

The Specifics of Speaking English in Czech Business Administration (Phonic Level)

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ABSTRAKT

Tato bakalářská práce se zaměřuje na fonetické chyby, které čeští mluvčí dělají, když mluví anglicky v manažerské praxi. České a anglické systémy souhlásek a samohlásek jsou popsány a navzájem porovnány v bakalářské práci. Dále jsou popsány hypotetické chyby a interference mezi těmito dvěma jazyky. Výzkum je založen na videozáznamech, kde mají studenti UTB mluvený projev v anglickém jazyce. Výsledky jsou dále analyzovány a je poukázáno na nejdůležitější chyby.

Klíčová slova: Výslovnost, čeští rodilí mluvčí, český jazyk, anglický jazyk, souhláska, samohláska, chyba, segmentální rovina, suprasegmentální rovina

ABSTRACT

This bachelor's thesis focuses on phonetic mistakes which Czech speakers do when using the English language in the business field. Czech and English consonant and vowel systems are described and compared to each other in the thesis. Moreover, hypothetical mistakes and interference between these two languages are described. The research is based on video spots where the students of TBU hold a speech in the English language. The results are further analysed and the most significant mistakes are pointed out.

Keywords: Pronunciation, Czech native speakers, the Czech language, the English language, consonant, vowel, mistake, segmental level, suprasegmental level

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I hereby declare that the print version of my Bachelor's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

“A life spent making mistakes is not only more honorable, but more useful than a life spent doing nothing!”

George Bernard Shaw (George Bernard Shaw Quotes, 2019)

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INTRODUCTION

Communication is the key element to the production and transmission of thoughts, feeling and ideas not only between humans but also animals and other nature beings too. However, human beings have developed more sophisticated ways of communicating rather than animals. Human beings communicate through verbal, non-verbal and written channels. The most accurate, if used properly, is spoken communication. Moreover, spoken communication is different across various situations such as speaking with friends, colleagues from work, family and strangers. In addition, there are more than 6000 languages these days and due to this, not everyone can speak with whomever with the full capacity of recognition and understanding of the words. Therefore, in order to speak with people from other nations, people need to learn more than one language which they acquired by the span of their lifetime in the country where they were born in. It is a challenging task for individuals to learn foreign languages. However, as people say, the more languages you know the more of a person you are. Once a person learns another language, the next figurative doors are being opened for him/her. This brings opportunities such as travel without fear of not understanding the natives, or even to work abroad, and this leads me to the reason behind writing my thesis. If an individual wants to work abroad or in his country with the use of foreign language, he/she should speak with a comprehensible language, especially in the business field. This is mostly the stumbling block for people with second language acquisition, because they tend to interfere the foreign language production with their mother language and that is affecting the intelligibility of the pronunciation. There are some exceptions such as people living in bilingual families or simply those with a talent to learn foreign languages. However, the exception proves the rule. Therefore, in this bachelor's thesis, I have analysed the English pronunciation of Czech native speakers on a business field background. The thesis aims to demonstrate the mistakes which Czech native speakers do and to point out the mistakes which occurred in most cases. For objective comparison of the pronunciation of the researched participants, the International Phonetic Alphabet (IPA) is used.

I. THEORY

1 BUSINESS ENGLISH IN COMMUNICATION

By the beginning of this chapter, it is important to mention that business English is not a different language than normal English. It is rather distinguished by its coherence. Despite the fact that business English users use the general English the terms may differ from casual conversation. However, "...the vocabulary like *marketing, fax, report, memo, order, correspondence, customer, product, profit, proceeds, paperwork, negotiate, expenditure* and so on..." (Jones and Alexander, 2000, 7) should be clearly understood by every high-level English native speaker. The pronunciation and perception of English are important in the business sphere due to the fact that mispronounced words may lead to a different conclusion of a listener. Moreover, in business "time is money. Wasted time means wasted money means trouble." (Shirley, 2019) Therefore, if there is some misunderstanding during the business meeting or any conversation within this field the meeting might get problematic and inefficient. The speech act is realized as a proclamation or a tool for evoking a certain effects on a listener. For the speaker, the main goal is to achieve proper acceptability of the listener. (Göttlichová, 2017) That is also one of the reasons why the proper pronunciation of the language is essential in business English. Business English is used across many different situations within the two main distributions such as oral communication and written communication. For my bachelor thesis is important the oral communication because the analysis is aimed on phonetic mistakes in a spoken language which cannot be observed in the written form. Moreover, oral communication is further divided into talk, speech, address, discourse, lecture, conversation, dialogue, discussion, and interview. (Kaftan and Strnadová, 2004)

Talk is the most general term across business communication and it means when "...one expresses his or her thoughts in words." (Kaftan and Strnadová, 2004, 19)

Speech is an independent act of speaking, its common audience is public and the speaker wants to share a message or his views to them. (Kaftan and Strnadová, 2004)

Address is a kind of communication takes place in front of public to which the speaker addresses his speech. (Kaftan and Strnadová, 2004)

Discourse is a synonym for the three previous categories. However, the speech is mostly formal, learned and long. (Kaftan and Strnadová, 2004)

Lecture is a type of discourse which has an informative style and specific audience. (Kaftan and Strnadová, 2004)

Conversation is a type of communication which needs two or more speakers who share their thoughts and information among themselves. (Kaftan and Strnadová, 2004)

Dialogue is a conversation between two people. (Kaftan and Strnadová, 2004)

Discussion is a debate between two or more people where they underpin their standpoints by some arguments, analysis or by something which may support their point of view. In business sphere they are also called business negotiations. (Kaftan and Strnadová, 2004)

Interview needs an interviewer who asks the questions and interviewee who answers them. The important information, data or facts may be elicited from the interview. In business, it may be for example the job interview. (Kaftan and Strnadová, 2004)

The good level of business English communication is also important during the business communication itself because "...giving a good impression reflects your company's image" (Jones and Alexander, 2000, 23) Therefore, the speakers representing any company should not be doing mistakes. This chapter was about to show the importance of a good business English and its pronunciation in particular. Moreover, the classification was mentioned during which people might come across any business English communication.

2 ENGLISH AND CZECH PHONIC SYSTEMS

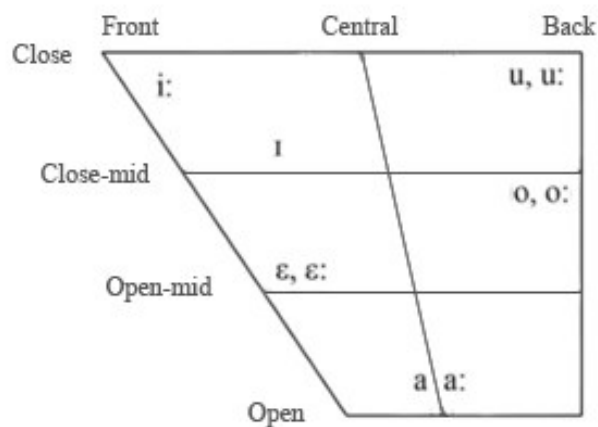
2.1 Segmental level

In this chapter, the differences in segmental level between the Czech and the English language are mentioned. Following two chapters are about the classification of English and Czech vowel and consonant sounds.

2.1.1 Classification of English and Czech vowels

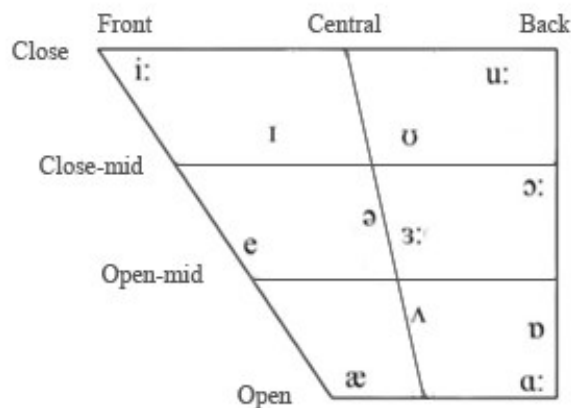
The main difference between English and Czech vowels is the inventory of vocal phonemes and its quantity. The English language has twenty vocalic phonemes (Kráľová, 2011) but the Czech language has only thirteen of them.

Figure 1. Czech cardinal vowels



Adapted from (Fonetický ústav, 2019)

Figure 2. English cardinal vowels



Adapted from (Roach, 2009)

2.1.2 Differences between Czech and English vowel systems

Both Czech and English cardinal vowel sounds are listed on the previous page in the pictures. These pictures are contrasting the difference in the vocalic inventories of English and Czech. As said before, the English language has more vocal phonemes than the Czech language. Therefore, it is important to say that the main difference in the size of inventories is the fact that the English language has eight diphthongs but the Czech language has only three of them /ou, au, eu/. In addition, English language has the extra vowel sound /ə/ and the long equivalent /ɜ:/. Czech vocals depend on their quantity rather than to their quality which is, on the other hand, the main criteria in the English language. (Kráľová, 2011) Furthermore, the quality of English vowel sounds is determined by preceding fortis or lenis form of consonant in a syllable whereas in the Czech language there is no big difference in the quality of vocalic phonemes preceded either with lenis or fortis forms of consonants in a syllable. (Kráľová, 2011)

2.1.3 Classification of English consonants

Consonants are classified according to the organs which articulate them or “according to the manner in which the organs articulate them.” (Jones, 2002, 25) Some techniques of pronunciation are naturally observed by the speaker by the feeling or looking into a mirror but some need more training or awareness to learn them. According to McMahon, there are eight possible places of articulation to produce consonant sounds. (McMahon, 2002) However, Jones divides Labial into two subcategories which are bi-labials and labiodentals. This means that the organs which produce the consonant sounds are distributed into total seven categories and two subcategories. (Jones, 2002) This distribution is detailed in this chapter. Manner of producing consonants is the next classification. McMahon states that “to produce any consonant, an active articulator, usually located somewhere along the base of the vocal tract, moves towards a passive articulator, somewhere along the top.” (McMahon, 2002, 28)

Classification of organs which articulate consonants

Labial also known as a lip sound. Lips are the organ used for producing labial consonants. Moreover, there is further subcategorization of labial consonants into bilabial and labio-dental.

- Bi-labial consonants are produced by articulation of both upper and lower lips. Consonants such as /p/ and /m/ are bi-labial.

- The second subcategory is called labiodentals. Labio-dental consonant /f/ is produced by lower lip against the upper teeth.(Jones, 2002)

Dental is a category of consonants which are produced "...by the tip of the tongue against the upper teeth." For instance, the consonant /ð/ is in this category.(Jones, 2002, 25)

Alveolar is a category of consonants which are produced "...by the tip or blade of the tongue against the teeth-ridge." The examples for alveolar consonants are /t, d, s, z, n, l/.(Jones, 2002, 25)

Palato-alveolar is a category of consonants which are produced similarly as alveolar consonants but with one difference. The difference is that you push the centre of the tongue towards the roof of the mouth simultaneously with touching the tip of the tongue against teeth-ridge. For example the sound /ʃ/ is produced this way. (Jones, 2002)

Palatal is a category of consonants which are articulated by the tip of the tongue against the hard palate. For instance /r/ sound is palatal consonant. (Jones, 2002)

Velar category of consonants is "... articulated by the back of the tongue against the soft palate."(Jones, 2002, 25) For example /k, g/ are velars.

Glottal is a category of consonant sounds which are produced within the glottis. Consonant /h/ is the only one produced as glottal. (Jones, 2002)

Classification of the manner in which are consonants articulated

Plosive (stop) occurs when the air flow passage is completely closed mostly by closing the mouth and then is the obstacle suddenly removed to release the air flow. As a result to this process is made the plosive sound which can be observed for example in the consonants /p/ or /d/. (Jones, 2002)

Affricate is similar to plosive but with a difference of following fricative sound. (Carr, 2013) The organs during the pronunciation perform less quickly which results in a perception of fricative sound during the process of separation. An affricate is for example /tʃ/. (Jones, 2002)

Nasal is a next category. Thus far, concerning the air flow passage in the production of speech sounds described in the second classification of consonants it is assumed that all of them were produced through the mouth but in this case, the air is passed through the nasal cavity. (Carr, 2013) It is necessary to completely close the mouth and keep the soft palate lowered to ensure that the air passes through the nasal cavity.(Jones, 2002)

Lateral is the next category concerning the manner. They are produced by forming and obstacle in the middle of a mouth so the air passes on one or both sides. There is only one lateral consonant and that is /l/. (Jones, 2002)

Rolled is “formed by a rapid succession of taps of some elastic part of the speech mechanism.” There is one rolled consonant /r/. (Jones, 2002)

Flapped is similar to rolled consonants but with a difference of consisting only a single tap. For instance, /r/ is also flapped sound.

