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**Pronunciation in English textbooks for Czech speakers published
from 1918 to the present day**

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Prohlašuji, že jsem bakalářskou práci vypracovala samostatně a výhradně s použitím literatury uvedené v seznamu literatury.

Olomouc 2023

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Abstract

The aim of this bachelor's thesis was to explore how pronunciation and its representation has changed in selected types of English textbooks for Czech speakers published since 1918. In order to identify the changes, a selection of twenty textbooks was analysed based on several criteria. Information about pronunciation was included in separate chapters and/or as a part of other chapters in each of the selected textbooks. With the exception of one textbook, all of the textbooks included segmental as well as suprasegmental features. In different decades, the use of techniques and accompanying teaching material related to pronunciation varied. In most textbooks, simplified transcription and British and/or American English were utilized. The selected types of textbooks, which were self-study textbooks and textbooks for language schools, differed from each other in terms of several criteria, such as techniques in pronunciation teaching or varieties of English.

Introduction

Pronunciation for a long time was and still can be an overlooked area of foreign language teaching. At one point, the neglectful attitude towards pronunciation was so notorious that, compared to grammar and vocabulary, it was described as the ‘Cinderella’ area (Kelly, 1969, as cited in Celce-Murcia, Brinton & Goodwin, 1996, p. 2). When studying the history of pronunciation teaching, what one occurs is that there is only a limited amount of evidence documenting teaching practices in regards to pronunciation, especially from the time before the second half of the twentieth century (Murphy and Baker, 2015, p. 36). However, there are materials which can offer a valuable source of instruction in terms of pronunciation (even from the years prior to the 1950s) and those are textbooks (in this thesis used interchangeably with the term ‘coursebooks’).

This thesis aims to discuss pronunciation in selected types of English textbooks for Czech speakers, more specifically, how its representation in such textbooks has developed since 1918. The selected types of textbooks include self-study textbooks and textbooks aimed at students of language schools. There were two reasons for choosing this topic. Firstly, it was personal interest, and secondly, it was the lack of research focusing on English textbooks for Czech speakers in connection with how the treatment of pronunciation specifically has changed over time.

The theoretical part is comprised of two chapters followed by a summary. In the first chapter, aspects of pronunciation, which are divided into segmental and suprasegmental features, are discussed. The second chapter deals with pronunciation in English language teaching (ELT) and includes subchapters about history of English pronunciation teaching, goals in pronunciation teaching, techniques in pronunciation teaching, and transcription in ELT.

In the practical part, a selection of twenty textbooks is analysed in order to determine how information about pronunciation, aspects of pronunciation, techniques and accompanying teaching material related to pronunciation, transcription and varieties of English are treated in the selected types of textbooks in different time periods. Furthermore, the differences in the representation of pronunciation between the selected types of textbooks are addressed. The analysis is conducted in two parts. In the first part, the presence or absence of selected

features in all of the textbooks is examined. In the second part, the textbooks are divided into four types based on some of the features from the previous part, and four textbooks (each representing one type) are discussed in more detail.

THEORETICAL PART

1 Aspects of pronunciation

When teaching or learning pronunciation, there are several aspects that one should be aware of. These aspects include sounds, which comprise what is referred to as the segmental features of pronunciation, as well as stress and intonation, which fall into the category of suprasegmental features. Finally, there are aspects of connected speech, namely rhythm, strong and weak forms, assimilation, elision, and linking, which also belong to the suprasegmental features (Celce-Murcia, Brinton & Goodwin, 1996, p. 35; Crystal, 2003, p. 247; Roach, 2009). In this subchapter, the aforementioned aspects will be described.

1.1 Segmental features

1.1.1 Sounds

Sounds can be classified into vowels and consonants. Vowels are voiced and they are “made without any closure or friction so that there is no restriction to the flow of air from the lungs” (Scrivener, 2011, p. 275). Vowels can be subdivided into multiple categories. One of them divides vowels into monophthongs (require holding the position of the tongue and lips) and diphthongs (involve gradually changing the position of the tongue and lips) (Kenworthy, 1987, p. 46). Roach (2009, pp. 18-19) also distinguishes triphthongs (require uninterrupted production of three vowels). Other divisions are concerned with how the tongue and lips are positioned when pronouncing vowels. Tongue position (Figure 1) ranges from open to close and front to back (Deterding, 2015, p. 76). There are three main options in terms of lip position: rounded, spread and neutral (Crystal, 2003, p. 238).

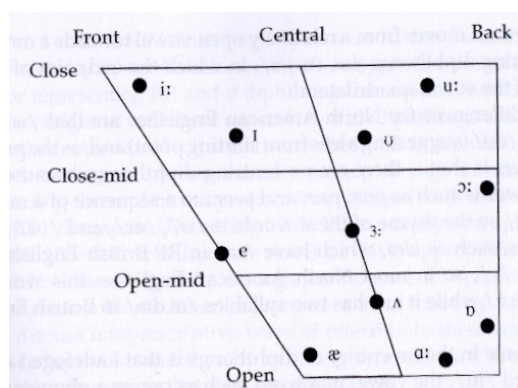


Figure 1: Vowels (British English) (Deterding, 2015, p. 77)

Based on length, monophthongs can be divided into short and long vowels, which are depicted respectively in Figures 2 and 3.

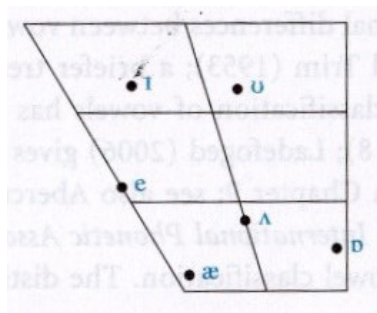


Figure 2: English short vowels (Roach, 2009, p. 13)

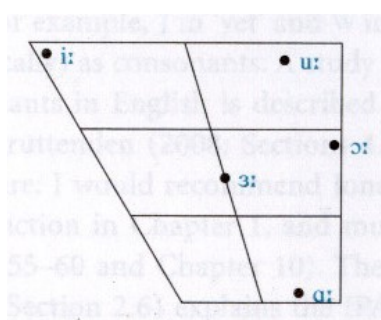


Figure 3: English long vowels (Roach, 2009, p. 16)

The second type of sounds, consonants, are “produced by partially or fully restricting or closing the flow of air, which may result in friction” (Scrivener, 2011, p. 275). Some consonants are voiced and some are unvoiced. However, voicing in consonants is impacted by the position of a consonant within a word. Alternatively, they can be divided into fortis consonants, which means ‘strong’ (/p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/), and lenis, which means ‘weak’ (/b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/). Additionally, there are two sounds, which function as consonants but share some qualities with vowels, namely /w/ and /j/. These are sometimes called semi-vowels (Crystal, 2003, p. 242). Consonants can be also divided based on the place of articulation (bilabial, labiodental, dental, alveolar, post-alveolar, palatal, velar, and glottal) or manner of articulation (plosive, fricative, affricate, nasal, lateral approximant, and approximant), which is shown in Figure 4.

		PLACE OF ARTICULATION							
		Bilabial	Labiodental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
MANNER OF ARTICULATION	Plosive	p b			t d			k g	
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Affricate					tʃ dʒ			
	Nasal	m			n			ŋ	
	Lateral approximant				l				
	Approximant	w				r		j	

Figure 4: English consonants (Roach, 2009, p. 52)

1.2 Suprasegmental features

1.2.1 Stress

Jones (1972, p. 245) describes stress as “the degree of force with which a sound or syllable is uttered”. Stress is created by a rising intonation, and depending on its position, it influences emphasis or meaning. Misplaced stress can thus be a source of misunderstanding. There are two main types of stress – word stress and sentence stress (Harmer, 2015, p. 286; Jones, 1972; Ur, 2012, p. 129).

1.2.2 Intonation

Intonation is closely connected with pitch (how high or low one’s voice is). When speaking, one’s voice can rise or fall to different pitch levels. Through intonation, one expresses meaning and highlights information. Intonation also serves as an indicator of a speaker’s attitude or emotions (Celce-Murcia, Brinton & Goodwin, 1996, p. 184).

1.2.3 Aspects of connected speech

Connected speech can be described as an uttered sequence of at least two words (Gimson, 2001, p. 249). Roach (2009) distinguishes four aspects of connected speech: rhythm, assimilation, elision, and linking. Some authors (e.g. Crystal, 2003; Underhill, 2005) refer to linking and its forms as liaison. Crystal (2003, p. 247) also discusses strong and weak forms in connection with aspects of connected speech.

Features which take part in creating rhythm include pitch, speed, but also how loud one speaks or whether one is silent (Crystal, 2003, p. 249). The English rhythm is stress-timed, which means that the intervals between stressed syllables are usually of approximately

the same length, regardless of how many unstressed syllables separate them. This contrasts with languages with syllable-timed rhythm, where such intervals can differ in length. There are, however, various degrees of rhythmicity, and not all styles of speaking require the same degree (Roach, 2009, pp. 109-110).

