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Focus on correct English pronunciation in lower secondary schools

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Poděkování

Chtěl bych poděkovat vedoucí mé diplomové práce PhDr. Lucii Betákové, M.A., Ph.D. za její vstřícnost, ochotu a trpělivost se kterou mě provázela nejen během psaní mé diplomové práce, ale i během celého studia.

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V neposlední řadě děkuji mým rodičům za umožnění studia a manželce za trpělivost při dokončování práce.

Anotace

Tato diplomová práce se zabývá výukou výslovnosti v hodinách angličtiny na základních školách. Cílem teoretické části této práce je popsat zakotvení výuky výslovnosti v kurikulárních dokumentech ČR, popsat jednotlivé aspekty výslovnosti i v kontextu s češtinou, stručně nastínit historii výuky anglického jazyka z pohledu výslovnosti a vyobrazit současný postoj k výuce výslovnosti. V neposlední řadě je cílem teoretické části práce vyzdvihnout metody, cíle, modely, výuky výslovnosti a jejich důležitost.

Výzkum, který je veden formou pozorování hodin a dotazníkovým šetřením mezi učiteli, má za cíl zjistit, jak vypadá výuka výslovnosti na základních školách, jestli učitelé vůbec učí správnou výslovnost, jakou pro to mají podporu v učebnicích, jaké si pro výuku výslovnosti stanovují cíle, jaké aspekty anglické výslovnosti učí, popřípadě jaké používají metody. V rámci pozorování hodin se dále nabízí cíl alespoň částečně (v rámci možností) zhodnotit úroveň výslovnosti učitelů.

Abstract

This diploma thesis deals with pronunciation teaching in English lessons in elementary education. The aims of this thesis are to describe how Czech curricular documents deal with pronunciation teaching within English lessons, to describe aspects of English pronunciation including contrast with the Czech language, to summarize history of English teaching from the pronunciation point of view, and to describe current approaches to teaching English pronunciation. Last but not least the aim of this thesis is also to highlight methods, objectives, models for English pronunciation teaching and their importance.

The research is conducted in two ways – observing English lessons and questionnaire survey amongst teachers. Its aims are to find out whether teachers teach the correct pronunciation within their English lessons, how they are supported by used textbooks, what their aims for pronunciation teaching are, which aspects of English pronunciation they focus on and what methods they use for it. There is one more aim set within observing lessons and that is to briefly review the level of teachers' pronunciation.

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Introduction

This Diploma thesis deals with pronunciation, a language subskill which causes many problems to non-native speakers and especially school learners who are in most cases taught by non-native speaker teachers. Phonology is one of crucial parts in university education nonetheless it is somehow neglected at primary, lower secondary and secondary schools. It is very often ignored by teachers and by textbook writers despite the fact that pronunciation is a very important aspect of language as incorrect pronunciation may cause misunderstanding and lead the speaker to unpleasant situations.

The main aims of the thesis are to find out objectives of teaching pronunciation in curricular documents, to find out how pronunciation is taught in Czech primary and lower secondary schools, to determine correct ways of teaching pronunciation aspects in the elementary education.

The thesis consists of two parts, the theoretical introduction and research. The theoretical part is based on The Framework Educational Programme, The Common European Framework of Reference for Languages and other reference books related to pronunciation teaching. It analyses objectives of teaching language skills and subskills. It describes in detail English pronunciation, its features and importance of pronouncing correctly. As the research part is carried out in the Czech Republic, the theoretical part also describes the English pronunciation in the context of the Czech educational system, the difference between Czech and English in terms of phonology and most common types of interference between Czech and English in terms of pronunciation. The last section of the theoretical part deals with the pronunciation teaching methods, exercises and the way how pronunciation errors are dealt with in schools.

The research is based on author's observation of several lessons at two schools in Veselí nad Lužnicí. The aims of the research are to monitor the role of pronunciation in English language lesson at these schools, to monitor teachers' objectives in pronunciation teaching and ways how they reach them. The research also includes interviews with the teachers. As long as the research is also based on the findings mentioned in the theoretical

part, the end of the thesis comprises the comparison of the teaching procedures of observed teachers and the findings in the theoretical part.

Theoretical Part

1 Curricular documents

The education of three to nineteen years old pupils in the Czech Republic is guided by curricular documents at two levels. State and school. The state level of curricular documents is represented by the *National Education Programme* (NEP) and *Framework Education Programmes* (FEPs). The NEP formulates the requirements for the education as a whole and FEPs state the compulsory scope of education for its different stages (preschool, elementary and secondary). As this thesis focuses on elementary education only it works with the *Framework Education Programme for Elementary Education* (FEP EE). The school level documents are represented by *School Education Programmes* (SEPs) which are created by each school according to the principles set in the corresponding FEP.