Fricative is the sound produced by forming a narrowed shape of mouth so the escaping air “makes kind of hissing sound.” For example, fricative consonants are /f, z, r/. (Jones, 2002, 26)

Table 1.English consonant phonemes

Manner of articulation	Place of articulation							
	Bi-labial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Affricate					tʃ dʒ			
Nasal	m			n			ŋ	
Lateral				l			(l)	
Rolled				[r]				
Flapped				[r]				
Fricative		f v	θ ð	s z r	ʃ ʒ			h
Semi-vowel	w					j	(w)	

(Jones, 2002, 25)

2.1.4 Classification of Czech consonants

Creating an obstacle to the air passage is the essential element of producing the consonants sounds and that is how they differ from the production of the vowel sounds. The obstacles may be created on the different places in the articulators. However, it is mainly created within the oral cavity where the most flexible organ is and that is tongue. There are three stages during the pronunciation of the consonant which are intensity tension, and de-tension. In other words, first speakers have to set the articulators to a certain position next the position must be remained. Lastly, the position is terminated in order to produce variation of sounds. Classification of Czech consonants is divided into two groups such as place of articulation and manner of articulation. (Hála, 1962)

Classification of organs which articulate consonants

Bilabial are consonants produced by making an obstacle with both lips. Bilabial consonants are /p, b, m/.(Hála, 1962)

Labio-dental consonants are created by making an obstacle with lower lip and top incisors. Consonants such as /f, v/ belong to this category.(Hála, 1962)

Alveolar consonants are produced by the tip of the tongue placed on the gum. In addition, this category has two subcategories according to which part of gum is used.(Hála, 1962)

- **Pre-alveolar** are sometimes called as dental because they are articulated in the close distance to the top incisors. However, the production involves not only teeth but also a gum. Consonants /t, d, n, c, s, z, l, r/ belong to this category.(Hála, 1962)
- **Postalveolar** category is not widespread among Czech linguistics. Therefore, postalveolars are often categorized as pre-alveolar consonants as Hála mentions (1962). Notwithstanding, there are differences in production within those two subcategories. The difference is that the postalveolar consonants are produced further back on the gum. Consonants /š, ž, č/ are postalveolars. (Hála, 1962)

Palatal are consonants produced on the hard palate. Palatal are also named as soft consonants because they are softer in production rather than the other consonants. Palatals are /tʃ, dʃ, ŋ, j/. (Hála, 1962)

Velar consonants are produced within the range of soft palate. They were called throat consonants in the past which was not accurate to the sense of production because they are produced in the mouth not throat. In this category belong consonants such as /k, g, ch/. (Hála, 1962)

Larynx consonants are produced in the larynx. There is only one consonant produced in the larynx and that is /h/. (Hála, 1962)

Classification of the manner in which are consonants articulated

Plosive consonants are produced with complete closure of air passage .Plosive consonants are /p, b, t, d, tʃ, dʃ, k, g/. (Hála, 1962)

Nasal consonants are produced within the nasal cavity where the air passage is created. Those consonants are /m, n, ŋ/ (Hála, 1962)

Affricate consonants are similar to plosive because there is also complete closure of air passage during pronunciation. Although, they distinguish from plosives by their gradual opening of the air closure. Those consonants are /c, č/ (Hála, 1962)

Fricative consonants /f, v, s, z, š, ž, j, ch, h/ are pronounced with narrow air passage within articulators. (Hála, 1962)

Lateral consonants are pronounced by creating a narrow air passage within an oral cavity /l/. (Hála, 1962)

Vibrant consonants are produced with narrowed passage which is periodically narrowed and expanded /r, ř/ (Hála, 1962)

Table 2. Czech consonant phonemes

Manner of articulation		Place of articulation						
		Bi-labial	Labio-dental	Alveolar		Palatal	Velar	Larynx
				Pre-alveolar	Post-alveolar			
Plosive	oral	p b		t d		ʧ ʤ	k g	
	nasal	m		n		ɲ		
Affricate				c	č			
Fricative			f v	s z	š ž	j	ch	h
Lateral				l				
Vibrant				r ř				

Adapted from (Hála, 1962, 211)

2.1.5 Differences between Czech and English consonant systems

The actual differences can be seen in the comparison of Table 1. and Table 2. The most important differences are those where consonants in one language do not have a counterpart in the second. These are for example Czech consonant phonemes with a wedge such as /tʰ, dʰ, ɲ, ř/. However, some consonant phonemes with a wedge do have counterparts which only differs in written form such as fricatives /š, ž/ which are in the English language /ʃ, ʒ/. Furthermore, phoneme /č/ is in English transcribed as /ch/. On the other hand, the English language also has some unique phonemes which are /θ, ð, tʃ, dʒ, ŋ/. However, some consonant phonemes might seem the same yet their production differs and those are /h, l/. The consonant /l/ has two possibilities of pronouncing either as a dark l which never stands before vowels or clear l which never stands before consonants. (Roach, 2009) The clear /l/ is similar to the Czech /l/ but the dark one is more similar to the Slovak one. Moreover, the English language has two semi-vowels /w, j/ which are according to the position consonants but they are produced as vowels. The Czech language does not have semi-vowels.

2.2 Suprasegmental level

Melody, rhythm, and usage of dialects in the speech are commonly understood under the term suprasegmental level of speech. The rhythm of the English language is most important aspect and its correct realization supports intelligibility of the speech. (Skaličková, 1974) Features of suprasegmental level are beyond the single sounds and syllables. Suprasegmental aspects are harder to distinguish into partial units. (Černý, 1998) W.S. Allen suggests that “reasonably correct speech-flow is more important for intelligibility than correct sounds” (Skaličková, 1974)

2.2.1 Stress

The stress is more flexible in the English language rather than in the Czech language where stress is mostly put on the first syllable. Therefore, it might be hard for Czech native speakers to get used to it, especially when the Czech native speakers tend to reinterpret the distinctions of his native language. Moreover, according to Hála, the stress appears in every odd syllable in the Czech language, for example in the word 'dovo 'lená. (Hála, 1962) The stress position differs a lot in the English language as a result of its nature. Words like *father*, *open* or *camera* have the stress positioned in the initial position. On the other hand, words like *potato*, *apartment* or *relation* have stressed syllable in the middle. Lastly, words like *about*, *receive* or *perhaps* have stress put in the final syllable. According to Roach, stressed syllables can be taught and understood by two possibilities which are production and perception. In addition, every learned word should be learned also with its stressed pattern because it is not given by any particular rule of how it is assigned. Although, there is some pattern but this pattern is rather complex. (Roach, 2009)

2.2.2 Rhythm

The flow of rhythm involves some event happening at regular intervals. One can detect rhythm in a heartbeat or in the sound of clocks. “It has often been claimed that English speech is rhythmical and that the rhythm is detectable in regular occurrence of stressed syllables.” (Roach, 2009, 107) A foot mechanism is used in the English language to identify the rhythm of a speech. The foot starts with the first stressed syllable and ends before the next one. (Roach, 2009) In the Czech language, the rhythm is rather more monotonous because the stress is always put on the first syllable in every word within the sentence. (Hála, 1962)

2.2.3 Melody

The term intonation is also used for this category in linguistic. The pitch similarly to the strength of a voice is various in the language. The pitch always changes and it can go either up or down. (Hála, 1962) To identify the pitch of the speech is used utterance which is a spoken text which has a beginning and ending with a clear pause. Within the utterance, it is possible to measure pitch. It is potential to observe three situations and that are level, falling or raising the pitch. Moreover, there are also more complex pitches and those are fall-rise and rise-fall. (Roach, 2009)

Fall pitch seems like a neutral reinterpreting of thoughts and can be also used to answer a question with a sense that nothing else needs to be said. (Roach, 2009)

Rise pitch might be perceived as a surprise, impression, or interest of going-on with conversation. (Roach, 2009)

Level pitch is used for saying something uninteresting or boring. For instance, if the teacher is calling student names to check an absence. (Roach, 2009)

“The **fall-rise** is used a lot in English and has some rather special functions. In the present context, we will only consider one fairly simple one, which could perhaps be described as “limited agreement” or “response with reservations”.” (Roach, 2009, 124) Sometimes this pitch is used as an answer to get more context or information about the question asked. (Roach, 2009)

Rise-fall pitch is rather used for strong feelings of approval, disapproval or surprise. Roach mentions, that this tone is not important for foreign speakers but it is useful to distinguish it. (Roach, 2009)

3 MISTAKES IN SEGMENTAL LEVEL

As told in previous chapters there are significant differences in the segmental level of phonetic. In this chapter, the actual mistakes are described. The differences compared between Czech and English vowels are mostly compared within syllables in many different combinations available in both languages. (Skaličková, 1974) According to Kráľová the differences of production vocalic sounds differ according to syllables in which they are pronounced in. (Kráľová, 2011)

3.1 Length of the vowels

The length can be further divided into three categories of length in the English language whereas the length is mostly only short and long which is determined by the length of vowels itself in the Czech language. (Melen, 2010) According to Dr. Melen there is lack of emphasis on the following consonants during the pronunciation of English vowels. For instance, words *bit* and *bid* are incorrectly spoken in the same length as well as *beat* and *bead* due to the habit of pronouncing the Czech long and short vowels. However, in English, there are distinguished three types of length. According to the examples given the shortest one is *bit*. *Bid* and *beat* are pronounced in a medium long length and the longest is *bead*. The length of a vowel characterizes the following consonant sound and can furthermore change the semantic meaning of a word. (Melen, 2010)

The examples are shown in the following sentences:

- “I always send letters...” [send] and “I always sent letters...” [sent]

The pronunciation of the word *send* is longer rather than the the word *sent*. That is due to the difference of fortis and lenis consonants which follow the vowels and also determine the length of vowels. To imitate the production of the sound of native speakers one should pronounce vowel sounds preceding the fortis consonant slower and those preceding lenis consonants faster. (Skaličková, 1982)

3.2 Mistakes in pronouncing schwa

The correct timbre of unstressed syllables is also a case in which Czech native speakers make mistakes. There is a specific vowel /ə/ (schwa) in the English language which is always unstressed and cannot be exchanged with different sound such as /e/ or /ʌ/. This is mostly problematic element for Czech native speakers because there is not any similar sound in the Czech language. (Skaličková, 1982)

3.2.1 Schwa pronounced as /e/

Czech speakers tend to replace /ə/ with /e/. This interchange occurs mostly within the range of initial sounds of words. (Melen, 2010) For illustration of this type of mistake is used the word *about*.

- [ə'baʊt]
- * [e'baʊt]

3.2.2 Schwa pronounced as /ʌ/

This phenomenon mostly happens with words where the schwa sound appears in the final position of a word. (Melen, 2010) The wrong pronunciation of schwa in the final position is shown on the example below.

- ['ɪndiə]
- * ['ɪndɪʌ]

3.3 Silent consonant /r/

According to the Carr, the Received Pronunciation also known as (RP) "... is the accent often referred to as prestige accent in British society and associated with the speech of the graduates of the English public schools." (Carr, 2013, 19) There is a feature in the English language tightly connected with Received Pronunciation style of speaking and that is the silent consonant /r/. This rule is commonly not followed by Czech native speakers which tend to pronounce the /r/ sound where it does not belong or at least they try to put there the undertone of /r/ sound which is also wrong. (Skaličková, 1982)

The examples of the difference between correct pronouncing /r/ and the wrong one shown in a word *car*:

- [kɑ:]
- * [kɑ:r]

3.4 Wrong pronunciation of diphthongs /aɪ, eɪ, ɔɪ/

According to Carr, the diphthongs are not pronounced as two different vowels but as a one unit. However, during the pronunciation of a diphthong there is some kind of change of position of articulators "and thus a change in the vowel quality." (Carr. 2013) It is common for Czech native speakers to pronounce the diphthongs /aɪ, eɪ, ɔɪ/ wrongly. This happens because there is not same equivalent in the Czech language. (Melen, 2010) Therefore, it is often pronounced as /aj, ej, oj/ because those sounds are natural to say within the Czech native speakers. The second part /ɪ/ of diphthongs /aɪ, eɪ, ɔɪ/ should be only lightly intimated.

For example, if the word *my* is pronounced with incorrect quality it might sound similar to Czech *máj* [máj]. (Melen, 2010)

3.5 Wrong pronunciation of Diphthong /əʊ/

The Czech language does not dispose of diphthong /əʊ/ and that is the reason why it might be problematic for Czech native speakers to pronounce it correctly. Melen argues that the Czech native speakers often misuse the Czech diphthongs such as /ou/ or only the single vowel phoneme /o/ to substitute the original English sound /əʊ/. (Melen, 2010) Moreover, according to Skaličková, obsolete transcription in some dictionaries might be the reason for the wrong pronunciation of the diphthong /əʊ/ by the Czech native speakers. (Skaličková, 1982) This mistake may appear for example in the word *cold*.

- [kəʊld]
- * [kɔʊld]

3.6 Wrong pronunciation of voiced and voiceless consonants

The voiced consonants are pronounced as voiceless such as in words like *buzz* [bʌz] which Czech native speakers often pronounce as [bʌs]. Melen argues that this type of mistakes is the most common among the Czech native speakers. (Melen, 2010) Moreover, Czech native speakers tend to pronounce voiced consonant in the final position incorrectly with a /ə/ sound. For example, the words *buzz* [bʌz] might be pronounced as *buzzer* ['bʌzə]

3.7 Wrong pronunciation of ŋ sound

Velar sound ŋ troubles Czech native speakers because they are not use to pronounce it in particular situations where it appears in English. Skaličková mentions that the Czech native speakers are only familiar with this sound in connection with consonants [k, g]. (Skaličková, 1982, 188) For example, the word *sing* should be pronounced as [sɪŋ] but Czech native speakers often pronounce it as *sin* [sɪn]. (Melen, 2010) Once Czech native speakers learn this sound they tend to misuse it very often. For instance, where the sound [g] should be pronounced are comparative and superlative adjectives and inside the morpheme. For example, words like *finger* ['fɪŋgə] and *stronger* ['strɒŋgə]. (Skaličková, 1982)

3.8 Aspiration of /p, t, k/

Consonants /p, t, k/ in the initial position are aspirated. Aspiration sound reminds Czech native speakers of consonant /ch/. This is applied right before pronouncing the following vowel sound. If the speaker does not apply the aspiration in the word he or she pronounces

it might sound like absolutely different word. For example, the word *cool* is pronounced as [k^hu:l] but if it is pronounced wrongly the listener might hear something like *ghoul* [gu:l]. (Melen, 2010)

3.9 Fully voiced /h/

Czech native speakers often pronounce the phoneme /h/ wrongly. It is pronounced wrongly in the beginning of words such as *how*, *who*. Melen adds that if the initial phoneme /h/ is fully voiced it may sound vulgar. (Melen, 2010)

3.10 Interchange of /v/ and /w/

It is important to mention that in English phonemes /v/ and /w/ have different pronunciation. In the Czech language there is no difference of pronouncing /v/ and /w/. Therefore, Czech native speakers tend to make mistakes in pronouncing these English equivalents. (Skaličková, 1982) In addition, the production of /w/ sound is rather similar to pronouncing vowels than consonants. The mistake is visible in the following examples.