Connected speech also includes the topic of strong and weak forms. Strong and weak forms concern words whose function is grammatical, for example determiners, pronouns, or auxiliary verbs. Strong forms require pronouncing such words with a greater force and occur when the words are isolated or emphasized. Weak forms, on the other hand, involve less force and typically occur in connected speech (Crystal, 2003, p. 247).

The next aspect is assimilation, which often occurs when one speaks fast and in a casual manner. Assimilation concerns how sounds of one word can change due to the sounds of an adjacent word (Roach, 2009, p. 110). Crystal (2003, p. 247) mentions three types of assimilation: regressive (a sound impacts the preceding sound), progressive (a sound impacts the following sound), and coalescence (two sounds influence each other).

Another aspect which is related to rapid speech is elision. It can be described as an omission of sounds. Sounds which are prone to elision are, for instance, vowels in weak syllables or consonants in clusters (Crystal, 2003, p. 247).

The last aspect which will be discussed is liaison. Liaison can be described as linking words so that one's speech is smooth and continuous. It impacts other suprasegmental features, more specifically intonation and rhythm (Underhill, 2005, p. 65). Roach (2009, p. 115) examines two types of linking called 'linking r' and 'intrusive r'. Linking r means that r at the end of a word is pronounced when followed by a vowel. Intrusive r is an insertion of r between a word ending with a vowel and a word beginning with a vowel. Underhill (2005, p. 67) also discusses 'intrusive w' and 'intrusive j,' which, similarly to 'intrusive r,' occur when a word ending with a certain vowel is followed by a word that begins with a vowel.

2 Pronunciation in ELT

Pronunciation, despite being crucial for both understanding and producing speech in a foreign language, is not always paid sufficient attention to in English lessons. The reasons why some teachers of English avoid focusing more on the specifics of pronunciation may include their feelings of uncertainty in comparison with grammar and vocabulary, or thinking that their students do not need to be taught pronunciation specifically in order to learn pronunciation that is good enough (Harmer, 2015, p. 277; Scrivener, 2011, p. 271). If one is to become fluent in a foreign language, however, it is important not to overlook the area of pronunciation. In this chapter, the history of English pronunciation teaching will be discussed as well as goals and techniques in pronunciation teaching and learning. Lastly, this chapter will deal with the role of transcription in ELT.

2.1 History of English pronunciation teaching

Compared to grammar and vocabulary, pronunciation has not been paid attention to by Western linguists for as long (Kelly, 1969, as cited in Celce-Murcia, Brinton & Goodwin, 1996, p. 2). Similarly, there were periods of time when pronunciation was de-emphasized in foreign language teaching. However, the perception of the role of pronunciation has varied over the years (Celce-Murcia, Brinton & Goodwin, 1996; Murphy and Baker, 2015). This subchapter aims to discuss the changing attitudes towards pronunciation teaching, which gave rise to various methods and approaches.

Before 1918, approaches which were used in terms of pronunciation teaching were an intuitive-imitative approach and an analytic-linguistic approach, the former having been the only relevant one until the late 1800s. The essence of an intuitive-imitative approach is imitating the pronunciation of a foreign language based on listening, while information about pronunciation is not explicitly taught to the learner. A method which was based on this approach is the Direct Method. The idea of this method is imitating a model and repeating (Celce-Murcia, Brinton & Goodwin, 1996, pp. 2-3).

Towards the end of the nineteenth century, a different approach was started being used as a complement to the intuitive-imitative approach, namely an analytic-linguistic approach. In this approach, explicit pronunciation teaching is employed, supplemented with various tools, such as a phonetic alphabet or depictions of the vocal apparatus. The beginnings of the

analytic-linguistic approach are closely connected with the Reform Movement and the International Phonetic Association. The establishment of the International Phonetic Association and the development of the IPA had a great influence on the Reform movement, whose goals aligned with the core principles of the International Phonetic Association. These principles, while still emphasizing the role of spoken language as the primary one, also stress the role of the knowledge of phonetics. According to one of the principles, language teaching should adhere to the findings in the field of phonetics. Furthermore, both teachers and learners should be trained in phonetics (Celce-Murcia, Brinton & Goodwin, 1996, pp. 2-3; Murphy and Baker, 2015, pp. 40-41).

The year 1918 falls into the period of heightened interest in the phonological system of English, which continued for several subsequent decades. Interest in innovating pronunciation teaching, on the other hand, was declining to an extent. From the late 1910s until the 1940s and 1950s, there seem to have been no major attempts at innovation in terms of pronunciation teaching. This changed in the 1940s and 1950s with the emergence of the Audiolingual Method in the US and the Oral Approach in the UK. Both of them gained a significant amount of popularity in the 1960s (Celce-Murcia, Brinton & Goodwin, 1996, p. 3; Murphy and Baker, 2015, pp. 44-46). According to Celce-Murcia, Brinton and Goodwin (1996, pp. 3-4), a technique that was often practised in the 1940s and 1950s was the minimal pair drill, which uses words differing in only one phoneme. It is also during this period that several important concepts in pronunciation teaching, namely prioritizing intelligibility and using transcription when teaching and learning English, started being discussed (Abercrombie 1949a, 1949b, 1956, as cited in Murphy and Baker, 2015, p. 45). Furthermore, the idea of standard English was inspected (Murphy and Baker, 2015, p. 45).

In the period of time spanning the 1960s and 1970s, there were several trends in pronunciation teaching, some of which greatly differed from one another in terms of their approaches. One of them was the aforementioned Audiolingual Method. Although the analytic-linguistic approach did not disappear completely, the intuitive-imitative approach was the one that dominated pronunciation teaching during the height of the Audiolingual Method's popularity. The essence of this method is pattern practice and a great amount of repetition, imitating and memorizing. It focuses on spoken language and accuracy with the support of linguistic information (Celce-Murcia, Brinton & Goodwin, 1996, p. 5; Murphy and

Baker, 2015, p. 47). Another language learning approach of this period was the Cognitive Approach. Although it focused mainly on grammar and vocabulary, it might have increased implementing the analytic-linguistic approach in pronunciation teaching again (Celce-Murcia, Brinton & Goodwin, 1996, pp. 4-5; Murphy and Baker, 2015, p. 47).

Two of the methods which were developed in the 1970s were the Silent Way and Community Language Learning. The former, similarly to the Audiolingual Method, emphasizes accurate speech production in the target language. It focuses not only on sounds but also structures while (unlike the Audiolingual Method) dismissing explicit information about pronunciation. Teachers who use this method gesticulate and use various tools (for instance, a sound-colour chart) rather than speak to instruct learners (Celce-Murcia, Brinton & Goodwin, 1996, p. 5). For Community Language Learning, where the learner has the most control over the process of learning, a tape recorder is an essential tool. This method uses both the learner's mother tongue and the target language. An important part of the method is the human computer technique, which requires the teacher to provide the pronunciation of phrases requested by the learners (Celce-Murcia, Brinton & Goodwin, 1996, p. 7).

Since its rise to prominence in the 1970s and 1980s, the Communicative Approach has been the prevailing approach in language teaching. As the name suggests, communication is emphasized in this approach and it should be treated as the main purpose of language (Celce-Murcia, Brinton & Goodwin, 1996, p. 7). However, pronunciation still could be overshadowed. In the 1970s and 1980s, reading and writing attracted attention at the expense of pronunciation teaching (Murphy and Baker, 2015, p. 55).

Besides the methods that have been discussed so far, there were other methods and approaches which were popular during the twentieth century but did not focus on pronunciation, for instance, the Grammar Translation Method (Celce-Murcia, Brinton & Goodwin, 1996, p. 2).

2.2 Goals in pronunciation teaching

The goals teachers and learners of English set in terms of pronunciation are connected with what they perceive as good pronunciation (Harmer, 2015, p. 277). The aim of this subchapter is to explore native-like pronunciation in contrast with intelligible pronunciation

and to address the issue in relation to the varieties of English which are presented in course materials most commonly.

When teachers and learners of English work with coursebooks and accompanying audio material, the varieties of English they almost exclusively encounter are General American (GA) or Standard Southern English (SSE), which is associated with the accent known as Received Pronunciation (RP). GA and RP, besides being used in teaching English as a foreign language, also serve as the bases for phonemic transcription in dictionaries. RP is, however, not a widely produced accent, despite likely being the most studied one. Apart from SSE and GA, there are not only more standard Englishes, but also many different regional accents (Harmer, 2015, p. 277; Robinson, 2007).

Nevertheless, many authors (e.g. Harmer, 2015, p. 277; Kenworthy, 1987, p. 3; Ur, 2012, p. 128) agree that it is not necessary to achieve native-like pronunciation. Although it might have been thought of as a desirable achievement in the past, and although some language learners still aspire to that goal nowadays (for work-related reasons, etc.), for most learners, sounding like a native speaker is neither achievable nor particularly beneficial (Kenworthy, 1987, p. 3). What is considered to be a more appropriate and realistic goal instead, is intelligibility. If one speaks intelligibly, it means that any other speaker of English can understand them, even if inaccuracy in pronunciation occurs. However, while some instances of inaccurate pronunciation may not affect intelligibility, some do result in unintelligible speech (Kenworthy, 1987, p. 13). Harmer (2015, p. 278) points out that as a result, some features of pronunciation (such as individual sounds in certain contexts or stress) gain more importance than others when prioritizing intelligibility.