FEP EE categorises all educational fields (subjects) into nine Educational areas: *Language and Language Communication*; *Mathematics and Its Application*; *Information and Communication Technologies*; *Man and His World*; *Man and Society*; *Man and Nature*; *Arts and Culture*; *Man and Health*; *Man and the World of Work*; *Complement Educational Fields.* The area Language and Language Communication includes three educational fields: *The Czech Language and Literature*; *Foreign Language*; *Second Foreign Language*. English is taught as the *Foreign Language* in the vast majority of Czech schools. *The Second Foreign Language* is largely German. Therefore the main educational field for this thesis is *Foreign Language* which is taught from the 3rd grade in elementary education but it can also be taught from the 1st grade as FEP EE says: *the educational content of the educational field Foreign Language has a weekly time allotment of 3 teaching hours and is compulsory for the third–ninth forms; if the pupils are interested and the parents give their consent, the instruction of Foreign Language may begin at a lower form*. (108)

FEP EE bases the requirements for education of Foreign Language on the *Common European Framework of Reference for Languages* (CEFR). Pupils are supposed to attain A2 Level (as described in CEFRL) in the field *Foreign language* during the elementary education.

The ability to use a language is a set of particular skills and subskills (CEFRL speaks about competences). The level of acquisition of a language depends on acquisition of each competence. Therefore, CEFRL does not only describe A2 or any other level generally but it also defines levels of each competence.

The Common European Framework of Reference for Languages introduces several competences to draw upon *in order to carry out the tasks and activities required to deal with the communicative situations.* (101) These competences are divided into groups. The first group is *General Competences* which includes *declarative knowledge; skills and know-how* (Practical skills such as social skills and Intercultural skills such as cultural sensitivity.); *'Existential' competence* (attitudes, motivation etc.) and *ability to learn.* The second group is *Communicative language competences* which include *linguistic competences; sociolinguistic competences* and *pragmatic competences.* The most important of all competences for this thesis are *the linguistic competences*. There are six linguistic competences: *lexical competence; grammatical competence; semantic competence; phonological competence; orthographic competence* and *orthoepic competence.*

Lexical competence is the knowledge of vocabulary. CERFL says it consists of lexical and grammatical elements. Lexical elements include single word forms as nouns, verbs etc. and fixed expressions. Grammatical elements include articles, quantifiers, pronouns etc. CEFRL defines A2 level of lexical competence in two categories as follows. Vocabulary Range: The learner *has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, has a sufficient vocabulary for the expression of basic communicative needs* and *has a sufficient vocabulary for coping with simple survival needs.* Vocabulary control: The learner *can control a narrow repertoire dealing with concrete everyday needs.* (112)

Grammatical competence is the ability to understand and form utterances and texts in a correct way according to grammatical principles of the language. Besides it means the acquaintance with tenses, word classes etc. CEFRL defines A2 level of grammatical accuracy hereby. The learner *uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.* (114)

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Semantic competence is the ability to understand and organise meaning correctly at three levels. *Lexical semantics* deals with meaning of words; *grammatical semantics* deals with meaning of grammatical elements and structures and *pragmatic semantics* deals with logical relations in utterances and texts.

Phonological competence is the skill in the perception and production of the language in terms of the sound aspects. It is the ability to recognise sounds of the language and the ability to pronounce correctly. This competence is crucial for this thesis and it does not deal only with correct pronunciation of words. It also deals with word stress, intonation, rhythm and phonetic reduction (strong and weak forms etc.) as well. A2 level speaker's *pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.* (117)

The Orthographic competence involves a knowledge of and skill in the perception and production of the symbols of which written texts are composed. (CEFR; 117) It means that this competence does not involve only the ability to spell correctly but also the knowledge of features of written text as punctuation marks and variety of their usage or knowledge of logographic signs (e.g. & or @). CEFR says that learner who attained A2 level in orthographic competence *can copy short sentences on everyday subjects – e.g. directions how to get somewhere; can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.* (118)

The Orthoepic competence deals with reading written texts aloud. According to CEFR it requires not only the ability to pronounce correctly or correct application of punctuation marks in written language into spoken form but also *the ability to resolve ambiguity (homonyms, syntactic ambiguities, etc.) in the light of the context.* (118)

