy		
pastry	Parkes	subject	McCarthy		
pasty	Parkes	subtle	both		
perfume	Parkes	suit	Parkes		
permit	McCarthy	suite	Parkes		
personal	Parkes	surface	Parkes		
personnel	Parkes	suspect	McCarthy		
persuade	Parkes	sword	both		
photograph	Parkes	talk	McCarthy		
photographer	Parkes	target	Parkes		
plough	both	tart	McCarthy		
pneumatic	McCarthy	tear	Parkes		
pneumonia	Parkes	thorough	Parkes		
present	McCarthy	tomato	Parkes		
product	Parkes	tomb	both		
progress	McCarthy	transfer	McCarthy		
project	Parkes	transport	McCarthy		
protest	McCarthy	unfriendly	Parkes		
pseudonym	both	unsured	Parkes		
psychiatry	McCarthy	upset	McCarthy		
psychic	McCarthy	vacancy	Parkes		
psychology	McCarthy	vegetables	Parkes		
punctual	Parkes	vein	Parkes		
purpose	Parkes	village	Parkes		
quiet	Parkes	vineyard	Parkes		
quite	Parkes	violin	Parkes		
racism	Parkes	visit	Parkes		
radar	Parkes	walk	McCarthy		
receipt	both	wander	Parkes		
recipe	both	wear	Parkes		
		weight	Parkes		
		whistle	McCarthy		
		woman	Parkes		
		womb	McCarthy		



## [2] Results of the research

Group	Word	Category	expected	correct RP	correct GA	Mispron.
PA	gorgeous		/'dʒɔ:dʒəs/	/'gɔ:.dʒəs/		0
PA	event	ISP/REW	/i:vent/, /i:vənt/	/ɪ'vent/		11
USEL	problem	IP	/'prəʊbləm/	/'prɒb.ləm/	/'pra:.bləm/	6
USEL/PA	hotel	ISP	/h əʊ təl/	/h əʊ 'tel/	/hoʊ 'tel/	11
BC	Greenwich	SL/PN	/gri:nwɪtʃ/	/gren.ɪtʃ/, /grɪn.ɪtʃ/		11
USEL	sold	IbS	/sɔ:ld/	/səʊld/		13
BC	butcher	REW	/bʌtʃə/	/'bʊtʃ.ə /		10
USEL	regional	SL/IP	/ri:.dʒiən/-ə/	/'ri:.dʒən/-ə/		8
USEL/PA	religious	ISP	/relɪdʒəs/	/rɪ'lɪdʒ.əs/		13
USEL	association	ISP/IbS/IP	/esəʊsi'eɪʃən/	/ə,səʊ.sɪ'eɪ.ʃən/		13
IS	effort	IP	/ɪfɔ:t/	/'ef.ət/		4
PA	various		/veriəʊs/	/'veə.ri.əs/	/'veriəs/	0
BC	leisure	SL/IP	/'leɪzə/	/'leɪz.ə/		2
USEL	aerobics	ISP	/æ'rɒbɪks/	/eə'rəʊ.bɪks/		13
IS	terrace	IbS/IP	/tə'reɪs/	/'ter.əs/		7
USEL	trough	IbS	/trəʊ /	/trɒf/	/tra:f/	13
USEL	economy	ISP	/ekənəmi/	/,i:.kə'nɒm.i/, /,ek-/	/,i:.kə'nɑ:.mi/	13
USEL	conversation	ISP/VC	/'kɒnvɜ:zeɪʃən/	/,kɒn.və'seɪ.ʃən/	/,kɑ:n.və'seɪ.ʃən/	11
PA	theory	RCW	/teəri/	/'θɪə.ri/	/'θɪr.i/	4
IS	courageous	ISP	/kʌrɪdʒɪs/	/kə'reɪ.dʒəs/		7
PA	behaviour	ISP	/bɪheɪvjə /	/bɪ'heɪ.vjə /		3