2.3 Techniques in pronunciation teaching

Pronunciation can be taught through a range of techniques which involve both productive and receptive skills (Kelly, 2000, p. 15). In this subchapter, several pronunciation teaching techniques will be discussed, divided into the following types and categories based on the overviews by Celce-Murcia, Brinton and Goodwin (1996, pp. 8-10) and Kelly (2000, pp. 16-22): listening, reading, spelling, phonetic training, drills, minimal pairs, visual aids, recording one's speech, and other speaking techniques.

2.3.1 Listening

Listening can be integrated into pronunciation teaching in a number of ways. One of them is a technique called 'listen and imitate'. In this technique, learners repeat or imitate a model, for instance, the teacher's pronunciation or a recording (Celce-Murcia, Brinton and Goodwin, 1996, p.8).

Another way of employing listening is to ask learners to pay attention to specific features of pronunciation. Listening thus helps learners to notice such features, which can then be learned and revised (Kelly, 2000, pp. 21-22).

2.3.2 Reading

Similarly to listening, reading, as a receptive skill, can be useful when trying to focus on certain features of pronunciation. A variety of texts may be used for reading techniques, for example, rhymes, poems, or song lyrics. Reading aloud helps to highlight how spelling and pronunciation are connected and to bring the suprasegmental features, such as stress and intonation, to learners' attention (Kelly, 2000, p.22).

2.3.3 Spelling

Pronunciation can be learned and practised through a variety of spelling exercises. What may be a useful topic for this type of technique are homographs (words which are spelled the same but pronounced differently) and homophones (words which are spelled differently but pronounced the same). Examples of employing this topic are giving learners a list of words from which they then choose the one they hear in a sentence, or discovering rules for vowel changes when given several pairs of words. It is also possible to use spelling techniques in combination with, for instance, listening, reading, or drilling (Kelly, 2000, p. 20).

2.3.4 Phonetic training

Phonetic training is a technique which utilizes, for example, articulatory descriptions and diagrams of the articulatory system. As a part of this techniques, learners can also transcribe or read transcribed texts (Celce-Murcia, Brinton and Goodwin, 1996, p. 8).

2.3.5 Drills

Drilling is a commonly used technique in pronunciation teaching. There are different variations of this technique, but the simplest way to do drilling is to make learners repeat a word or structure after a model. Drilling is often used as a continuation of eliciting (remembering words or structures which learners have already studied). It can be done in the form of choral drilling as well as individual drilling (Kelly, 2000, p. 16).

Different subtypes of this technique are, for instance, chaining (dividing long or difficult sentences into smaller parts and drilling them separately), open pair drilling (one learner asks a question, another one responds), or substitution drilling (a vocabulary item in a structure is replaced) (Kelly, 2000, pp. 16-17).

2.3.6 Minimal pairs

When practising minimal pairs, the technique of drilling can also be utilized. In this case, it makes learners aware of the differences between sounds that are similar or problematic. Such drills may involve not only words but also sentences (Celce-Murcia, Brinton and Goodwin, 1996, p. 9).

Other exercises focusing on minimal pairs may include, for example, picking words with a particular sounds out of a list of words, or deciding how many times a learner can hear a certain sound when listening to different words (Kelly, 2000, p. 19).

2.3.7 Visual aids

Celce-Murcia, Brinton and Goodwin (1996, p. 9) also include the use of visual aids as one of the pronunciation teaching techniques. Visual and audiovisual aids, for instance, sound-colour charts, pictures, mirrors, or props, can be helpful tools when the teacher explains the production of sounds, or when the learners themselves try to produce the sounds.

2.3.8 Recording one's speech

Another way of teaching pronunciation is creating audio or video recordings. These may capture learners when they speak spontaneously, or after they have rehearsed. The recording then gives the teacher an opportunity to provide feedback. Alternatively, learners can give feedback to one another, or they can evaluate themselves (Celce-Murcia, Brinton and Goodwin, 1996, p. 9).

2.3.9 Other speaking techniques

To practice pronunciation through speaking, it is also possible to incorporate tongue twisters and vowel and stress shifts practice. While tongue twisters are a technique which is useful for speech correction, vowel and stress shift practice does not necessarily have to involve speaking. However, if used as a speaking technique, it can be practised in sentences where both words representing the shift are present (Celce-Murcia, Brinton and Goodwin, 1996, p. 9).

2.4 Transcription in ELT

Languages would be a much more difficult discipline to study if there was no way of capturing their sounds in a written form. Linguists and other specialists have therefore developed systems of transcribing spoken language with the use of special symbols which represent phonemes (Volín, 2002). Although some authors (e.g. Harmer, 2015, pp. 280-281; Scrivener, 2011, p. 271) agree that it is not necessary to introduce phonemic symbols in English lessons, their knowledge and use is regarded as highly beneficial. In English textbooks which at least to some degree focus on pronunciation, transcription seems to be rarely absent. In this subchapter, transcription systems and types of transcription will be discussed. Moreover, positive aspects of learning transcription and suggestions for teaching phonemic symbols will be introduced. Finally, this subchapter mentions the use of transcription in English teaching materials for speakers of Czech.

There are multiple transcription systems used for transcribing the English language. They differ in the symbols they consist of, such differences varying in number. The differences can be observed especially in the symbols used for transcribing vowels. Crystal (2003, p. 237) compares several transcription systems, one of them having been authored by A. C. Gimson. Another system, an older one, which Gimson based his system on, was invented by Daniel Jones. Both of these systems describe RP. Systems used in the US include that of Victoria Fromkin and Robert Rodman, who simplified John S. Kenyon's and Thomas A. Knott's system.

<i>The vowels in</i>	<i>Gimson</i>	<i>Jones</i>	<i>F&R</i>	<i>Variants</i>
sea, feet, me, field	i:	i:	i	
him, big, village, women	ɪ	ɪ	ɪ	ɪ
get, fetch, head, Thames	e	e	ɛ	
sat, hand, ban, plait	æ	æ	æ	a
sun, son, blood, does	ʌ	ʌ	ʌ	
calm, are, father, car	ɑ:	ɑ:	ɑ	
dog, lock, swan, cough	ɒ	ɒ	ɑ	
all, saw, cord, more	ɔ:	ɔ:	ɔ	
put, wolf, good, look	ʊ	u	u	ʊ
soon, do, soup, shoe	u:	u:	u	
bird, her, turn, learn	ɜ:	ɜ:	ʌ (+ r)	ɜ (+ r)
the, butter, sofa, about	ə	ə	ə	ə (+ r)
ape, waist, they, say	eɪ	eɪ	e	
time, cry, die, high	aɪ	aɪ	ay	
boy, toy, noise, voice	ɔɪ	ɔɪ	ɔy	
so, road, toe, know	əʊ	ou	o	
out, how, house, found	au, ɑʊ	au	aw, æw	
deer, here, fierce, near	ɪə	ɪə	(i + r)	
care, air, bare, bear	eə	eə	(e + r)	
poor, sure, tour, lure	ʊə	ʊə	(u + r)	

Figure 5: Transcription of vowels (Crystal, 2003, p. 237)

<i>The consonants in</i>	<i>Gimson</i>	<i>F&R</i>	<i>The consonants in</i>	<i>Gimson</i>	<i>F&R</i>
pie, up	p	p	so, us	s	s
by, ebb	b	b	zoo, ooze	z	z
tie, at	t	t	shoe, ash	ʃ	ʃ
die, odd	d	d	genre, rouge	ʒ	ʒ
coo, ache	k	k	he	h	h
go, egg	g	g	me, am	m	m
chew, each	tʃ	ç, tʃ	no, in	n	n
jaw, edge	dʒ	j, dʒ	hang	ŋ	ŋ
fee, off	f	f	lie, eel	l	l
view, of	v	v	row, ear (not RP)	r	r
thigh, oath	θ	θ	way	w	w
they, booth	ð	ð	you	j	y

Figure 6: Transcription of consonants (Crystal, 2003, p. 242)

A transcription system which is regarded as universal and has been prominent in teaching English as a foreign language is the International Phonetic Alphabet (IPA) (Volín, 2002, p. 5). It was devised by the International Phonetic Association, which was founded in 1886. The IPA consists of not only symbols for sounds but also symbols for suprasegmentals and diacritics. The symbols representing sounds were mostly adopted from the Roman alphabet, but there are also symbols from the Greek alphabet and symbols created specifically for certain sounds (Deterding, 2015, pp. 71-72).

Generally, transcription can be divided into two main types: broad transcription (which can be referred to as phonemic) and narrow transcription (also known as allophonic). In broad transcription, one symbol represents one phoneme (a sound which distinguishes words). Narrow transcription, on the other hand, gives information about allophones (different realisations of a particular phoneme). These types of transcription are differentiated by the use

of brackets, phonemic transcription being indicated by slant brackets and allophonic transcription by square brackets (Celce-Murcia, Brinton & Goodwin, 1996, p. 37; Gimson, 2001, p. 48; Roach, 2009, p. 33).