- *Vale* [veil]
- *Whale* [weil]

3.11 Wrong pronunciation of /ð/ and /θ/

As Skaličková points out, Czech native speakers tend to pronounce these consonants with their tongue between their teeth's which is wrong and the consequences to that might be mispronouncing the words which then can be understood wrongly. (Skaličková, 1982). For instance, as Melen notes the interchanges of /ð/ and /d/ may appear in these words *then* [ðen] and *den* [den] or *they* [ðei] and *day* [dei]. (Melen, 2010)

4 MISTAKES IN SUPRASEGMENTAL LEVEL

Segmental mistakes were listed in the previous chapter. Furthermore, this chapter is rather about complex mistakes within the aim of suprasegmental field of pronunciation. Contrary to segmental phonetics which is focused on the single phonemes the suprasegmental phonetics is about the bigger utterances such as sentences, foots, et cetera.

4.1 Quantity of English syllables

The quantity relationships between syllables are not respected by Czech native speakers. For example in the words like *lucky*, *metal*, and *nickel* should be the second syllable longer than the first one. This is not case in Czech equivalent *laky*, *metl*, and *nikl*. (Melen, 2010) In addition, the vowels on the examples are short in both Czech and English examples but yet they differ in quality. (Skaličková, 1982)

4.2 Linking sounds

The flow of speech from the first stressed syllable to the next one is uninterrupted in the English language. The Czech flow is different and that is the reason why the Czech native speakers often make mistakes in the correct flow. (Melen, 2010)

4.3 Voiceless syllables in the beginning of a sentence

The Czech native speakers have difficulties with unstressed syllables which are in the initial position of a sentence. These syllables should be pronounced without stress and the stress should rise to a maximum in the first stressed syllable. (Melen, 2010)

4.4 Intervals between the syllables with the highest and the lowest pitch

The highest and the lowest sound patterns of syllables within the sentences are among Czech native speakers too frequent. (Melen, 2010, 75) Skaličková mentions that the result of this wrong frequency of speech is that it might seem too monotonous. (Skaličková, 1982)

5 PHONIC INTERFERENCE

According to U. Weinreich the interference of phonetic level is distinguished into phonic, phonotactic and suprasegmental. He divided phonics segments into four basic types of interference. (Kráľová, 2011)

5.1 Under-differentiation of phonemes

This may occur in a particular scheme where the primary language cannot distinguish two sounds in secondary language because there are no counterparts in the primary language. (Baetens Beardsmore, 1986) For example in the Czech language are confused English vowels /æ/ (*matter* ['mæta]) and /ɛ/ (*letter* ['lɛta]). The reason is due to lack of counterparts as explained above.

5.2 Over-differentiation of phonemes

This type of interference may happen when primary language distinguishes two sounds but in the secondary language it is acknowledged as an allophone. (Edwards, Zampini, 2008) For example, the Czech language has two separate consonant sounds /d/ and /ʒ/ but interpretation of these in the English language is only as a single sound /dʒ/.

5.3 Reinterpretation of distinctions

Reinterpretation of distinctions takes place when the primary language speaker interprets aspects of the secondary language as aspects of his primary language. (Edwards, Zampini, 2008) For example, the Czech language has long and short forms of vowels and some speaker of this primary language may interpret vowels of the English language, as a secondary language, as short and long too. (Edwards, Zampini, 2008)

5.4 Phone substitution

Phone substitution happens "...when two phonemes are identified as identical across two languages but when in fact their production differs..." (Baetens Beardsmore, 1986, 72) For example Czech /h/ and English /h/ differs in production.

II. ANALYSIS

6 METHODOLOGY

The modern analysis of acoustic acquisition and pronunciation of foreign language have been already many times done and researched. According to Kráľová (2011) while analysing mistakes of pronunciation in the second language the emphasis is more and more put on heuristics and one of the main tasks during the analysis is to look for incomprehensible sounds. My analysis is focused on the segmental and suprasegmental level of phonic pronunciation. However, it is rather segmental than suprasegmental oriented due to the fact that suprasegmental aspects take more skills and research to analyse it in the full extent. Moreover, the perception and results are done by me so therefore it is rather subjective because I am not a native speaker but I have studied linguistics for three years and I have materials which I am following while analysing.

6.1 Sample (participants)

The analysed participants of my research are a group of students studying English language at TBU. Therefore, it is expected that those participants are speaking at least somehow related to the level of business communication. The age of the participants is approximately between nineteen and twenty-one years. The analysed materials are video spots with a length between one to four minutes, where the participants have presentations in the English language. The number of presentations analysed is fifteen of which are nine female and six male speakers.

6.2 Method

The first method used in my analysis is related to what Kráľová (2011) which she found out useful in similar analysis and that is the heuristic approach. So I can distinguish the mistakes in pronunciation which are possibly the most incomprehensible ones. Moreover, after I have watched the videos once I wrote down the mistakes which I noticed. Furthermore, the mistakes found in the heuristic approach are further analysed from their frequency and types within the studied materials. Types distinguished in the analysis were incomprehensible sounds, length of vowels, the substitution of schwa, interchanging of voiceless and voiced consonants, pronouncing /g/ sound after /ŋ/ sound, aspiration, the correct pronunciation of /w/ and /h/ and others. Furthermore, “others” mistakes consist of interchanging sounds which are not categorized in previous sections or pronouncing extra sounds in the word.

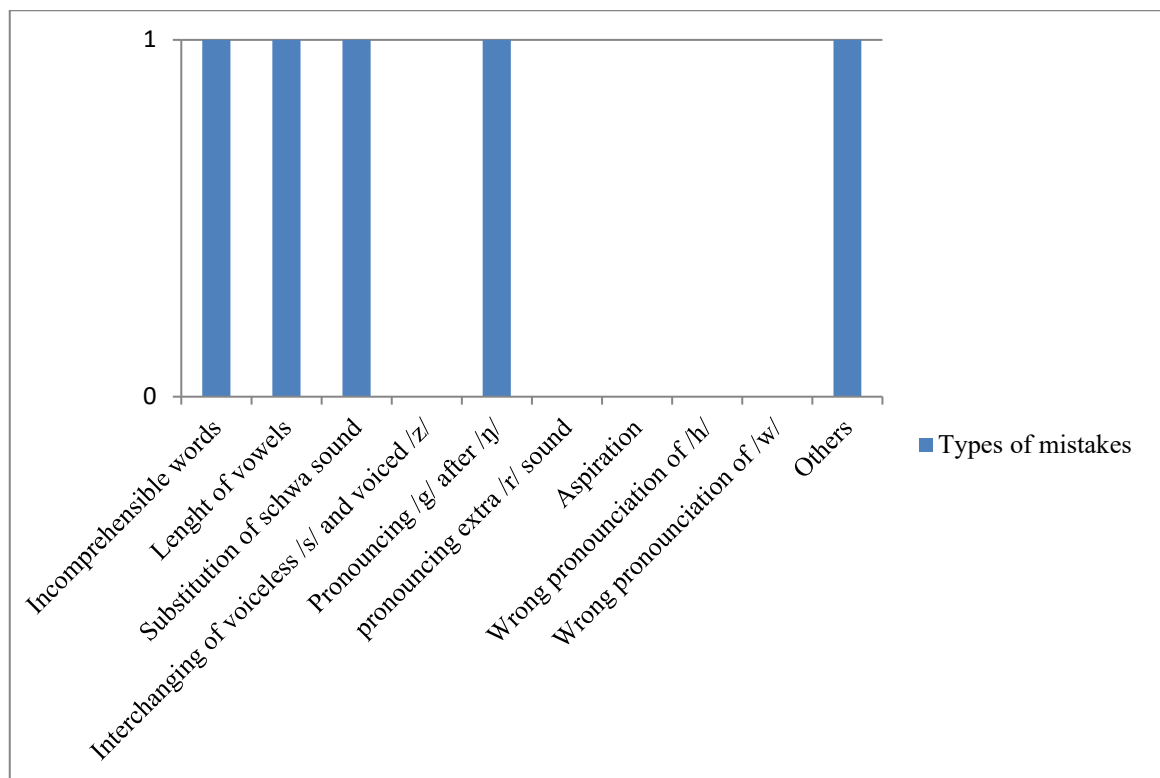
7 PERCEPTUAL ANALYSIS

In this chapter, I was analysing the samples using the heuristic approach which means that I watched each presentation once and made notes that I further wrote down here. After this was done the mistakes were specified in the graphs.

7.1 Participant 1

The first analysed sample video is two minutes long and presented by a female speaker. The density of observed mistakes is, on the whole, bigger than expected. Firstly the participant of research made several segmental mistakes. At the beginning of a presentation there was one mistake which could totally change the meaning if the listener could not figure out what the word should have been for himself and that was in the sentence “It was created in California ... and lunched...” where the speaker pronounced *launched* [lɔ:nʃt] as *lunched* [lʌnʃt]. I consider this as the biggest mistake in the whole presentation because of its character of changing the meaning of a word. Moreover, there were some mistakes of pronouncing the right length of vowel sounds which led to creating different voice patterns. For instance, in a word *version* ['vɜ:ʃən] the participant pronounced it more like a ['vəʃən]. Next, the pronunciation of schwa was sometimes substituted by a different sound as for in the word *considered* [kən'sɪdəd] the speaker pronounced it as ['kʌnsɪdəd]*. In addition, there were some similar cases of substitution but this time the interchange was done between different vowel sounds. For instance, it was observed in a word *actress* ['ækrɪs] where the speaker pronounced it as ['æktres]*. Furthermore, the participant did not obey the rule considering the vowel /ɪ/ in the pronunciation of a word *singer* ['sɪŋə] which was pronounced as ['sɪŋgə]*. Considering the suprasegmental features, the speech was overall pronounced with smaller intervals between low and high pitch which sounded unnaturally and the pitch of the tone was mostly rising at the end of segments which were frequently shorter than a clause due to a need for breath. The rising tone in this presentation sometimes evoked the feeling that the speaker is surprised by what she is talking about, but on the other, it sometimes felt like the raised tone underlined some important information.

Figure 3. Segmental Mistakes of Participant 1

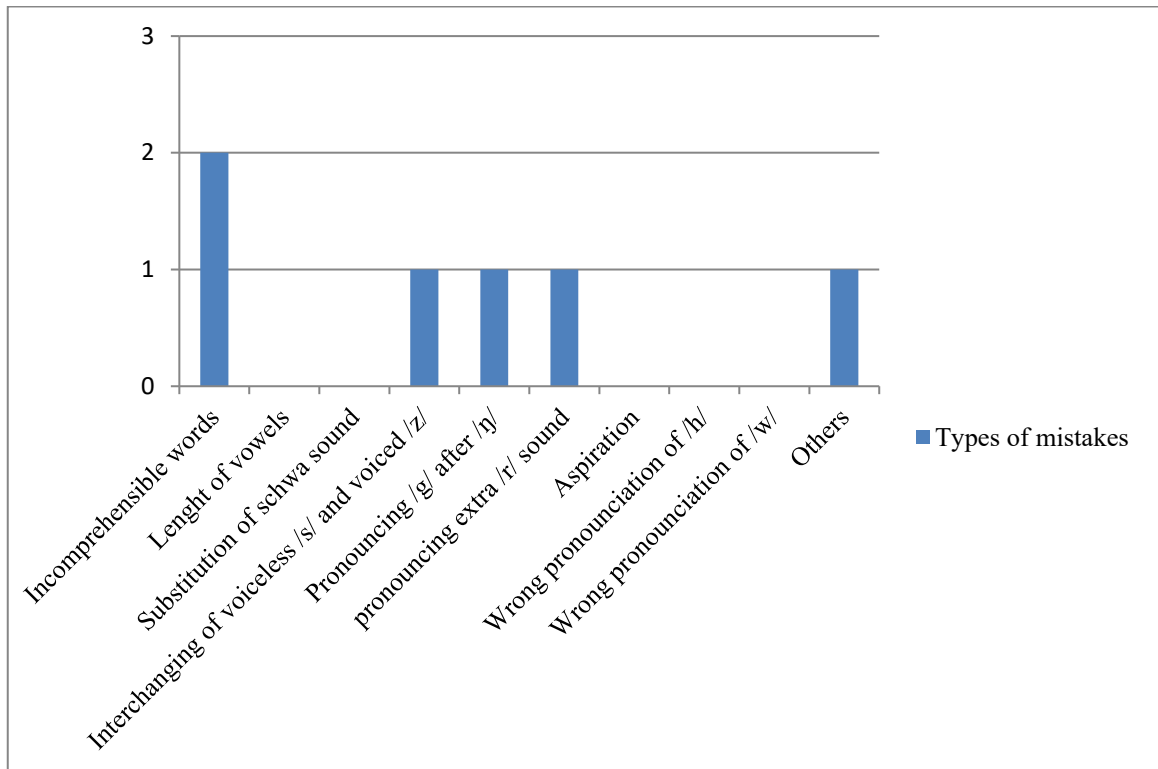


7.2 Participant 2

The second analysed sample was presented by a female speaker and was long less than a minute. In this sample were found mostly the segmental level mistakes. Starting with the word *comfort* ['kʌmfət] where it was hard to write down transcription of what the speaker pronounced due to the fact that it was not understandable at all. Luckily, it was the name of the company about which she presented so I managed to find it out on the slide. To put it into transcription it sounded like ['kəʊfæb]* which at least for me is a big mistake. Next, I observed not as a significant mistake which was the word *was* where the speaker did not obey the voiced consonants /z/ so she pronounced [wɒs]* instead of [wɒz], this is according to Melen (2010) is a frequent mistake among the Czech native speakers. Moreover, this phenomena appeared soon again but vice versa, so now the speaker pronounced voiceless consonant instead of voiced and also omitted one sound in the word *called* where she pronounced it as [kɔ:t]* instead of [kɔ:ld]. Considering the RP, the speaker mispronounced the word *for* [fɔ:] by retention of /r/ sound [fɔ:r]*. Moreover, the word *during* ['dʒʊərɪŋ] sounded more like a ['dʊərɪŋ]* with the phoneme /d/ pronounced more like a Czech /d'/ and the speaker did not comply the rule where after the sound /ŋ/ the sound /g/ is not pronounced. Last observed mistake was not pronouncing the final sound completely in the

word *which* [wɪtʃ] and instead of pronouncing only [wɪt]* which to me resounded more like *with* than *which*.