David H.	David V.	Denisa	Jakub	Jiří	Jitka	Lenka
/ɪvənt/	/evənt/	/i:vənt/	/i:vənt/		/ɪvənt/	/i:vənt/
/'præʊbləm/		/'præʊbləm/	AE	/'præʊbləm/	/'præʊbləm/	
/h əʊ təl/	/h əʊ təl/	/h əʊ tel/		cor.	/h əʊ təl/	/h əʊ təl/
	cor. /gri:nwɪtʃ/	/gri:nwɪtʃ/	/gri:nwɪtʃ/	/gri:nɪtʃ/	/gri:nwɪtʃ/	/gri:nwɪtʃ/
/sɔ:ld/	/sɔ:ld/	/sɔ:ld/	/sɔ:ld/	/sɔ:ld/	/sɒld/	/sɒld/
/bʌtʃə/	/bʌtʃə/	/bʌtʃə/	/bæʃtʃə/		/bʌtʃə/	/bʌtʃə/
	cor.	/redʒɪənəl/	/redʒɪənəl/	cor.	cor. /rɪdʒənəl/	
/rɪlɪdʒəs/	/relɪdʒəs/	/relɪdʒəs/	/relɪdʒɪəs/	/relɪdʒɪs/	/relɪdʒɪs/	/relɪdʒəs/
/e,sɒsɪ'eɪʃən/	/e,sɒsɪ'eɪʃən/	/esəʊsɪeɪʃən/	/ʌsɒsɪeɪʃən/	/e,sɒsɪ'eɪʃən/	cor. /esəʊsɪeɪʃən/	/esɒsɪeɪʃən/
		/efɔ:t/				
AE	AE	AE	AE		AE	
				/li:ʒə/		
/æɾəbɪks/	/æɾəbɪks/	/æɾəbɪks/	/æɾəbɪks/	/æ'rɒbɪks/	/æɾəbɪks/	/æɾəbɪks/
	/terʌs/			/tera:s/		/ti:ræs/
/θɾaʊt/	/trəʊt /	/θru/	/θru/	/trɒmf/	/trəʊ /	/θru/
/ekənɒmi/	/ekənɒmi/	/ekənɒmi/	/ekənɒmi/	/e'kɒnəmi/	/ekənɒmi/	/ekənɒmi/
/'kɒnvɜ:zeɪʃən/	/'kɒnvɜ:zeɪʃən/	/kɒnvɜ:zeɪʃən/		/kɒnvɜ:zeɪʃən/	/'kɒnvɜ:zeɪʃən/	kɒnvəzeɪʃən/
	/teɒrɪ/					
/kəɾədʒəs/		/kʌɾədʒɪs/	/kəɾədʒɪəs/		cor. /kə'rʌdʒɪəs/	cor.
/bɪheɪvjə /						

Lucie K.	Lucka H.	Markéta	Michaela	Otto	Veronika
/i:vənt/		/ɒvent/	/ɪvent/	/ɪvent/	/i:vent/
				/prɒblem/	/'prəʊbləm/
/h əʊ tel/	cor. /h ɒ'tel/	/h əʊ təl/	/h əʊ təl/	/h ɒtel/	/h əʊ tel/
/gri:nwɪtʃ/	/gri:nɪtʃ/	/gri:nwɪtʃ/		/gri:nwɪtʃ/	/gri:nwɪtʃ/
/sɒld/	/sɔ:ld/	/sɒld/	/sɒld/	/sɔ:ld/	/sɔ:ld/
/bʌtʃə/		/bʌtʃə/		/bʌtʃə/	/bʌtʃə/
cor. /ri:dʒɪənəl/	/redʒənəl/	/rɪdʒi:nəl/	/relɪdʒənəl/	cor. /redʒənəl/	cor.
/relɪdʒəs/	/relɪdʒəs/	/relɪdʒɪs/	/relɪdʒəs/	/relɪdʒɪəs/	/rɪlɪdʒɪs/
/,ʌsɒsi'eɪʃən/	/e,sɒsi'eɪʃən/	/e'sɒsɪeɪʃən/	/esɒsɪeɪʃən/	/ə'səʊʃɪən/	/e,sɒsi'eɪʃən/
/ə'fɔ:t/		/efɔ:t/	/efɔ:t/		
	AE	AE	AE		
				/'leɪzə/	
/æərəbɪks/	/æərəbɪks/	/æərəbɪks/	/æərəbɪks/	/æərəbɪks/	/æərəbɪks/
/terʌs/	/tɪræs/	/tɪ'reɪs/			/tæɪs/
/θru/	/θruf/	/θrʌf/	/θru/	/θru/	/θru/
/i'kɒnɒmi/	/ikɒnɒmi/	/ekɒnɒmi/	/ekɒnɒmi/	/ekɒnɒmi/	/i'kɒnɒmi/
/kɒnvɜ:zeɪʃən/	/,kɒnvə'zeɪʃən/	/,kɒnvə'zeɪʃən/	/kɒnvəzeɪʃən/	kɒnvəzeɪʃən/	
	/θɪɒri/		/θɪɒri/	/teəri/	
	/kʌredʒɪs/		/kʌrədʒɪs/	/kʊredʒɪs/	
/bɪheɪvjə /			/bɪheɪvjə /		