Besides linguistics and other fields of study, transcription has established itself as an important tool in foreign language learning (Volín, 2002, p. 7). “In the case of English, the use of a phonemic transcription system is especially important because the language has no simple sound-symbol correspondence system – that is, one letter of the alphabet does not represent the same sound all of the time, nor does a specific sound always find its representation in one letter of the alphabet” (Celce-Murcia, Brinton & Goodwin, 1996, p. 38). Learners can benefit from both passive knowledge and active use of transcription, active use having the advantage of making the learner independent of the teacher’s presence. Those who are familiar with transcription are also believed to be able to make faster progress in language learning (Volín, 2002, p. 7). What is considered to be a suitable approach when introducing students to phonemic symbols is selecting only those representing problematic sounds at first. The remaining phonemic symbols may be introduced later (Kelly, 2000, p. 8).

Despite the existence of transcription systems, such as IPA, oversimplified transcription is used in a number of Czech materials created for teaching English. This, in fact, is counterproductive since such transcription may be inaccurate, and thus negatively affect not only one’s pronunciation but listening skills as well. IPA-based transcription, however, has become more popular in the Czech Republic with time (Volín, 2002, pp. 7-8).

3 Summary of the theoretical part

To summarize, if a learner wants to speak and understand English, they should pay attention not only to grammar and vocabulary but also to pronunciation. Therefore, they need to be aware of different aspects of pronunciation, which can be divided into segmental and suprasegmental features. Segmental features are comprised of sounds and can be subdivided into vowels and consonants. Suprasegmental features include stress (word stress, sentence stress) and intonation, which can influence meaning, as well as aspects of connected speech, which occur in utterances that are longer than two words. Rhythm, strong and weak forms, assimilation, elision and liaison are recognized as aspects of connected speech (Celce-Murcia, Brinton & Goodwin, 1996; Crystal, 2003; Gimson, 2001; Harmer, 2015; Roach, 2009; Scrivener, 2011; Ur, 2012).

Since the late nineteenth century, pronunciation teaching has been emphasized and de-emphasized again through various methods and approaches. Two major approaches are an intuitive-imitative approach and an analytic-linguistic approach. A method which stresses the importance of pronunciation is, for instance, the Audiolingual Method. On the contrary, one which favours grammar and vocabulary is the Cognitive Approach. In terms of goals in pronunciation teaching, intelligible pronunciation, compared to native-like pronunciation, is considered to be more appropriate for most learners. There are a number of techniques which can be used when teaching or learning pronunciation. These techniques include listening, reading, spelling, phonetic training, drills, minimal pairs, visual aids, recording one's speech, or other speaking techniques, such as tongue twisters. Phonetic training can manifest itself in the form of practising transcription which a learner of English can greatly benefit from. A commonly used transcription system is the IPA, however, it is possible to encounter simplified transcription in many ELT materials for Czech speakers (Celce-Murcia, Brinton & Goodwin, 1996; Harmer, 2015; Kelly, 2000; Kenworthy, 1987; Murphy and Baker, 2015; Volín, 2002).

PRACTICAL PART

4 Research aim and research questions

The theoretical part of this thesis, whose purpose is to introduce the topics of aspects of pronunciation and pronunciation in ELT (including history of English pronunciation teaching, goals and techniques in pronunciation teaching, and transcription in ELT), is followed by the practical part, which explores these topics in relation to specific English textbooks.

The research aim of this bachelor's project is to explore the development of how pronunciation is represented in selected types of English textbooks for Czech speakers published from 1918 to the present day. The research is thus focused on trends in certain areas of the representation of pronunciation. These trends are observed in English textbooks aimed at self-learners and students of language schools. Moreover, the textbooks must be written specifically for speakers of Czech.

The practical part of the thesis deals with five research questions, which read as follows:

1. How is information about pronunciation represented in selected types of textbooks in different time periods?
2. Which aspects of pronunciation do the selected types of textbooks deal with in different time periods?
3. Which techniques and accompanying teaching material related to pronunciation are used in selected types of textbooks in different time periods?
4. How do the selected types of textbooks treat transcription and varieties of English in different time periods?
5. How do the selected types of textbooks differ from one another in terms of the way they represent pronunciation?

The specifics of each research question are discussed in connection with the methodology in the following chapter.

5 Methodology

To achieve the aim of this project, a selection of textbooks undergoes analysis based on several criteria. Both the selection of textbooks and the criteria for the analysis are described in more detail in the respective subchapters.

The analysis is carried out in two stages. In the first stage, all textbooks in question are inspected in order to determine whether selected features are present. These features are divided into categories which closely correspond with the research questions. In total, there are four categories, for each of which a separate table is created to record the findings. As the last step of the first stage, similarities and differences between the different types of textbooks are examined. Since the research is, due to its scope and design, mainly interested in which features are present or absent and not their exact incidence and proportion in individual textbooks, the data are not quantified.

In the second stage of the analysis, certain trends are revealed based on the findings. With regard to these trends, one textbook is selected as a representation of each trend to be further analysed and to elaborate on the criteria from the previous stage of the analysis.

5.1 The selection of textbooks

When choosing the types of textbooks which would be examined in this project, learners who the textbooks are aimed at were considered. After having considered various types of textbooks (including English textbooks for university students, secondary schools or elementary schools), self-study textbooks and textbooks for language schools seemed to be the most suitable for the purposes of this thesis. The research aims to cover as extended period of time as possible including the present day in order to capture various developments. Self-study textbooks have been selected as the type of textbooks which best meets this requirement. In this research, they are supplemented with textbooks for language schools as they, similarly to self-study textbooks, are not aimed at a specific age of the learners.

However, it is not always specified in a textbook who it is intended for. If a textbook does not explicitly state who it is aimed at and nothing indicates it was written for students of any type of school or course, it is considered to be a self-study textbook in this research. The research deals with a total of twenty textbooks, most of which are classified as textbooks

aimed at self-learners. The rest is comprised of textbooks for language schools or textbooks which are aimed at both self-learners and language school students or one of them in combination with other schools. From each decade of the researched period, two textbooks were selected with the exception of the 1910s, 1950s, 1980s and 2020s, each of which is represented by one textbook. The selection was reduced to the following textbooks:

1. Karel Pelant: *Anglicky radostně* (1919)
2. František Vymazal: *Anglicky snadno a rychle* (1921)
3. Václav Alois Jung: *Učebnice jazyka anglického* [1925]
4. Georgianne Angus Horock: *Angličtina všem* (1938)
5. František Podzimek: *Anglicky názorně* (1939)
6. Jarmil Krůta: *Anglicky od A do Z* (1941)
7. Josef Vachek: *Anglicky svěže a spolehlivě* (1946)
8. Karel Hais: *Anglicky v 30 lekcích* (1958)
9. Ludmila Kollmannová, Libuše Bubeníková, Alena Kopecká: *Angličtina pro samouky* (1966)
10. Pavla Dlouhá, Miloš Zavadil, Karel Veselý, Till Gottheinerová: *Angličtina pro jazykové školy I.* (1968)
11. Zora Rampasová: *Mluvíte anglicky? Do You Speak English?* (1970)
12. Pavla Dlouhá: *ABCD* (1979)
13. Zora Rampasová, Till Gottheinerová, Miroslav Jindra, Vlastimila Venyšová: *Angličtina pro každého* (1982)
14. František Malíř: *Anglicky za 3 měsíce* (1990)
15. Milena Kelly: *Angličtina expres* (1993)
16. Sarah Peters, Tomáš Gráf: *Time to Talk I.* (2001)
17. Stella Nangonová, Jaroslav Peprník, Christopher Hopkinson: *Angličtina pro jazykové školy I.* (2007)
18. Ludmila Kollmannová: *Angličtina nejen pro samouky* (2011)
19. Paddy Long, Jana Kmentová, Zdeněk Benedikt, Christopher Koy: *Step by Step 1* (2012)
20. Pavel Rynt: *Angličtina pro Čechy* (2021)

5.2 Criteria for the analysis

To answer the research questions, several criteria are established for all the questions except for the fifth one (How do the selected types of textbooks differ from one another in terms of the way they represent pronunciation?), which then utilizes the findings regarding the previous questions. As mentioned, the features which are examined comprise four categories.

The first category, *information about pronunciation*, is connected to the first research question (How is information about pronunciation represented in selected types of textbooks in different time periods?). Its aim is to examine whether theoretical background about English pronunciation, phonetics or phonology the textbooks provide can be found in a separate chapter dedicated to it, or whether it is a part of at least some of the chapters (lessons) which are not focused solely on pronunciation.

The next category, *aspects of pronunciation*, is derived from the second research question (Which aspects of pronunciation do the selected types of textbooks deal with in different time periods?). The aspects (which can be a part of the theoretical background or exercises) are divided into segmental and suprasegmental features.

The third category, *techniques and accompanying teaching material*, is based on the third research question (Which techniques and accompanying teaching material related to pronunciation are used in selected types of textbooks in different time periods?). If a certain technique or type of activity is used in a textbook, the name of the technique or activity is stated. What is understood as ‘accompanying teaching material’ in this case is any audio or audiovisual material.