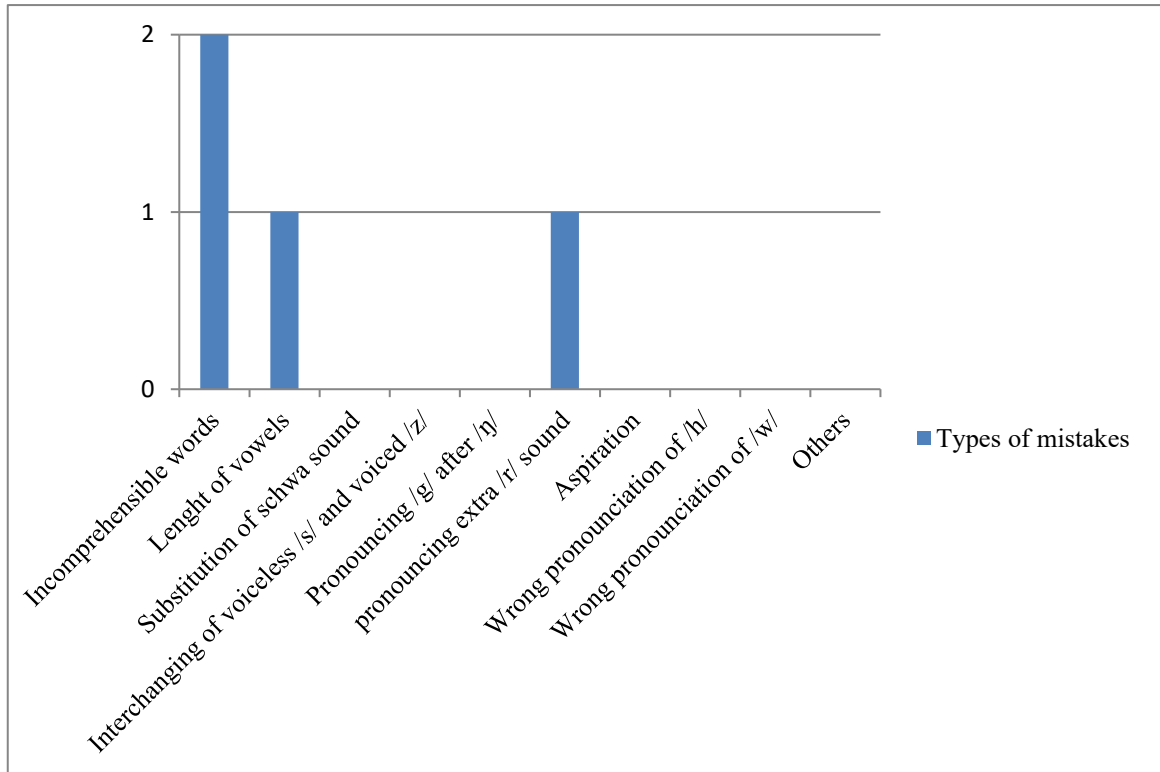
Figure 4. Segmental Mistakes of Participant 2



7.3 Participant 3

In this analysed sample which was almost two and a half minutes long and was presented by a female speaker was not many segmental mistakes observed. However, the most significant problem of the speaker was the slip of the tongue phenomena, meaning the speaker was trying to pronounce some words but in the middle of pronunciation, she realized that the correct pronunciation is different so she stopped pronouncing and started again with the correct pronunciation. However, there were some segmental mistakes such as in a word *row* [rəʊ] the speaker pronounced it as the word *round* without the final sound /d/ to put it into transcription it was pronounced like this [raʊn]*. Next, there was recognized the wrong pattern of sounds during the utterance of the word *aperture* ['æpətʃə] where the speaker pronounced unrecognizably to its intention and it sounded as ['æpærətʃə]*. In addition, there was observed lack of the authentic length of the vowel sounds pronounced in the word *feature*. Considering the suprasegmental level, I need to point out the intonation which was on the level of pitch and the whole speech then seemed uninteresting and monotonous plus there were a lot of noises such as “emm” and as said, in the beginning, a lot of slips of the tongue.

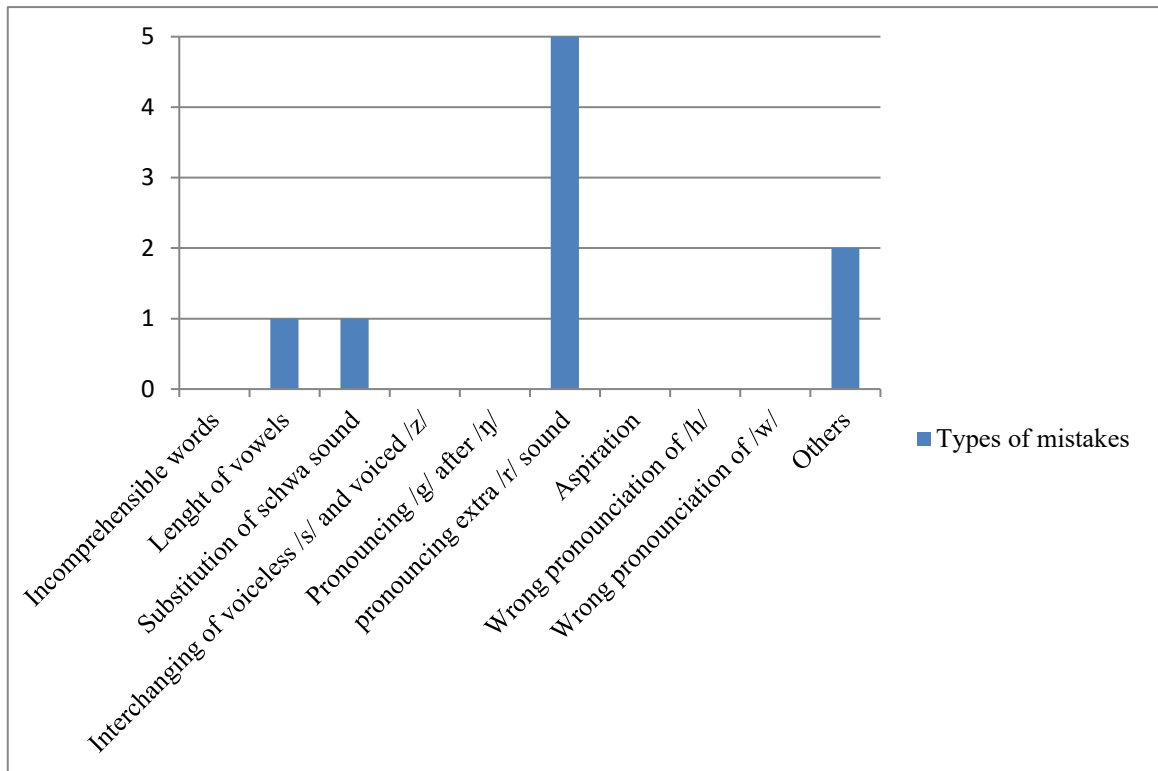
Figure 5. Segmental Mistakes of Participant 3



7.4 Participant 4

This sample was presented by a male speaker and the presentation was long two minutes. First of all the speaker pronounced /r/ sound a lot of times where it was not supposed to be. For instance in words *fair* [feə(r*)], *producers* [prə'dju:sə(r*)z], *workers* ['wɜ:kə(r*)z], *poverty* ['pɒvə(r*)ti] and *supporters* [sə'pɔ:(r*)təz]. These mistakes of pronouncing /r/ sound were most significant within the speech of this speaker. However, the incorrect pronunciation of the schwa sound was also observed during the pronunciation of words *workers* ['wɜ:kəz] where the subject once pronounced short schwa instead of long one ['wəkərz]* and during the second production of this word the speaker pronounced vowel /ɔ/ instead of the long schwa ['wəkərz]*. Furthermore, considering the substitution of single vowel sounds he also wrongly pronounced /ʌ/ sound in the word *alternative* [ɔ:l'tɜ:nətɪv] in the initial position [ʌl'tɜ:nətɪv]*. In addition, the speaker put /θ/ sound in the final position of the word *grown* [grəʊn] where this sound does not belong. Considering the suprasegmental aspects the speaker had not fluent speech due to the missing linking between the words from the first stressed syllable to the next one that might have been because he occasionally suffered from slip of the tongue and was doing some noise sounds during the speech.

Figure 6. Segmental Mistakes of Participant 4

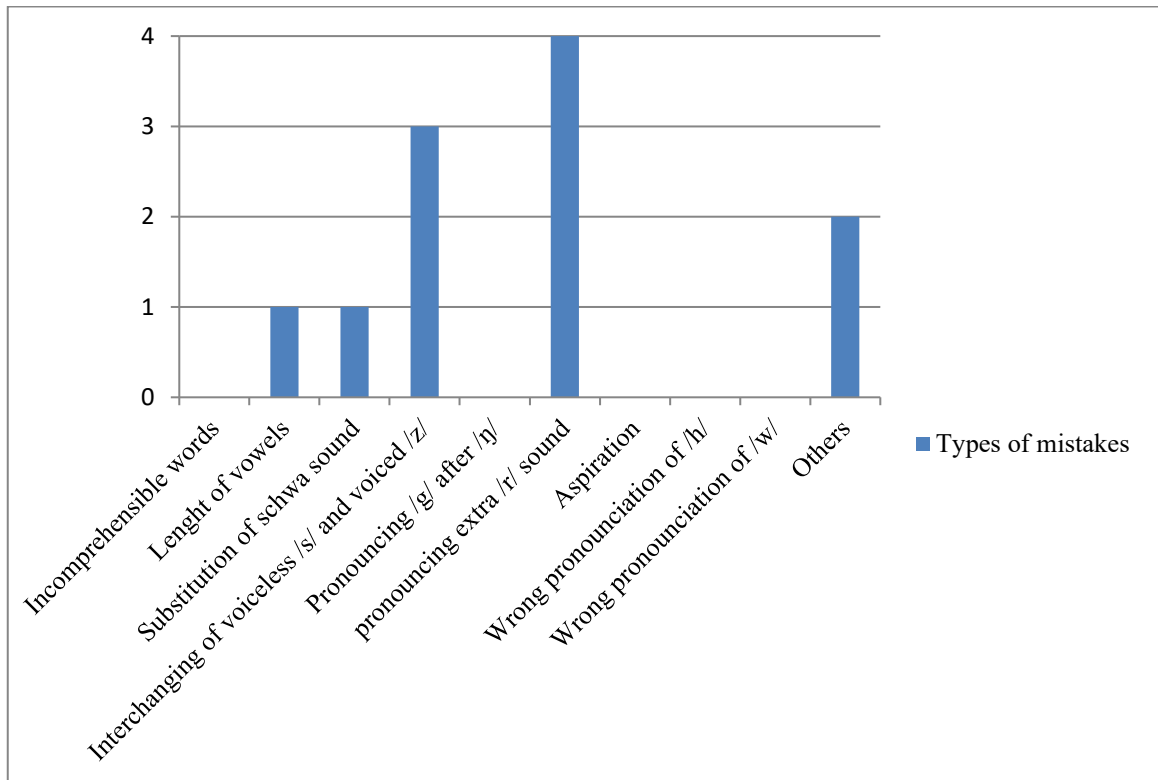


7.5 Participant 5

This speech was done by a male speaker and it was two and a half minutes long. The most observed mistake was of pronouncing /r/ where it does not belong and that was in words *later* ['leɪtə(r*)], *multiplayer* [ˌmʌltɪˈpleɪə(r*)], *fourth* [fɔː(r*)θ] and *platforms* ['plætfɔː(r*)mz]. Moreover, in the word *multiplayer* the speaker pronounced /ʊ/ instead of /ʌ/ and put the stress on the first syllable ['mʊltɪpleɪər]*. In the word *fourth* the speaker shortened the vowel /ɔː/ and did not pronounce the consonant /θ/ so the produced utterance of sounds sounded like [fɔːr]*. Furthermore, in the word *platforms*, he pronounced voiceless consonant /s/ instead of /z/ ['plætfɔːrms]*. In addition, he continued with this phenomenon of pronouncing voiceless consonant /s/ instead of /z/ in two more words which were *defuse* [ˌdiː'fjuːz] and *allows* [ə'laʊz] where the speaker pronounced them as [ˌdiː'fjuːs]* and [ə'laʊs]* in which he even pronounced the diphthong wrongly. Moreover, there was a mistake in pronouncing consonant /θ/ in the word [ðɪs] where the speaker pronounced it as a consonant /d/ [dɪs]*. Production of the different vowel sound in the place where should be schwa sound was also observed and that in the word *positive* ['pɒzətɪv] where the speaker interchanged the sound with /ɪ/ sound ['pɒzɪtɪv]*. It is also important to mention some mistakes considering the stress position which were observed and those were in words

received [rɪ'si:vɪd] and *recommended* [ˌrɛkə'mɛndɪd] which were pronounced as [ˈrɪsi:vɪd]* and [ˈrɛkə'mɛndɪd]*.

