

Abstract

The aim of this thesis is to identify speech disfluencies interfering in the fluent flow of speech in teacher language, and find out, whether there are particular differences in frequency and type of disfluencies between two speaker groups while carrying out a picture-description narrative task. The disfluencies are identified in the English Teacher Corpus on the sample of 25 native Czech speakers and 15 native English speakers. The theoretical part describes the concept of fluency and the three disfluency types: repetitions, false starts and self-corrections, and their function. In total, 283 instances of disfluencies were identified. After comparing the native and non-native speakers, it was proven that the frequency of disfluencies was significantly higher in non-native speakers, and so was the frequency of repetitions, which points to the connection between fluency and proficiency. This thesis serves to shed light on the issue of teacher language and its fluency and points out the impact of a higher complexity of a task on the speaker's fluency.

Keywords: fluency, disfluencies, teacher language, native and non-native English, repetitions, false starts, self-corrections