The fourth category, *transcription and varieties of English*, is connected to the fourth research question (How do the selected types of textbooks treat transcription and varieties of English in different time periods?). It explores whether the textbooks use a transcription system or whether their transcription is simplified. Furthermore, it examines where transcription is used in the textbooks, more specifically whether it appears as a part of vocabulary lists, whether transcription of words (or sentences) can be found also outside of vocabulary lists, or whether there are any exercises focusing specifically on transcription. Lastly, varieties of English in relation to pronunciation are observed in this category.

6 Results

In this chapter dedicated to the findings of the research and their interpretation, the results of the two-part analysis are presented. The first subchapter consists of five sections, each dealing with one research question. In the other subchapter, the textbooks are divided into four types, which are established based on some of the results of the first part of the analysis. For each type, one textbook which exemplifies it is selected and analysed in more detail.

6.1 Analysis, part 1

6.1.1 Research question 1

This section aims to answer the first research question – *How is information about pronunciation represented in selected types of textbooks in different time periods?* Presence or absence of information about pronunciation is recorded in Tables 1a and 1b, where it is marked as ‘yes’ or ‘no’. For a chapter to be considered as a separate one dedicated to information about pronunciation, it cannot be comprised of any unrelated topics.

Information about pronunciation					
Textbook		Published in	Aimed at	Separate chapter	Part of other lessons
1.	<i>Anglicky radostně</i>	1919	self-learners	yes	yes
2.	<i>Anglicky snadno a rychle</i>	1921	self-learners	yes	no
3.	<i>Učebnice jazyka anglického</i>	[1925]	self-learners, (schools, courses)	yes	yes
4.	<i>Angličtina všem</i>	1938	self-learners	yes	yes
5.	<i>Anglicky názorně</i>	1939	self-learners	no	yes
6.	<i>Anglicky od A do Z</i>	1941	self-learners	no	yes
7.	<i>Anglicky svěže a spolehlivě</i>	1946	self-learners	no	yes
8.	<i>Anglicky v 30 lekcích</i>	1958	self-learners	yes	yes
9.	<i>Angličtina pro samouky</i>	1966	self-learners	no	yes
10.	<i>Angličtina pro jazykové školy I.</i>	1968	language schools, self-learners	no	yes
11.	<i>Mluvíte anglicky? Do You Speak English?</i>	1970	self-learners	yes	yes

Table 1a: Information about pronunciation

Information about pronunciation					
Textbook		Published in	Aimed at	Separate chapter	Part of other lessons
12.	<i>ABCD</i>	1979	self-learners	no	yes
13.	<i>Angličtina pro každého</i>	1982	self-learners	yes	yes
14.	<i>Anglicky za 3 měsíce</i>	1990	self-learners	no	yes
15.	<i>Angličtina expres</i>	1993	language schools	no	yes
16.	<i>Time to Talk 1.</i>	2001	language schools, (secondary schools)	yes	yes
17.	<i>Angličtina pro jazykové školy I.</i>	2007	language schools	no	yes
18.	<i>Angličtina nejen pro samouky</i>	2011	self-learners	no	yes
19.	<i>Step by Step 1</i>	2012	self-learners, (language courses, secondary schools)	no	yes
20.	<i>Angličtina pro Čechy</i>	2021	self-learners	yes	yes

Table 1b: Information about pronunciation

Each textbook which has been analysed does deal with theoretical background of pronunciation to some extent. Therefore, the textbooks seem to employ an analytic-linguistic approach. While it was not always typical to dedicate a separate chapter to it throughout the time period, information about pronunciation was, with the exception of *Anglicky snadno a rychle* (Vymazal, 1921), always included in the other chapters which focused also on different areas. Some authors (e.g. Dlouhá, 1979; Rampasová, Gottheinerová, Jindra & Venyšová, 1982) mention pronunciation in such chapters rather sporadically, others (e.g. Dlouhá, Zavadil, Veselý & Gottheinerová, 1968; Nangonová, Peprník & Hopkinson, 2007) include it as regular or semiregular sections. In terms of the separate chapters focusing on information about pronunciation, more than one are included in the textbooks published in the 1920s and 1980s (Pelant, 1919; Vymazal, 1921; Rampasová, Gottheinerová, Jindra & Venyšová, 1982).

6.1.2 Research question 2

In this section, the second research question – *Which aspects of pronunciation do the selected types of textbooks deal with in different time periods?* – will be discussed. If a segmental or suprasegmental feature is explained in a textbook or targeted in an exercise, its name is listed in Tables 2a and 2b.

Aspects of pronunciation					
Textbook		Published in	Aimed at	Segmental features	Suprasegmental features
1.	<i>Anglicky radostně</i>	1919	self-learners	vowels (short, diphthongs) consonants (voiced, unvoiced)	word stress
2.	<i>Anglicky snadno a rychle</i>	1921	self-learners	vowels (long, diphthongs) consonants (voiced, unvoiced)	word stress
3.	<i>Učebnice jazyka anglického</i>	[1925]	self-learners, (schools, courses)	vowels (long, short, diphthongs) consonants (voiced, unvoiced)	word stress linking r
4.	<i>Angličtina všem</i>	1938	self-learners	vowels (long) consonants (voiced, unvoiced)	liaison linking r
5.	<i>Anglicky názorně</i>	1939	self-learners	consonants (voiced, unvoiced)	none
6.	<i>Anglicky od A do Z</i>	1941	self-learners	vowels (long, short, diphthongs) consonants (voiced, unvoiced)	word stress sentence stress intonation weak and strong forms liaison linking r elision
7.	<i>Anglicky svěže a spolehlivě</i>	1946	self-learners	vowels (long, short, diphthongs) consonants (voiced, unvoiced)	word stress sentence stress intonation weak and strong forms liaison linking r
8.	<i>Anglicky v 30 lekcích</i>	1958	self-learners	vowels (long, short, diphthongs) consonants (voiced, unvoiced)	word stress liaison
9.	<i>Angličtina pro samouky</i>	1966	self-learners	vowels (long, short, diphthongs, triphthongs) consonants (voiced, unvoiced)	word stress sentence stress weak and strong forms liaison linking r
10.	<i>Angličtina pro jazykové školy I.</i>	1968	language schools, self-learners	vowels (long, short, diphthongs, triphthongs) consonants (voiced, unvoiced)	word stress sentence stress intonation weak and strong forms liaison linking r
11.	<i>Mluvíte anglicky? Do You Speak English?</i>	1970	self-learners	vowels (long, short, diphthongs, triphthongs) consonants (voiced, unvoiced)	word stress

Table 2a: Aspects of pronunciation

Aspects of pronunciation					
Textbook		Published in	Aimed at	Segmental features	Suprasegmental features
12.	<i>ABCD</i>	1979	self-learners	vowels (long, short, diphthongs, triphthongs) consonants (voiced, unvoiced)	word stress intonation
13.	<i>Angličtina pro každého</i>	1982	self-learners	vowels (long, short, diphthongs) consonants (voiced, unvoiced)	word stress
14.	<i>Anglicky za 3 měsíce</i>	1990	self-learners	vowels (long, short, diphthongs) consonants (voiced, unvoiced)	word stress intonation
15.	<i>Angličtina expres</i>	1993	language schools	vowels (short) consonants (voiced, unvoiced)	intonation
16.	<i>Time to Talk 1.</i>	2001	language schools, (secondary schools)	vowels (long, short, diphthongs, triphthongs) consonants (voiced, unvoiced)	word stress strong and weak forms liaison linking r intonation
17.	<i>Angličtina pro jazykové školy I.</i>	2007	language schools	vowels (long, short, diphthongs, triphthongs) consonants (voiced, unvoiced)	word stress sentence stress rhythm intonation weak and strong forms liaison linking r
18.	<i>Angličtina nejen pro samouky</i>	2011	self-learners	vowels (long, short, diphthongs, triphthongs) consonants (voiced, unvoiced)	word stress sentence stress intonation weak forms liaison
19.	<i>Step by Step 1</i>	2012	self-learners, (language courses, secondary schools)	vowels (long, short, diphthongs) consonants (voiced, unvoiced)	word stress sentence stress intonation weak and strong forms liaison linking r
20.	<i>Angličtina pro Čechy</i>	2021	self-learners	vowels (long, short, diphthongs) consonants (voiced, unvoiced)	word stress sentence stress liaison

Table 2b: Aspects of pronunciation

As for the segmental features, all textbooks in question deal with at least some voiced and unvoiced consonants. The attention to different kinds of vowels, on the other hand, fluctuates. Only one textbook did not provide neither any theoretical background nor a specific exercise for vowels, namely *Anglicky názorně* (Podzimek, 1939). The rest of the

textbooks deal with at least one of the following: long vowels, short vowels, diphthongs, and triphthongs. A combination of long vowels, short vowels and diphthongs appears in each textbook selected from the 1940s, 1950s, 1960s, 1970s, 1980s, 2000s, 2010s and 2020s. The first textbook from this selection which discusses triphthongs is *Angličtina pro samouky* (Kollmannová, Bubeníková & Kopecká, 1966).