Figure 7. Segmental Mistakes of Participant 5

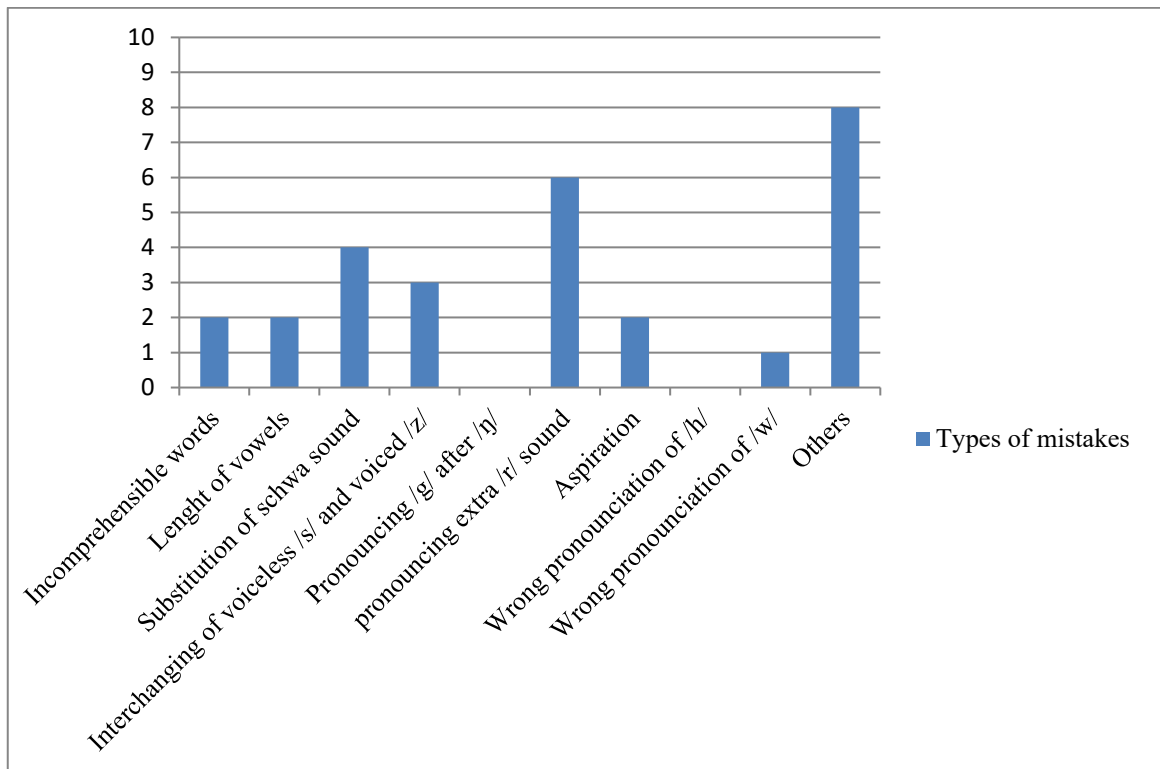


7.6 Participant 6

This participant of research was a male speaker and the video was three minutes long. Importantly, this speaker is probably not yet ready for business level presentation due to lack of respiration which ended in a lot of pauses in between words, a slip of tongue, the whole fluency of the speech and the density of mistakes in segmental level. I tried to cover most of them but some words were even hard to identify. For instance, word *others* [ˈʌðəz] was pronounced as [eis]* which was incomprehensible. Some words were pronounced like the reading of Czech words letter by letter, for example, word *environmental* [ɪnˌvaɪərənˈmentl] was pronounced as [enviromentl]*. To the next mistakes, the participant did six mistakes where he pronounced /r/ sound where it is not supposed to be. This was in words *explorer* [ɪksˈplɔːrə] which he pronounced as [əksˈplɔːrə]* even with wrong initial sound, next in *detergent* [dɪˈtɜː(r*)dʒənt], *darker* [ˈdɑːkə(r*)], *labor* [ˈleɪbə(r*)], *workers* [ˈwɜːkəz] where he pronounced it also with interchange of /w/ and /v/ sounds like a [ˈvɜːrkəz]* and lastly in word *versatile* [ˈvɜːsətəɪl] this word was pronounced further with the wrong length of vowel /ɜː/ as [ˈvɜːrsətəɪl]*. In addition, there was one more word with an incorrect length of a vowel sound which was *palm* [pɑːm] pronounced as [pʌlm]* with the extra consonant sound /l/.

Furthermore, this speaker made three mistakes in interchanging voiced sound /z/ with voiceless /s/ in one of which was also another mistake found. This was observed in words *wilds* [waɪldz]* and *countries* ['kʌntrɪs]*. Furthermore, the word *raise* [reɪz] was pronounced even with wrong diphthong /aɪ/ as [raɪs]* which resembles more of a word *rise*. Moreover, the speaker interchanged a lot of single sounds in words *summarize* ['sʌməraɪz], *packaged* ['pækɪdʒd], *topic* ['tɒpɪk] and *cultivation* [ˌkʌltɪ'veɪʃən] which were pronounced as ['sʌməraɪz]*, ['pækɪdʒd]*, ['tʌpɪk]* and [ˌkʌltɪ'veɪʃən]*. In four words were not put schwa sound where does it belong and was altered with different sounds. Those words were *Indonesia* [ˌɪndə'nɪziə], *Malaysia* [mə'leɪzə], *vegetable* ['vedʒtəbl] and *saffron* ['sæfrən] where the speaker pronounced them as [ˌɪndə'nɪziə]*, [mə'leɪzə]*, ['vedʒteɪbl]* and ['sæfrən]. Last but not least, he did not aspirate the consonant /t/ which should have been aspirated in two words which were *treatment* ['tri:tmənt] and *ton* [tʰɔ:ŋ]. The last mistake which I have noticed was adding sound /c/ in the pronunciation of a word *scant* [s(c*)ɛnt].

Figure 8. Segmental Mistakes of Participant 6

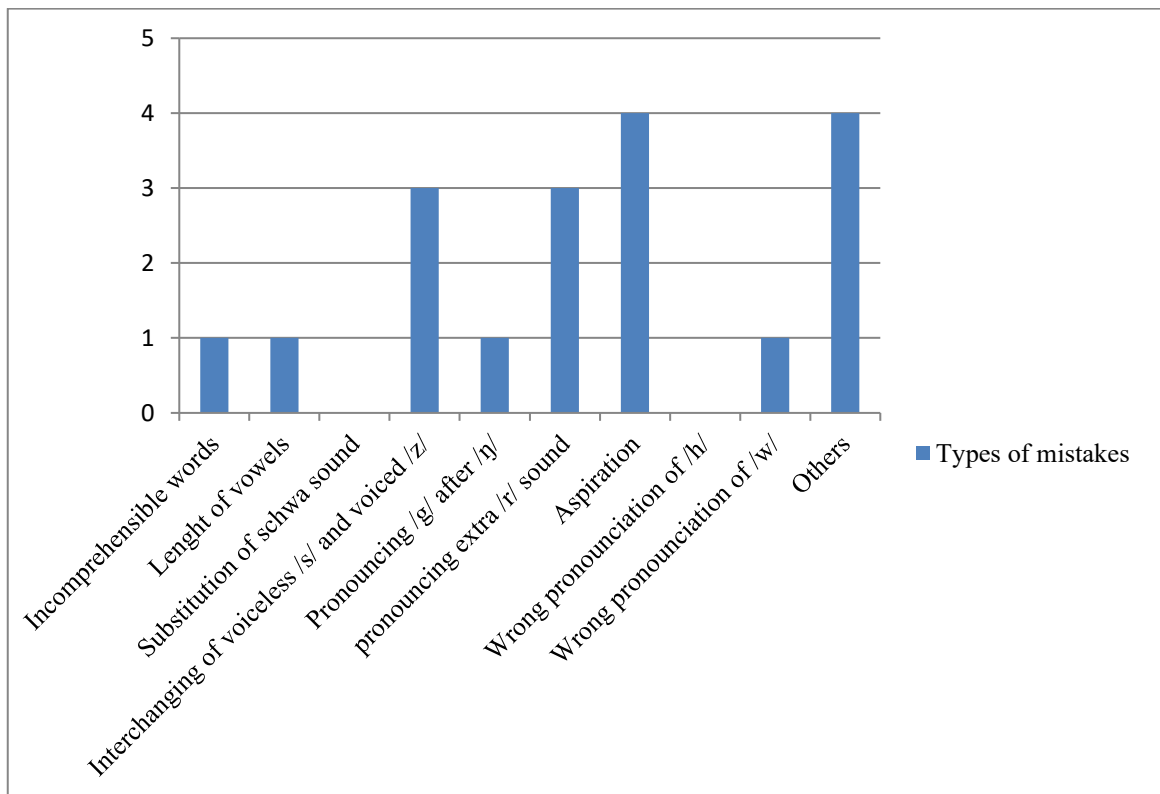


7.7 Participant 7

Next presentation was made by a female speaker and the length was one and a half minute. Firstly, I would like to point out the incomprehensible sound unit that was a word *including* [ɪn'klu:dɪŋ] which was pronounced like [ɪnklʌdɪŋ]* while some of the sounds were interchanged, some were not pronounced and some of them were even pronounced extra

such as /g/ which is not supposed to be pronounced if the preceding sound is /ŋ/. In the speech were found several mistakes of not obeying the aspiration. Those were in words *tea* [t^hi:], *prepared* [p^hri'peəd], *country* ['k^hʌntri] and *tropical* [t^hrɒpɪkəl]. Moreover, *tea* was pronounced with a shorter length of the vowel [ti]* and *country* was pronounced with a diphthong instead of sound /ʌ/ ['kaʊntri]*. Furthermore, there were observed three mistakes in the correct voicing and that was in the words *grows* [grəʊz], *categories* ['kætɪgəriz] and *examples* [ɪg'zɑ:mplz] where the speaker interchanged the voiced /z/ with voiceless /s/. Next segmental mistakes in this speech were related to pronouncing /r/ where it should not be pronounced. For instance in words *water* ['wɔ:tə(r*)], *alertness* [ə'lɜ:(r*)tnəs] and *ever* ['evə(r*)]. In addition in the word *water* was also pronounced /v/ instead of /w/ sound as ['vɔ:tər]*. Last but not least, mistakes were in interchanging the correct sounds in the words with the incorrect ones. For example, the word *aromatic* [,æɾəʊ'mætɪk] was pronounced like ['ærə'mætɪk]* even with the wrong stress pattern. The second interchange of sounds happened in the word *climates* ['klaɪmɪts] which was pronounced as ['klɪmɪts]*. And the last one was in the word *season* ['si:zn] which was pronounced as ['si:ʒn]. And the last observed segmental mistake was in the word *boiling* ['bɔɪlɪŋ] where was not obeyed the rule of not pronouncing /g/ sound after /ŋ/ ['bɔɪlɪŋg]*.