At least one of the suprasegmental features is present in each of the selected textbooks except for one, which is again *Anglicky názorně* (Podzimek, 1939). The selected textbooks from the 1940s, 1960s, 2000s and 2010s seem, compared to the ones published in the other decades, more varied in terms of suprasegmental features. Suprasegmental features which none of the textbooks deals with include assimilation and three subtypes of liaison – intrusive r, w and j.

6.1.3 Research question 3

This section explores the third research question – *Which techniques and accompanying teaching material related to pronunciation are used in selected types of textbooks in different time periods?* In Tables 3a, 3b and 3c, either the names of individual techniques are stated or if certain techniques might potentially be employed, but there are no specific instructions in that regard, the use of techniques is marked as ‘unclear’. If a textbook employs techniques which were not discussed in the theoretical part, the techniques are written in parentheses. If a textbook is accompanied by any audio or audiovisual materials, the type of the material is stated. The absence of accompanying teaching materials is marked as ‘none’. Due to unavailability, not all of the audio and audiovisual materials could be accessed.

Techniques and accompanying teaching material					
	Textbook	Published in	Aimed at	Techniques	Accompanying teaching material
1.	<i>Anglicky radostně</i>	1919	self-learners	unclear	none
2.	<i>Anglicky snadno a rychle</i>	1921	self-learners	unclear	none
3.	<i>Učebnice jazyka anglického</i>	[1925]	self-learners, (schools, courses)	unclear	none
4.	<i>Angličtina všem</i>	1938	self-learners	spelling	radio course
5.	<i>Anglicky názorně</i>	1939	self-learners	unclear	none

Table 3a: Techniques and accompanying teaching material

Techniques and accompanying teaching material				
Textbook	Published in	Aimed at	Techniques	Accompanying teaching material
6. <i>Anglicky od A do Z</i>	1941	self-learners	read aloud phonetic training spelling minimal pairs homonyms, homophones (song)	none
7. <i>Anglicky svěže a spolehlivě</i>	1946	self-learners	read aloud phonetic training spelling	none
8. <i>Anglicky v 30 lekcích</i>	1958	self-learners	read aloud phonetic training	none
9. <i>Angličtina pro samouky</i>	1966	self-learners	read aloud spelling	none
10. <i>Angličtina pro jazykové školy I.</i>	1968	language schools, self-learners	read aloud phonetic training spelling minimal pair (song)	none
11. <i>Mluvíte anglicky? Do You Speak English?</i>	1970	self-learners	listen and imitate read aloud	radio course
12. <i>ABCD</i>	1979	self-learners	listen and imitate read aloud spelling substitution drill (song)	television course
13. <i>Angličtina pro každého</i>	1982	self-learners	read aloud	none
14. <i>Anglicky za 3 měsíce</i>	1990	self-learners	read aloud phonetic training spelling	audio recordings (audio cassettes)
15. <i>Angličtina expres</i>	1993	language schools	listen and imitate read aloud substitution drill spelling	audio recordings (audio cassettes)
16. <i>Time to Talk I.</i>	2001	language schools, (secondary schools)	listening listen and imitate phonetic training read aloud minimal pairs spelling	audio recordings (CDs/audio cassettes, website)
17. <i>Angličtina pro jazykové školy I.</i>	2007	language schools	listening listen and imitate phonetic training read aloud spelling minimal pairs (song)	audio recordings (CDs)

Table 3b: Techniques and accompanying teaching material

Techniques and accompanying teaching material					
Textbook		Published in	Aimed at	Techniques	Accompanying teaching material
18.	<i>Angličtina nejen pro samouky</i>	2011	self-learners	listening listen and imitate read aloud phonetic training spelling homophones	audio recordings (CDs)
19.	<i>Step by Step 1</i>	2012	self-learners, (language courses, secondary schools)	listening listen and imitate read aloud spelling	audio recordings (CDs, website)
20.	<i>Angličtina pro Čechy</i>	2021	self-learners	read aloud homophones tongue twisters	none

Table 3c: Techniques and accompanying teaching material

From the 1910s until the 1930s, the selected textbooks do not provide any techniques specifically aimed at pronunciation with the exception of spelling. *Učebnice jazyka anglického* (Jung, [1925]) does, for instance, include many texts which could be read aloud, but there are no instructions to follow. Especially during this time, the textbooks seem to adhere to the Grammar Translation Method. From the 1940s onward, ‘read aloud’ is the technique which appears in each of the textbooks. Phonetic training, mostly in the form of transcribing or reading a transcribed text, also appears in a number of textbooks, starting from the 1940s. Most of the textbooks which are accompanied with audio or audiovisual materials provide listening, especially the technique ‘listen and imitate,’ which is in accordance with an intuitive-imitative approach. Some authors (e.g. Dlouhá, 1979; Nangonová, Peprník & Hopkinson, 2007) also include songs which have not been discussed in this thesis but can be potentially used when learning pronunciation. In most cases, however, how to utilize the songs is not suggested. The techniques in pronunciation teaching which none of the textbooks uses are visual aids and recording one’s speech.

Although audio and audiovisual teaching materials start appearing in more of the selected textbooks in the 1970s, the first instance of such materials in these textbooks is the radio course accompanying the textbook *Angličtina všem* (Horock, 1938). While radio courses along with audio cassettes and a television course accompanied some of the selected textbooks published in the 20th century, the textbooks published in the 21st century employ mostly CDs and websites.

6.1.4 Research question 4

In this section, the fourth research question – *How do the selected types of textbooks treat transcription and varieties of English in different time periods?* – will be explored. In Tables 4a and 4b, the use of a transcription system or simplified transcription is stated. Moreover, if there is any instance of the use of transcription as part of vocabulary lists or outside of these lists, it is marked as ‘yes’ and so is any instance of an exercise focusing specifically on transcription. All of the varieties of English present in a textbook, in this case, do not necessarily have to be reflected in transcription, however, they have to be discussed in connection with pronunciation, not just vocabulary or grammar. A variety is listed as long as it is at least implied in the textbook. If a variety can be only determined based on transcription, it is marked as ‘unspecified,’ and the variety is stated in parentheses. If a more specific variety than British English is mentioned in the textbook (for example, English English), it is stated in the tables. As mentioned, not all of the audio and audiovisual materials are available. Therefore, the tables only record varieties present in the textbooks themselves. Some accompanying materials presenting other varieties are later commented on.

Transcription and varieties of English								
Textbook	Published in	Aimed at	System or simplified	Part of vocabulary lists	Outside of vocabulary lists	Exercises	Varieties of English	
1. <i>Anglicky radostně</i>	1919	self-learners	simplified	yes	yes	no	British American	
2. <i>Anglicky snadno a rychle</i>	1921	self-learners	simplified	yes	yes	no	English	
3. <i>Učebnice jazyka anglického</i>	[1925]	self-learners, (schools, courses)	simplified	yes	yes	no	British American	
4. <i>Angličtina všem</i>	1938	self-learners	simplified	yes	yes	no	English American	
5. <i>Anglicky názorně</i>	1939	self-learners	simplified	yes	yes	no	unspecified (British)	
6. <i>Anglicky od A do Z</i>	1941	self-learners	simplified	yes	yes	yes	English Scottish American	
7. <i>Anglicky svěže a spolehlivě</i>	1946	self-learners	simplified	yes	yes	yes	English American	
8. <i>Anglicky v 30 lekcích</i>	1958	self-learners	simplified	yes	yes	yes	English	
9. <i>Angličtina pro samouky</i>	1966	self-learners	simplified	yes	yes	no	British American	

Table 4a: Transcription and varieties of English

Transcription and varieties of English								
Textbook	Published in	Aimed at	System or simplified	Part of vocabulary lists	Outside of vocabulary lists	Exercises	Varieties of English	
10. <i>Angličtina pro jazykové školy I.</i>	1968	language schools, self-learners	simplified	yes	yes	yes	English	
11. <i>Mluvíte anglicky? Do You Speak English?</i>	1970	self-learners	simplified	yes	yes	no	English	
12. <i>ABCD</i>	1979	self-learners	simplified	yes	yes	no	British	
13. <i>Angličtina pro každého</i>	1982	self-learners	simplified	yes	yes	no	unspecified (British)	
14. <i>Anglicky za 3 měsíce</i>	1990	self-learners	simplified	yes	yes	yes	British	
15. <i>Angličtina expres</i>	1993	language schools	simplified	no	yes	no	American	
16. <i>Time to Talk 1.</i>	2001	language schools, (secondary schools)	IPA	yes	yes	yes	British	
17. <i>Angličtina pro jazykové školy I.</i>	2007	language schools	simplified	yes	yes	yes	British	
18. <i>Angličtina nejen pro samouky</i>	2011	self-learners	simplified	yes	yes	yes	British American	
19. <i>Step by Step 1</i>	2012	self-learners, (language courses, secondary schools)	simplified	yes	yes	no	British American	
20. <i>Angličtina pro Čechy</i>	2021	self-learners	simplified	no	yes	no	British American	

Table 4b: Transcription and varieties of English

Time to Talk 1. (Peters and Gráf, 2001) is the only textbook which fully adheres to a transcription system (in this case the IPA). The other textbooks simplify transcription at least to some degree. The authors of some of these textbooks (e.g. Dlouhá, Zavadil, Veselý & Gottheinerová, 1968; Rampasová, 1970) do address the simplification.