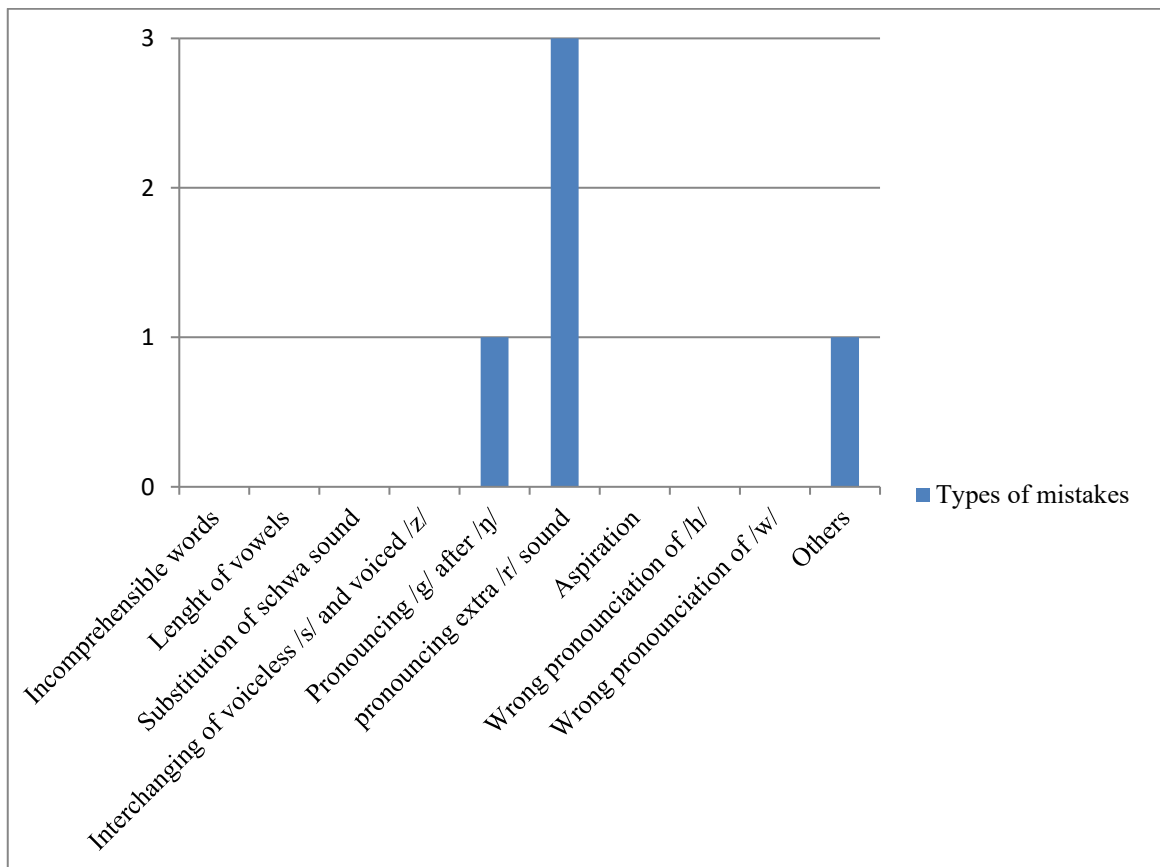
Figure 9. Segmental Mistakes of Participant 7



7.8 Participant 8

The eighth presentation was presented by a female speaker and the presentation took almost two minutes. This speech was done on a good level from the phonetic aspects. Therefore, the density of mistakes was also low but there is still something to point out. First of all, it seemed that what troubled her most were words with /r/ sound in which it is not supposed to be pronounced. For instance, in words *firstly* [ˈfɜ(r*)stli], *sensor* [ˈsensə(r*)] and *whenever* [wɛnˈɛvə(r*)]. Next observed mistakes what have she done was pronouncing sound /g/ after the /ŋ/ sound in the word *cleaning* [ˈkli:nɪŋ(g*)]. And the last mistake which was found was a mispronunciation of a word *with* [wið] which was pronounced with /t/ sound instead of /ð/ sound [wɪt]. Overall the intonation and fluency were on a good level of a business English. The words were linked correctly and the speech flow was uninterrupted before first and next stressed syllables.

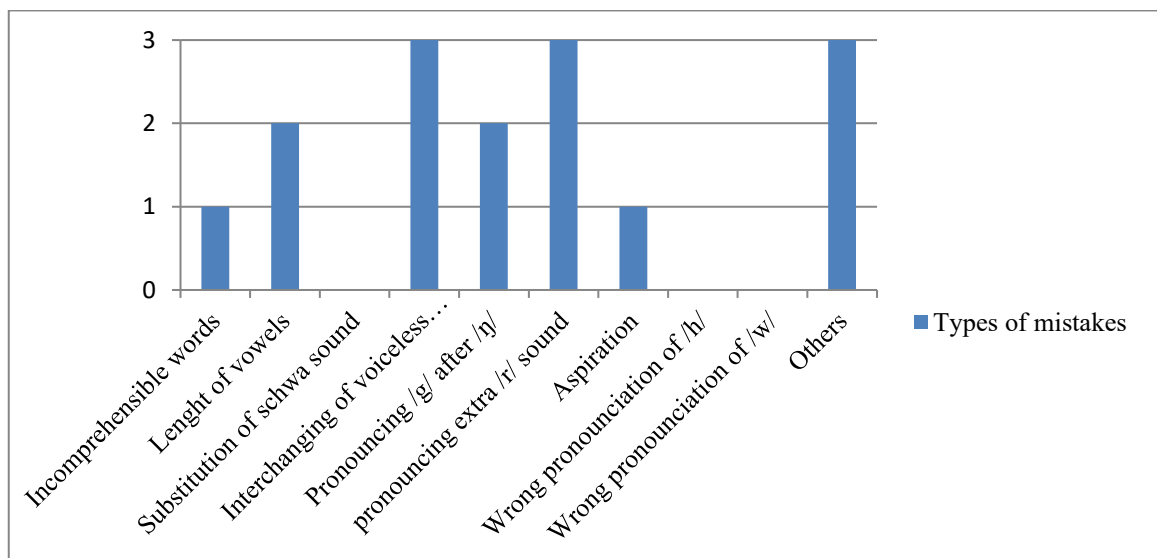
Figure 10. Segmental Mistakes of Participant 8



7.9 Participant 9

Next analysed speaker was a female and the presentation took one minute and a half. First of all, it is important to point out one mistake which was incomprehensible and could mean listener’s misunderstanding; this mistake occurred in the sentence “...marketing is a process of planning and (executing?)...” where the word was probably *executing* [ˈɛksɪkjʊ:tɪŋ] was pronounced as a [ɛksekeəlɪŋ]. A Significant part of her segmental mistakes was those considering voicing. Among which belong words such as *ideas* [aɪˈdɪəz], *today’s* [təˈdeɪz] and *philosophies* [fɪˈlɒsəfɪz] where was pronounced voiceless /s/ sound instead of voiced /z/ sound. Moreover, a word philosophy was pronounced with the wrong length of a vowel /i/ [fɪˈlɒsəfɪ:s]*. Furthermore, she did mistakes in pronouncing sound /r/ where it should not be pronounced and that in words *organization* [ˌɔ:gənəɪˈzeɪʃən] as [ˌɔ:gənəɪˈzeɪʃən]* even with incorrect length of a vowel, *your* [jɔ:r]* and in word *marketing* [ˈmɑ:kɪtɪŋ] which was pronounced also with sound /g/ as [ˈmɑ:rkɪtɪŋg]*. This mistake of pronouncing /g/ after /ŋ/ sound was also observed in a word *establishing* [ɪsˈtæblɪʃɪŋ] which was pronounced as [ɪsˈtæblɪʃɪŋg]*. The word *customer* [ˈkʰʌstəmə] was pronounced without aspiration. Next mistakes were with a character of pronouncing different sounds. The first word observed with this kind of a mistake was *increase* [ˈɪnkri:s] where the speaker pronounced it as [ˈɪnkreɪs]*. And lastly, she had a tendency to pronounce [kju:] pattern in a word where it does not belong and those were *focus* [ˈfəʊkəs] and *current* [ˈkʌrənt] which were pronounced as [ˈfəkju:s]* and [ˈkju:rənt]*.

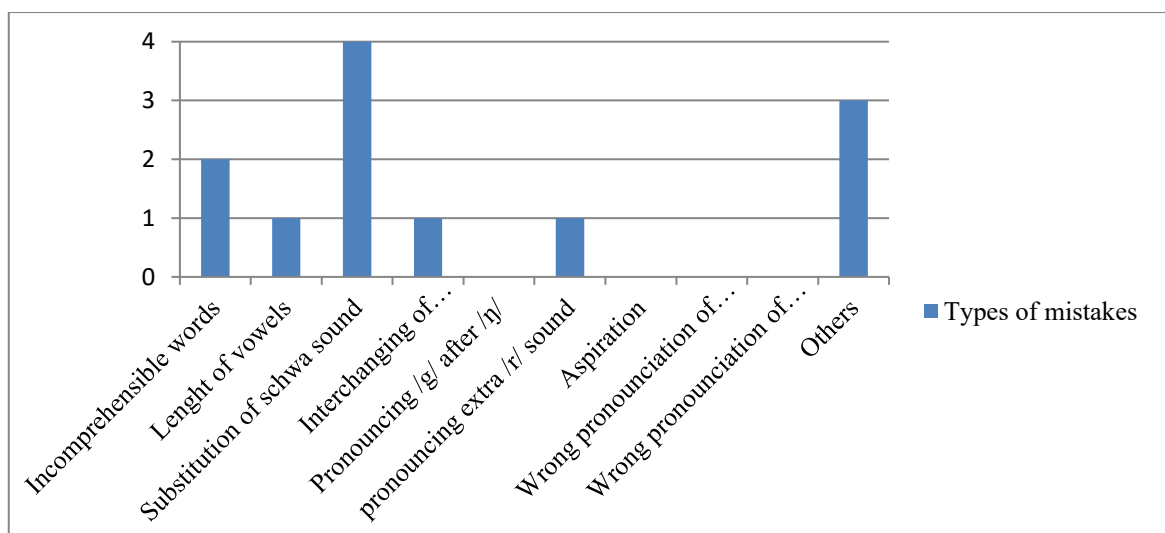
Figure 11. Segmental Mistakes of Participant 9



7.10 Participant 10

The next analysed sample was a female speaker who was speaking for two minutes. The density of segmental mistakes was not too vast. However, the speech as a whole seemed incomprehensible mostly due to the sentence structuring which is not the aim of my thesis to analyse, and suprasegmental aspects. The pauses between words were long enough to disrupt the linking between them and a lot of times she used some noise to fill the pauses. The stress was mostly put on the first syllables. Moreover, the tone was mainly fall-rise where the rising tone occurred on the last words in the sentences which seemed as she is losing breath or getting satisfied by finishing the sentences. In addition, her intonation was also confusing because sometimes she was almost whispering and then she used this rising tone. Although, the sentence structure is not the aim of my analysis as I said. However, due to a bad sentence structure, it was hard to understand two words such as *sam* and *sung* which I after researching acknowledged that they are parts of word *Samsung* which were not clear from her speech. Considering the segmental mistakes their character was rather reinterpreting of distinctions which were highly observed in the word *coca cola* ['kəʊkə 'kəʊlə] which she pronounced without respect to the English pronunciation and was pronounced as [kɔkɔ kɔlɔ]*. Furthermore, she pronounced words *create* [kri(:)'eit] and *attract* [ə'trækt] with similar incorrect pattern in both of them and pronounced them as [kriet]* and [ətrekt]*. In the word *prepared* [prɪ'peə(r*)d] she pronounced /r/ sound where it is not supposed to be. Moreover, in the word ['mɛmərəbl] was produced sound /ɒ/ instead of schwa so it was pronounced as ['mɛmɒrəbl]*. The word *country* ['kʌntri:z] was pronounced with voiceless sound /s/ instead of /z/ and longer final syllable as ['kʌntri:s]*. Lastly, she pronounced wrongly word *sloppy* ['slɒpi] with /ʌ/ sound as ['slɒpi]*.

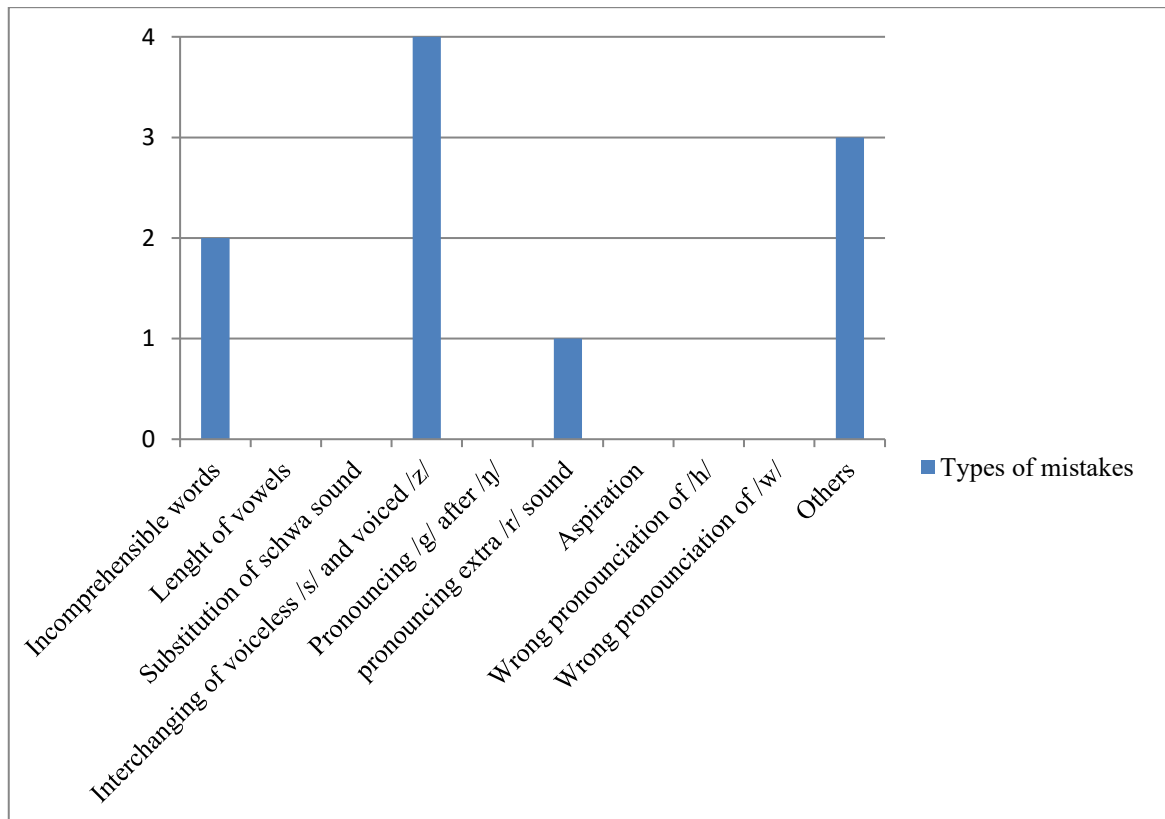
Figure 12. Segmental Mistakes of Participant 10



7.11 Participant 11

Participant of research was a male speaker and the video took almost two minutes. There were two incomprehensible words in the whole presentation. The first incomprehensible word was *equipped* [ɪ'kwɪpt] which was pronounced as [ɪ'kvɪft]*. The second one was probably *pressure* [ˈprɛʃə] which was pronounced fast with a glottal stop so I am even unable to put it into transcription. What most troubled the speaker was pronouncing voiced /z/ consonants. Mistakes in pronouncing voiceless instead of voiced consonants appeared four times. For instance, this occurred in words *visuals* ['vɪzjʊəlz], *signals* ['sɪɡnlz] and *has* [hæz] which were pronounced with /s/ sound in the final position. Moreover, the word *also* ['ɔ:lʰsəʊ] was pronounced with voiced consonant /z/ and different vowel in the final position as [ɔ:lzəʊ]*. Word *display* [dɪs'pleɪ] was pronounced with different sound in the final position as [dɪs'plej]*. In addition, interchange of sound patterns occurred also in the word *accuracy* ['ækjʊərəsi] which was pronounced as [ɛkjʊərəsi]*. Lastly, the speaker pronounced /r/ sound in the word *blur* [blɜ:(r*)]

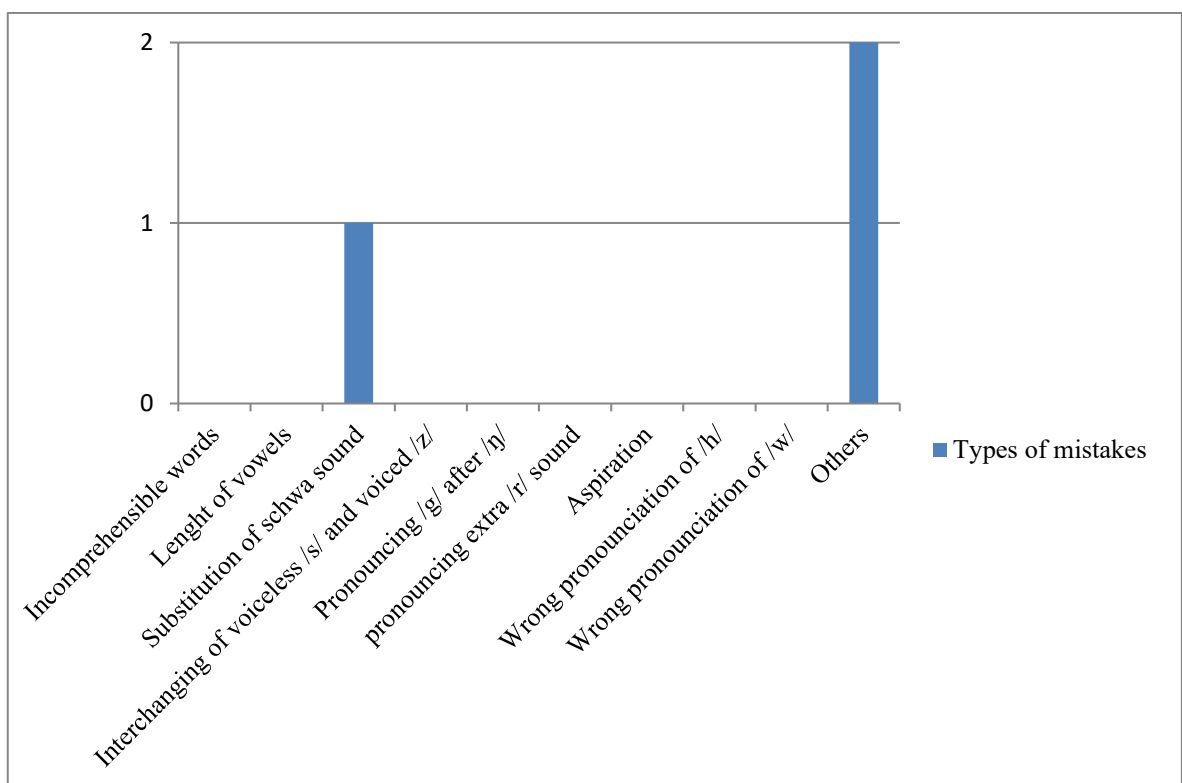
Figure 13. Segmental Mistakes of Participant 11



7.12 Participant 12

This presentation was made by a female and took two and a half minutes. Although, it was a bit longer than most of the presentations analysed the density of mistakes was almost zero. The fluency of the speech, linked words and intonation was done on a great level. However, there were three mistakes observed. First of them was the wrong pronunciation of schwa in the word *ability* [ə'bilɪti] which was pronounced as [e'bilɪti]*. Moreover, the word *manages* ['mæniʤɪz] was pronounced with different vowel sound as ['mænedʒɪz]*. Lastly, the speaker interchanged the phoneme /θ/ and /t/ in word *empathy* ['empəθi].

Figure 14. Segmental Mistakes of Participant 12

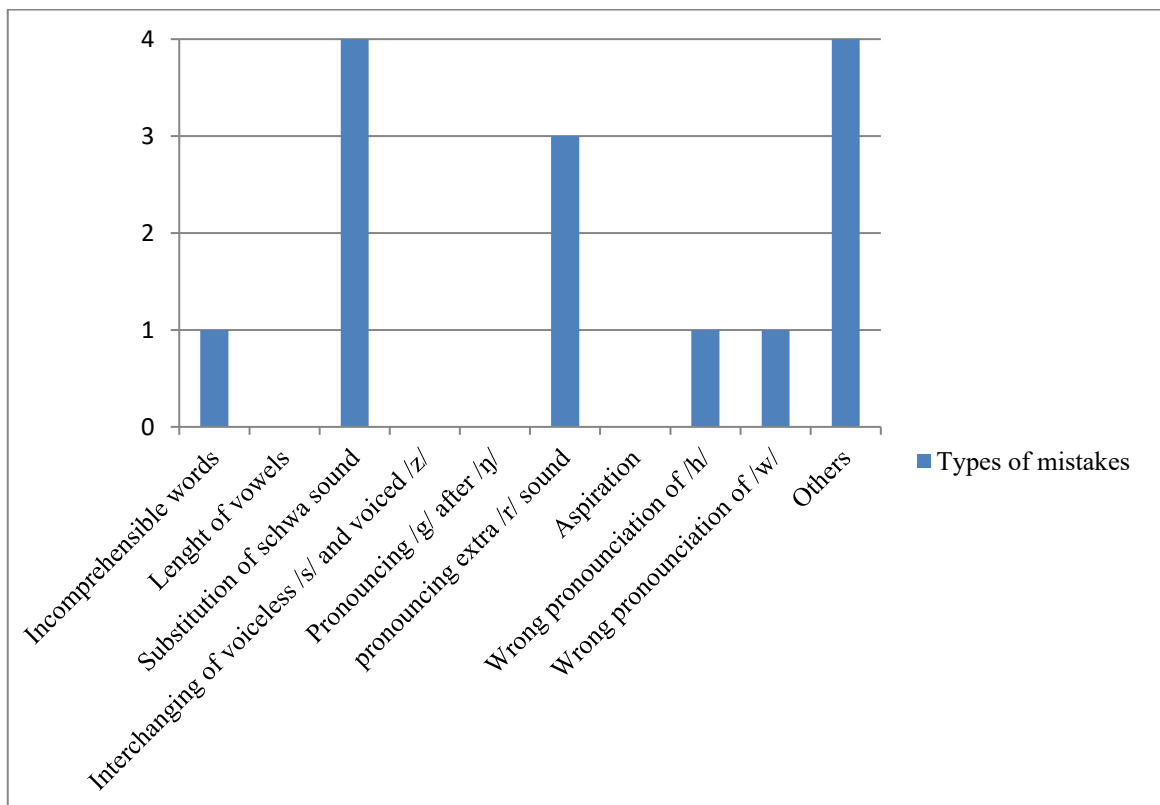


7.13 Participant 13

This speaker was a male and the speech was long two and a half minutes. The speech fluency was good but sometimes interrupted by the slip of the tongue. The intonation seemed a bit monotonous due to the use of level intonation. Moreover, the speaker tended to put stress on almost every first syllable. Regarding the segmental mistakes, there was a significant number of them. Firstly, it is important to mention that one word was absolutely incomprehensible. Furthermore, the word *union* ['ju:njən] appeared many times in his speech and was pronounced as ['u:njən]*. The speaker made three mistakes in pronouncing the phoneme /r/ in words *first* [fɜ:(r*)st], *horror* ['hɒrə(r*)] and *interference* [ˌɪntə(r*)'fɪərəns]. Furthermore,

the word *horror* ['hɒrə] was pronounced with /ch/ sound as ['chɒrə]*. The word *interference* [ˌɪntə'fɪərəns] was pronounced with interchanging of two schwa sounds as [ˌɪntə'fɪərəns]*. Another mistake in pronouncing schwa was observed in the word *economic* [ˌiːkə'nɒmɪk] which was pronounced as [ˌi:kə'nɒmɪk]*. And the last mistake considering the schwa sound was in the word *independent* [ˌɪndɪ'pendənt] which was further pronounced with a schwa in the initial position and without the sound /n/ as [ˌəndɪ'pendet]*. Moreover, word *what* [wɒt] was pronounced as [vɒt]*.

Figure 15. Segmental Mistakes of Participant 13

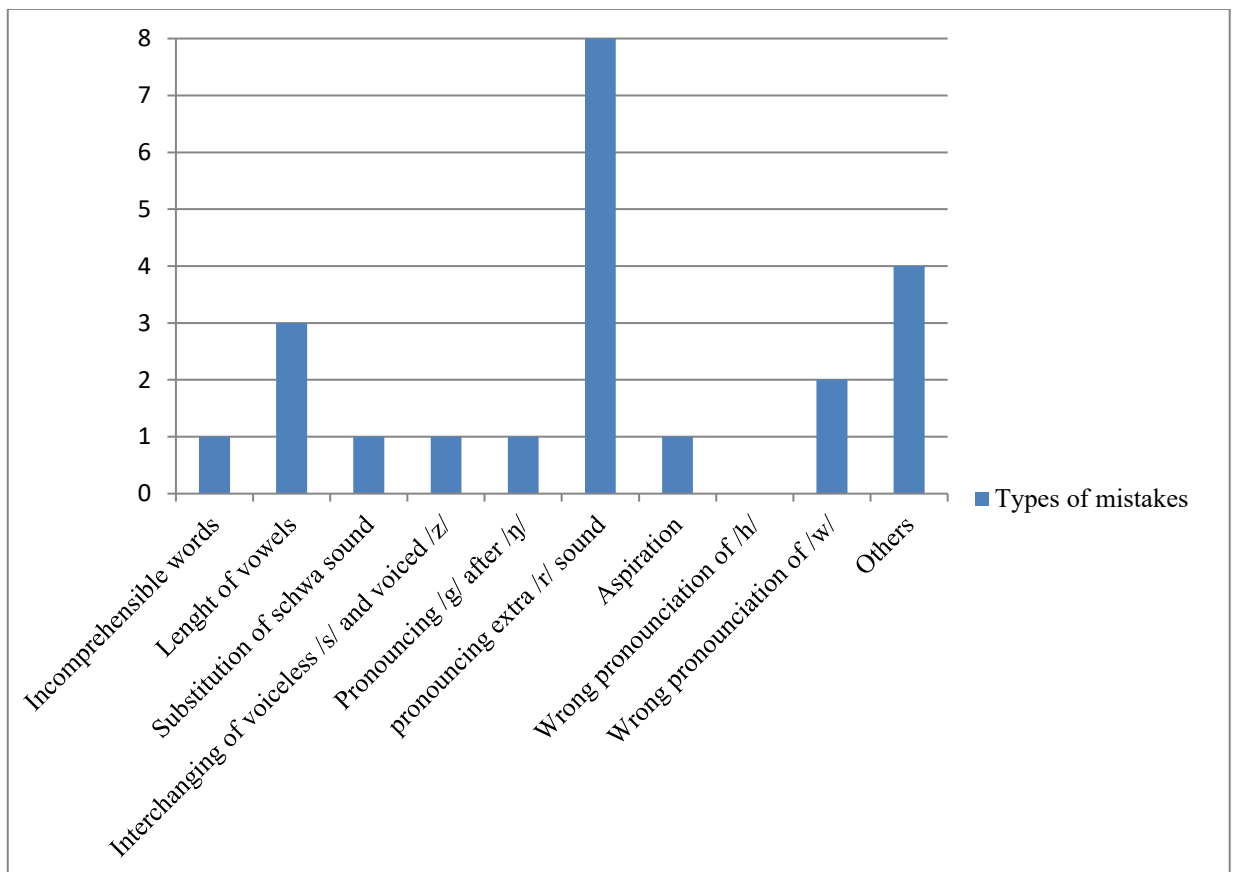


7.14 Participant 14

This speaker was a male and his presentation took four minutes which also reflects on the number of mistakes. First of all, the speaker was reading his speech through his mobile device and sometimes he could not read the text properly so it ended up in the slip of the tongues. To his actual mistakes, the most significant mistake observed was the Czech reading of word *theory* ['θiəri] which was pronounced as [teori]. Moreover, the highest density of his mistakes was done by pronouncing /r/ sound in the wrong positions. This appeared in words *horror* ['hɒrə(r*)], *first* [fɜ:(r*)st], *fear* [fiə(r*)] *purge* [pɜ:(r*)dʒ], *transfer* ['trænsfə(r*)], *heart* [hɑ:(r*)t], *viewer* ['vju:ə(r*)] and *scored* [skɔ:(r*)d]. Furthermore, in words *first*, *scored* and *purge* was also pronounced the wrong length of the vowels. In the

words, *horror* and *transfer* were spoken different vowel sound [ˈhærər]* [ˈtrɛnsfər]*. In the word, *negative* [ˈnɛgətɪv] was schwa sound interchanged with a different vowel which was pronounced as [ˈnɛgɑtɪv]*. In addition, diphthongs with schwa sound were pronounced wrongly in two words *process* [ˈprəʊsɛs] and *curious* [ˈkjʊəriəs] which were pronounced as [ˈprɒsɛs]* and [ˈkjʊərɪəs]*. Next, in two words the speaker produced /v/ phoneme instead of semi-vowel /w/ and that was in words *will* [wɪl] and *which* [wɪtʃ]. Next mistake was done due to the incorrect pronunciation of voiced /z/ in the word *visuals* [ˈvɪzjʊəlz] which was pronounced as [ˈvɪzjʊəls]*. The word *cleansing* [ˈklɛnzɪŋ] was pronounced as [ˈklɛnzɪŋg]*. The last mistake done by the speaker was the omission of aspiration in the word *today*.