Apart from two textbooks (Kelly, 1993; Rynt, 2021), each of the textbooks includes transcription in at least some of their vocabulary lists. In all of the textbooks, there is also an instance of transcription outside of these lists. Transcription exercises (either focusing on reading a transcribed text or transcribing text) did not appear in any of the selected textbooks published in the 1910s, 1920s, 1930s, 1970s and 1980s.

Although a number of the selected textbooks discuss the specifics of more than one variety of English, only one variety is typically predominant. With the exception of *Angličtina expres* (Kelly, 1993), where the predominant variety is American English, the textbooks focus mainly on British (or English) English. Some more varieties, which learners are exposed to through accompanying teaching material, include Canadian English in *ABCD* (Dlouhá, 1979) and *Angličtina expres* (Kelly, 1993) and Australian English in *Step by Step I* (Long, Kmentová, Benedikt & Koy, 2012).

6.1.5 Research question 5

To answer the fifth research question – *How do the selected types of textbooks differ from one another in terms of the way they represent pronunciation?* – two pairs of textbooks will be compared. Each pair consists of one textbook for self-learners and one for language schools published around the same time. The first pair of textbooks are *Angličtina pro samouky* (Kollmannová, Bubeníková & Kopecká, 1966) and *Angličtina pro jazykové školy I.* (Dlouhá, Zavadil, Veselý & Gottheinerová, 1968), and the second one are *Angličtina pro jazykové školy I.* (Nangonová, Peprník & Hopkinson, 2007) and *Angličtina nejen pro samouky* (Kollmannová, 2011).

A few differences can be observed in the 1960s textbooks. The differences concern the segmental and suprasegmental features, techniques, transcription exercises and varieties of English. Although the types of segmental features they deal with are identical, the selections of individual sounds slightly differ. There is only one difference in the suprasegmental features and that is the absence of intonation in *Angličtina pro samouky* (Kollmannová, Bubeníková & Kopecká, 1966). An area where these textbooks differ more are the techniques. Both employ reading aloud and spelling, but *Angličtina pro jazykové školy I.* (Dlouhá, Zavadil, Veselý & Gottheinerová, 1968) also utilizes phonetic training, minimal pairs and songs. In terms of transcription exercises, *Angličtina pro jazykové školy I.* (Dlouhá, Zavadil, Veselý & Gottheinerová, 1968) does include them, whereas *Angličtina pro samouky* (Kollmannová, Bubeníková & Kopecká, 1966) does not. As for varieties of English, while *Angličtina pro samouky* (Kollmannová, Bubeníková & Kopecká, 1966) uses British English and also mentions American, *Angličtina pro jazykové školy I.* (Dlouhá, Zavadil, Veselý & Gottheinerová, 1968) is only based on English English.

The second pair of textbooks seem to differ less than the first one. In this case, the differences concern suprasegmental features, techniques and varieties of English. *Angličtina pro jazykové školy I.* (Nangonová, Peprník & Hopkinson, 2007) includes a more varied set of suprasegmentals (besides word and sentence stress, also intonation, weak forms and liaison also rhythm and linking r). In terms of the techniques, both employ various listening exercises (including ‘listen and imitate’), phonetic training, reading aloud, and spelling, but one also employs minimal pairs and songs, and the other one homophones. Although both use British and American English, *Angličtina pro jazykové školy I.* (Nangonová, Peprník & Hopkinson, 2007) uses American English only in the audio materials and not in the textbook itself.

6.2 Analysis, part 2

The second part of the analysis will divide the selected textbooks into different types based on what was discovered in the previous part of the analysis. However, in order to ensure manageability of such categorization, not all criteria from the first part of the analysis will be taken into consideration. The criteria which will be considered include suprasegmental features, techniques and accompanying teaching materials. The reason why these features have been chosen is because they seem to be either sufficiently varied or able to change the nature of a textbook. Nevertheless, the more detailed analyses of the textbooks which are then selected as examples of the types discuss all of the criteria from the first part of the analysis.

If a type of textbook is stated to include a small variety of suprasegmental features and/or techniques feature or to be less varied in that regard, in this case, it means that it only includes up to three different kinds of these features and/or techniques. If a type is described as more varied, more than three different kinds of suprasegmental features and/or techniques can be identified.

6.2.1 Type 1

The first type of textbook is characterized by including a small variety of suprasegmental features and/or techniques and no accompanying teaching material. The textbooks which fall into this category are:

- Karel Pelant: *Anglicky radostně* (1919)
- František Vymazal: *Anglicky snadno a rychle* (1921)

- Václav Alois Jung: *Učebnice jazyka anglického* [1925]
- František Podzimek: *Anglicky názorně* (1939)
- Karel Hais: *Anglicky v 30 lekcích* (1958)
- Ludmila Kollmannová, Libuše Bubeníková, Alena Kopecká: *Angličtina pro samouky* (1966)
- Zora Rampasová, Till Gottheinerová, Miroslav Jindra, Vlastimila Venyšová: *Angličtina pro každého* (1982)
- Pavel Rynt: *Angličtina pro Čechy* (2021)

The textbook which will be further analyzed is *Angličtina pro Čechy* (Rynt, 2021).

Rynt (2021, p. 6) mentions that his textbook is a collection of stories, situations and common mistakes Czech speakers make rather than a typical textbook. The content is divided into seven parts, one of which is pronunciation. Unlike other authors (e.g. Podzimek, 1932), who tend to include a chapter dedicated solely to pronunciation at the beginning of their textbooks, Rynt (2021) incorporates such a chapter towards the end of the textbook. The other chapters where he includes information about pronunciation are the ones where grammar, vocabulary, or the differences between British and American English are discussed.

In terms of the segmental features, the textbook deals with long vowels /i:/, u:/, short vowels /ə, æ, ʌ, e, ɪ, ɒ, ʊ/, diphthongs /aɪ, əʊ, eɪ/, voiced consonants /b, d, v, ð, g, z, m, n, ŋ, l, r, w/, and unvoiced consonants /p, t, k, f, s, ʃ, θ/. As for the suprasegmental features, the textbook includes word stress (primary and secondary stress, stress shift), sentence stress, and liaison (Rynt, 2021, pp. 163-178).

The textbook employs the techniques of reading aloud, homophones (for example, read/red, bolder/boulder, week/weak), and tongue twisters (for example, She sells sea shells on the sea shore.), but is not accompanied by any audio or audiovisual teaching materials (Rynt, 2021, pp. 91-178).

The transcription is simplified (for instance, the symbols ei and dž are used) and only present outside of vocabulary lists. The varieties of English which are included in the textbook are British and American English (Rynt, 2021).

6.2.2 Type 2

The next type can be described as less varied in terms of the suprasegmental features and/or techniques, but it does provide accompanying teaching material. The textbooks which represent this type are:

- Georgianne Angus Horock: *Angličtina všem* (1938)
- Zora Rampasová: *Mluvíte anglicky? Do You Speak English?* (1970)
- Pavla Dlouhá: *ABCD* (1979)
- František Malíř: *Anglicky za 3 měsíce* (1990)
- Milena Kelly: *Angličtina expres* (1993)

The textbook which will undergo further analysis is *Mluvíte anglicky? Do You Speak English?* (Rampasová, 1970).

This textbook includes a separate chapter dedicated to pronunciation at the beginning, and information about pronunciation is also occasionally part of the other lessons (Rampasová, 1970).

The textbooks discusses a long vowel /ɜ:/, short vowels /ə, æ, ʊ/, diphthongs /aɪ, ɔɪ, aʊ, eə, ʊə, iə, əʊ, eɪ/, voiced consonants /b, d, ð, g, ŋ, r, w, dʒ/, and unvoiced consonants /p, t, k, ʃ, θ/. In terms of the suprasegmental features, the textbook only explains word stress (Rampasová, 1970).

According to the textbook, pronunciation should be learned primarily through the technique 'listen and imitate'. Additionally, the technique 'read aloud' is employed in the textbook. The accompanying teaching material, in this case, is a radio course consisting of twenty-minute lessons. The textbook claims that perfect pronunciation is attainable (Rampasová, 1970).

The textbook's approach to transcription is explained in the chapter dedicated to pronunciation. Czech letters and diacritics (for instance, š and ž) are used as well as special symbols (for instance, ə and æ). It is implied that the textbook is based on English English (Rampasová, 1970).

6.2.3 Type 3

For the third type, more varied suprasegmental features and/or techniques are typical. This type is not accompanied by any audio or audiovisual materials. It is exemplified by the following textbooks:

- Jarmil Krůta: *Anglicky od A do Z* (1941)
- Josef Vachek: *Anglicky svěže a spolehlivě* (1946)
- Pavla Dlouhá, Miloš Zavadil, Karel Veselý, Till Gottheinerová: *Angličtina pro jazykové školy I.* (1968)

For further analysis, *Anglicky od A do Z* (Krůta, 1941) has been chosen.

In this textbook, there is no separate chapter about the theoretical background of pronunciation, however, it is regularly part of the other chapters (Krůta, 1941).