Figure 16. Segmental Mistakes of Participant 14

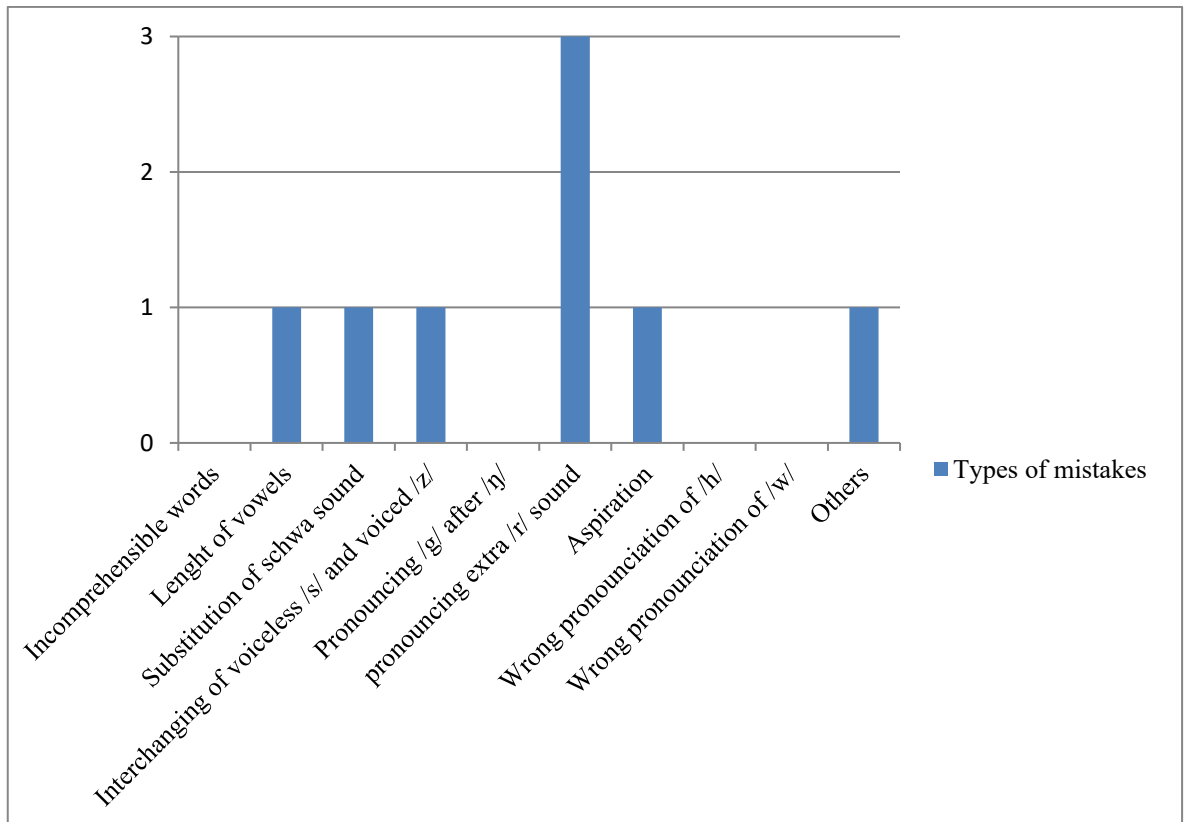


7.15 Participant 15

The last speech was given by a female in a presentation long almost two minutes. Considering the suprasegmental level the speech was fluent and well linked. However, there were some segmental mistakes mostly in pronouncing /r/ sound. The /r/ sound was incorrectly pronounced in three words *network* [ˈnɛtwɜ:(r*)k], *search* [sɜ:(r*)tʃ] and *work* [wɜ:(r*)k] so it seems like she was pronouncing the /r/ sound always after the long schwa /ɜ:/. Moreover, the word *network* was pronounced with different vowel instead of schwa as

['network]*. The word *service* ['sɜ:vi:s] was pronounced with different length of the vowel /ɜ:/. Next, she did not put aspiration on the word *companies* ['kʰʌmpəniz]. Furthermore, she pronounced word *windows* ['wɪndəʊz] with voiceless phoneme /s/. Lastly, the noun *projects* ['prɒdʒekts] was pronounced with a diphthong /oʊ/ as ['prɒdʒekts]*.

Figure 17. Segmental Mistakes of Participant 15



8 RESULTS

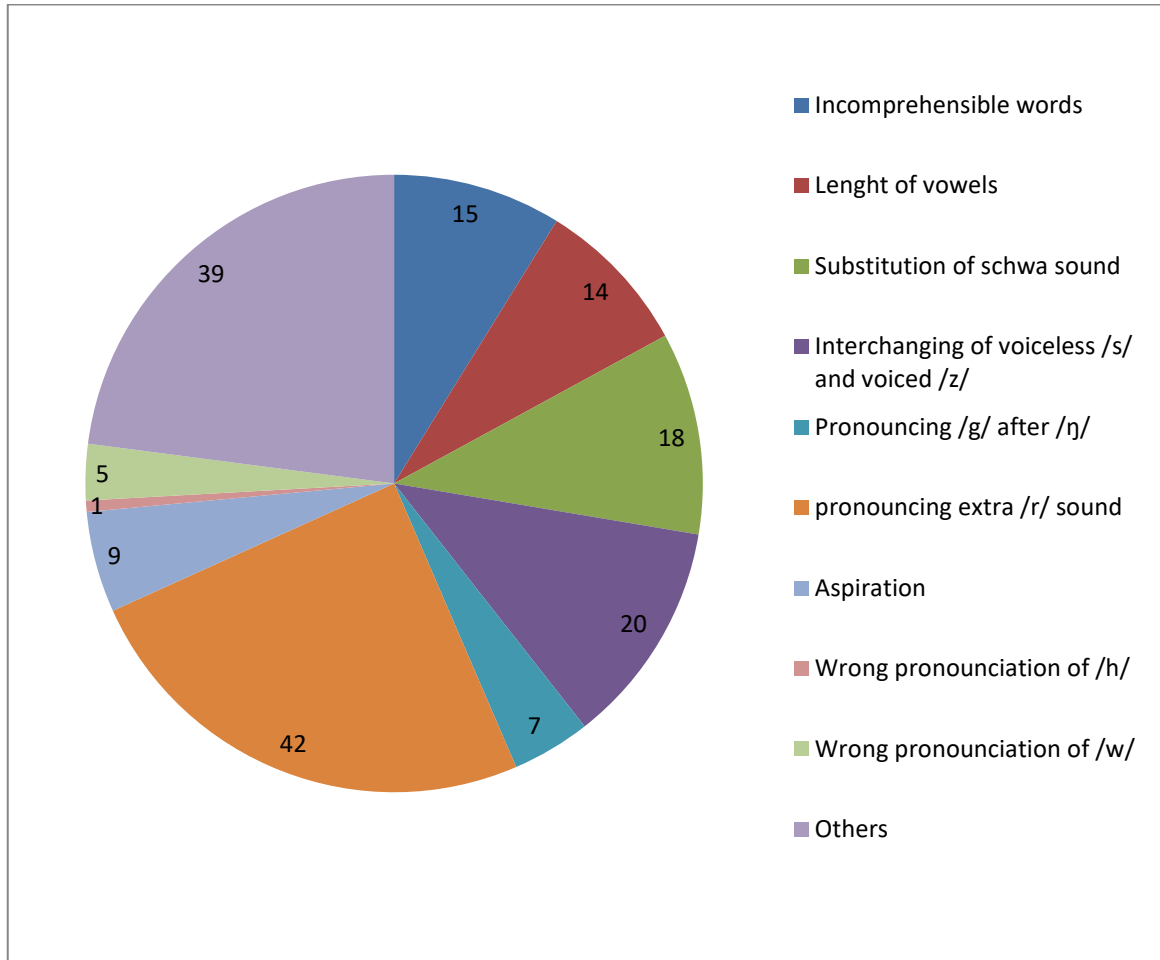
In this chapter, the results of all participants are written and further analysed. A table of mistakes containing all participants is shown. The mistakes mentioned in the table are Incomprehensible words (IW), length of vowels (LoV), substitution of schwa sound (SoSS), interchanging of voiceless /s/ and voiced /z/ (IoVaV), pronouncing /g/ after /ŋ/ (/g/), pronouncing extra /r/ sound (/r/), aspiration, wrong pronunciation of /h/ (/h/), wrong pronunciation of /w/ (/w/), and others which stands for letters changing and adding.

Table 3. Results of perceptual analysis

	IW	LoV	SoSS	IoVaV	/g/	/r/	Aspiration	/h/	/w/	Others
Part.1	1	1	1	0	1	0	0	0	0	1
Part.2	2	0	0	1	1	1	0	0	0	1
Part.3	2	1	0	0	0	1	0	0	0	0
Part.4	0	1	1	0	0	5	0	0	0	2
Part.5	0	1	1	3	0	4	0	0	0	2
Part.6	2	2	4	3	0	6	2	0	1	8
Part.7	1	1	0	3	1	3	4	0	1	4
Part.8	0	0	0	0	1	3	0	0	0	1
Part.9	1	2	0	3	2	3	1	0	0	3
Part.10	2	1	4	1	0	1	0	0	0	3
Part.11	2	0	0	4	0	1	0	0	0	3
Part.12	0	0	1	0	0	0	0	0	0	2
Part.13	1	0	4	0	0	3	0	1	1	4
Part.14	1	3	1	1	1	8	1	0	2	4
Part.15	0	1	1	1	0	3	1	0	0	1
Total	15	14	18	20	7	42	9	1	5	39

Next, the specification of the frequency of mistakes which Czech speakers tend to do is given in the following figure.

Figure 18. Frequency of mistakes



The most frequent mistakes which participants of analysis did were pronouncing of the phoneme /r/ where it should not be pronounced. It might be due to the fact that in the Czech language is always phoneme /r/ pronounced. However, in the English language, it is mostly silent. Furthermore, “others” mistakes were also frequent ones. Pronouncing of extra sounds or interchanging of some was the second most frequent mistake. Participants were mostly adding extra sounds considering the consonants and interchanging the vowel sounds. Interchanging of voiced /z/ and voiceless /s/ was also too frequent. In addition, it was observed that Czech speakers mostly pronounced voiceless /s/ instead of voiced /z/. The least frequent mistakes were those considering the pronouncing of /h/ and /w/ which was slightly surprising because in the Czech language these consonants are pronounced differently. Further details about mistakes done are described under all individual researches.

CONCLUSION

This thesis focuses on analysing the pronunciation mistakes which Czech speakers with second language acquisition of the English language do. Therefore, reading it and exploring the mistakes analysed in the thesis might potentially improve the pronunciation and reduce the number of mistakes of the reader. In the theoretical part, the first chapter is about the background of business English where is written the introduction to the importance of good pronunciation in the business field and what business English means. Moreover, English and Czech phonic systems are written and compared to each other in order to understand the main differences. Furthermore, the actual hypothetical mistakes are defined with examples provided. Last part of the theoretical part is about phonic interferences between the Czech and English languages to understand how the mother language is affecting the second language acquisition. Regarding the practical part, it was based on perceptual analysis of 15 Czech speakers who were students of TBU. These speakers were recorded in video spots where they had a speech in the English language. The analysis was aimed mainly on segmental mistakes but also slightly on suprasegmental ones. Those mistakes were described in the practical part underneath each participant of the research. Moreover, IPA was used for transcription in order to demonstrate those mistakes. Czech speakers struggled with voiced /z/ and voiceless /s/ consonants in the final position within words which had a slight influence on the intelligibility. Moreover, according to the research, the mistake regarding the pronunciation of /r/ sound seems to be the biggest issue for Czech speakers speaking in the English language. In addition, Czech speakers tend to pronounce extra consonant sounds whereas they rather interchange the vowel sounds. Another frequently observed mistake was in producing schwa sound which was, in most cases, altered with different vowel sounds. Regarding the suprasegmental mistakes, it is advised to spend some time with native English speakers to improve the attitude concerning the intonation, stress patterns and overall fluency. However, in the research, it was observed that anxiety or some other influences such as breathing and slip of the tongue had an effect on the speech fluency. To conclude this thesis, it is important to emphasize that the mistakes which were discovered in the thesis might not apply to all Czech speakers. However, taking into account what was discovered in the thesis might positively influence reducing the number of mistakes.

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LIST OF ABBREVIATIONS

TBU	Tomas Bata University
IPA	International Phonetic Alphabet
IW	Incomprehensible words
LoV	Length of vowels
SoSS	Substitution of schwa sound
IoVaV	Interchanging of voiceless /s/ and voiced /z/
Part.	Participant

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