The textbook deals with the following segmental features: long vowels /ɜ:/, ɔ:/, short vowels /ə, æ/, diphthongs /aɪ, aʊ, eə, ʊə, ɪə, eɪ/, voiced consonants /b, ð, ŋ, z, v, r, w, ʒ/, and unvoiced consonants /p, t, k, f, ʃ, θ/. As for the suprasegmental features, the textbook discusses a wide variety of them (for example, linking r, strong and weak forms, and intonation). It is the only textbook out of the twenty which mentions elision (Krůta, 1941).

Similarly, a rather wide variety is employed in terms of the techniques. As the textbook is not accompanied by audio materials, ‘listen and imitate’ is not utilized, but techniques such as ‘read aloud’ (texts or lines of words and phrases), phonetic training (transcription), minimal pairs, or homonyms and homophones are used throughout the textbook (Krůta, 1941).

The importance of learning transcription due to the spelling and pronunciation differences in English is emphasized in the textbook (Krůta, 1941, p.12). It is stated that Jones’s transcription system was utilized with some adjustments (Krůta, 1941, p.5). There are a few transcription exercises, which employ reading transcription as well as transcribing. The textbook is mostly based on English English, but some pronunciation features of Scottish and American English are also explained (Krůta, 1941).

6.2.4 Type 4

The last type of textbook is more varied in terms of the suprasegmental features and/or techniques and does provide accompanying teaching material. The textbooks which can be classified as this type include:

- Sarah Peters, Tomáš Gráf: *Time to Talk 1*. (2001)
- Stella Nangonová, Jaroslav Peprník, Christopher Hopkinson: *Angličtina pro jazykové školy I*. (2007)
- Ludmila Kollmannová: *Angličtina nejen pro samouky* (2011)
- Paddy Long, Jana Kmentová, Zdeněk Benedikt, Christopher Koy: *Step by Step 1* (2012)

The textbook *Time to Talk 1*. (Peters and Gráf, 2001) will be further analyzed.

This textbook dedicates a separate chapter to information about pronunciation. Theoretical background is also occasionally mentioned in some of the other chapter. A learner is advised to always learn the correct pronunciation of a word along with its spelling. Additionally, the importance of intelligibility is discussed (Peters and Gráf, 2001).

The textbook mentions these segmental features: long vowels /ɜː, ɔː/, short vowels /ə, æ, ʌ, e, ɪ, ʊ, ʊ/, diphthongs /aɪ, ɔɪ, aʊ, eə, ʊə, ɪə, əʊ, eɪ/, triphthongs /aɪə, aʊə/, voiced consonants /b, d, ð, m, n, ŋ, g, z, v, l, r, j, w, ʒ, dʒ/, and unvoiced consonants /p, t, k, f, s, h, ʃ, tʃ, θ/. Some of the suprasegmental features the textbook deals with are word stress, strong and weak forms, and intonation (Peters and Gráf, 2001).

Since the textbook is accompanied by CDs or audio cassettes with recordings (and additionally, a website with vocabulary and its pronunciation), the technique 'listen and imitate' is often employed. There are also a few listening exercises whose purpose is noticing. Other techniques include spelling, reading aloud, or minimal pairs (Peters and Gráf, 2001).

As mentioned earlier, this is the only textbook which uses a transcription system without any adjustments. Furthermore, the learner is asked not to simplify transcription when using it. There are several kinds of transcription exercises, for example, correcting or completing transcriptions (Peters and Gráf, 2001).

Conclusion

This thesis aimed to examine pronunciation in selected types of English textbooks for Czech speakers and the development of its representation in such textbooks since 1918. The types of textbooks which were selected for the purposes of this thesis include textbooks aimed at self-learners and students of language schools.

The theoretical part consists of two chapters and a summary. The first chapter discusses aspects of pronunciation and is divided into two subchapters which deal with segmental and suprasegmental features. The second chapter, which focuses on pronunciation in ELT, is comprised of subchapters dealing with history of English pronunciation teaching, goals in pronunciation teaching, techniques in pronunciation teaching, and transcription in ELT.

The practical part provides an analysis of twenty textbooks, which was carried out in two parts. In the first part, it was determined whether selected features were present or absent. Through this analysis a set of five research questions was answered. In the second part, the textbooks were sorted into four types with regard to some of the previous findings, and one textbook per type was further analysed.

Research question 1 was concerned with how information about pronunciation is represented in different time periods. In all of the 1910s, 1920s, 1950s, 1980s and 2020s textbooks, at least one separate chapter was dedicated to information about pronunciation. In the 1940s, 1960s, 1990s and 2010s textbooks, there was no separate chapter dedicated to it. In the remaining decades, the situation varied. All of the textbooks, except for one 1920s textbook, included information about pronunciation also in other chapters.

Research question 2 dealt with aspects of pronunciation. Both vowels and consonants were explained or practised in all of the textbooks except for one 1930s textbook (which only included consonants). As for suprasegmental features, the 1940s, 1960s, 2000s and 2010s textbooks included a wider range than the other textbooks.

Research question 3 explored techniques and accompanying teaching material related to pronunciation. In the 1910s, 1920s and one of the 1930s textbooks, the use of techniques was unclear. In the remaining textbooks, usually a combination of techniques was used. All of

the textbooks published in the 1970s, 1990s, 2000s, 2010s and one textbook published in the 1930s were accompanied by audio or audiovisual materials.

Research question 4 examined the use of transcription and varieties of English. With the exception of one textbook published in the 2000s, the textbooks simplified transcription. The use of transcription exercises and transcription as part of vocabulary lists varied and so did the use of varieties of English.

Research question 5 was focused on the differences between self-study textbooks and textbooks for language schools. The differences which could be observed concerned the use and variety of segmental and suprasegmental features, techniques, transcription exercises and varieties of English. With the exception of the varieties of English, textbooks for language schools were either equally varied or more varied.

In the second part of the analysis, four types of textbooks were identified. Type 1 was less varied in terms of suprasegmental features and/or techniques and included no accompanying materials. Type 2 was less varied in the selected criteria but did include accompanying materials. Type 3 was more varied in the criteria but was not accompanied by audio or audiovisual materials. Finally, type 4 was more varied in the criteria and did provide accompanying material.

In further research, the development of how pronunciation is represented in other types of textbooks could be analysed. Alternatively, the research could examine the proportion of certain features related to pronunciation in textbooks from different time periods.

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List of abbreviations

ELT	English Language Teaching
GA	General American
SSE	Standard Southern English
RP	Received Pronunciation

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Résumé

Tato bakalářská práce je zaměřena na změny ve zpracování výslovnosti ve vybraných typech učebnic anglického jazyka pro mluvčí českého jazyka publikovaných od roku 1918. Na základě několika kritérií bylo analyzováno dvacet učebnic, z nichž některé byly učebnice pro samouky a některé učebnice pro jazykové školy. Všechny vybrané učebnice zahrnovaly informace o výslovnosti alespoň v určitém rozsahu. Většina učebnic věnovala informacím o výslovnosti prostor v rámci jednotlivých lekcí a některé učebnice věnovaly těmto informacím samostatnou kapitolu. S výjimkou jedné učebnice se všechny učebnice zabývaly jak samohláskami, tak souhláskami a alespoň nějakým suprasegmentálním jevem. Techniky ve výuce výslovnosti a audio nebo audiovizuální materiály nebyly součástí všech učebnic. Jejich typy a výběr se v různých obdobích lišily. Kromě jedné učebnice, kde byla k transkripci použita mezinárodní fonetická abeceda, se v učebnicích objevovala zjednodušená transkripce. Nejčastěji učebnice zahrnovaly britskou a americkou angličtinu. Učebnice pro samouky a učebnice pro jazykové školy se od sebe v některých prvcích (např. technikách ve výuce výslovnosti) lišily.

Anotace

Jméno a příjmení:	Tereza Ryklová
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Název práce:	Výslovnost v učebnicích anglického jazyka pro mluvčí českého jazyka publikovaných od roku 1918 do současnosti
Název práce v angličtině:	Pronunciation in English textbooks for Czech speakers published from 1918 to the present day
Anotace práce:	Tato bakalářská práce je zaměřena na vývoj zpracování výslovnosti ve vybraných učebnicích angličtiny pro mluvčí češtiny od roku 1918. Teoretická část se zabývá aspekty výslovnosti, transkripce a výukou výslovnosti. Praktická část zjišťuje, zda se v učebnicích vyskytují určité prvky, a některé učebnice jsou dále detailněji zanalyzovány.
Klíčová slova:	výslovnost, učebnice anglického jazyka, učebnice pro samouky, učebnice pro jazykové školy, transkripce
Anotace práce v angličtině:	This bachelor's thesis deals with how the representation of pronunciation in selected English textbooks for Czech speakers has developed since 1918. The theoretical part discusses aspects of pronunciation, transcription and pronunciation teaching. The practical part examines the presence or absence of certain features in the textbooks and provides more detailed analyses of some of the textbooks.
Klíčová slova v angličtině:	pronunciation, English textbooks, self-study textbooks, textbooks for language schools, transcription
Přílohy vázané v práci:	obrázky, tabulky
Rozsah práce:	52 s.
Jazyk práce:	anglický jazyk