The Framework Education Programme for Elementary Education introduces six key competencies which are supposed to be applied not only in *foreign language* but in the whole education. Those Key competencies are: Learning Competency; Problem-Solving Competency; Communication Competency; Social and Personal Competency; Civic Competency; Professional Competency. FEP EE says that *key competencies are a set of knowledge, skills, abilities, attitudes and values which are important for the personal*

development of an individual and for the individual's participation in society. (11) FEP EE sets expected outcomes of Foreign Language education on every stage and cycle of elementary education. (Stage 1, cycle 1 means 1st – 3rd form; cycle 2 means 4th and 5th form and Stage 2 means 6th – 9th forms.) Expected Outcomes of Foreign Language are categorised into *receptive skills, productive skills* and *interactive skills.* The very first outcome set on Stage 1, Cycle 1 is: *The pupil shall pronounce and read with correct pronunciation in an appropriate vocabulary range.* (23) There is a similar outcome on Stage 2. *The pupil shall read texts of appropriate length aloud fluently and respecting the rules of pronunciation.* (24) This means that pupils should learn not only correct pronunciation of words but also pronunciation rules. Besides aforementioned Expected Outcomes focus on understanding, reacting adequately, finding information, creating short texts and utterances, expressing ideas and participating in conversation. Along with Expected Outcomes FEP EE sets Subject Matter for Foreign language (and any other Educational Field) and it is categorised into: Rules of Communication in Common Everyday Situations; Simple Messages; Thematic Areas; Vocabulary and Word Formation; Basic Grammatical Structures; Ortography. Pronunciation is not mentioned within those categories.

   School Education Programme for ZŠ Veselí nad Lužnicí, Blatské sídliště 23 classifies Foreign Language (English) Outcomes and Subject Matter for every form (3rd to 9th) into four language skills: *speaking; reading comprehension; writing*; *listening comprehension.* *Language skills* outcomes comprise generally understanding teacher's instructions and reacting to them, using already known vocabulary and writing short texts. Subject Matter covers vocabulary, short everyday phrases and ortography. *Speaking* outcomes focus principally on asking for needed information, giving needed information and speaking on pupil's own on topics like family, free time, school etc. Subject Matter contains different topics and vocabulary. *Reading comprehension* outcomes focus primarily on understanding written texts and looking up information in those texts. Subject Matter includes mostly vocabulary, using dictionary, reading activities and translation of texts. *Writing* outcomes focus mostly on filling forms, writing short texts on reasonable topics. Subject Matter comprises grammar, orthography, translation. *Listening comprehension* outcomes contain mostly understanding information in listening exercises. Subject matter includes written

and spoken forms relation and it also includes correct pronunciation training, intonation, word and sentence stress on Stage 2.

School Education Programme for ZŠ Veselí nad Lužnicí Čs. armády 210 sets *Foreign Language* field learning outcomes and subject matter for every form. *Learning outcomes* are set in three categories. Those categories are: *receptive language skills, productive language skills* and *interactive language skills. Receptive language skills outcomes* focus mostly on understanding different texts, reading and listening comprehension and using dictionary. *Productive language skills outcomes* focus mostly on forming texts and utterances, asking for information and speaking on appropriate topics. *Interactive skills outcomes* focus mostly on oral interaction in English. There is an outcome linked with pronunciation for every form amongst receptive skills and it says that pupils shall read aloud appropriate texts fluently and correctly in terms of phonetics. *The Subject matter* of Foreign Language is categorised as follows: *conversation topics and vocabulary, grammar structures* and *syntactic structures.*

2   Pronunciation and its aspects

Pronunciation is defined as the way *how we say words* (see *Pronunciation* in dictionary.cambridge.org) but pronunciation has aspects which are not related only to words but to sentences or whole utterances as well. This chapter analyses features of pronunciation in English. According to Richards (2015) these features are divided into two groups. *Segmental features* and *Suprasegmental features. Segmental features* are those features which deal with segments of the language and *suprasegmental features* are those features which *stretch over more than one segment* (Richards, 2015; 338).

2.1   Segmental features

Segmental features include *vowels* and *consonants*. According to Rogerson-Revell (2013) English has seven short vowels [ɪ] [e] [æ] [ə] [ʌ] [ʊ] [ɒ], five long vowels [iː], [uː], [ɜː], [ɔː], [ɑː], eight diphthongs [eɪ], [aɪ], [ɔɪ], [aʊ], [əʊ], [ɪə], [eə], [ʊə] and five triphthongs [eɪə], [aɪə], [ɔɪə], [aʊə] and [əʊə]. The problem is that many of these sounds do no occur in other

languages (For example Czech has five long, five short vowels and three diphthongs. [Karlík et al 2012]) therefore it is difficult for some learners to tell some similar sounds apart in perception as well as in production of the English language.

The same problem comes with consonants. There are 24 consonant phonemes in the English language. They are classified according to three criteria. The first criterion is the place of articulation. *That is where the sounds are produced in the vocal tract.* (Rogerson-Revell 2013; 42). There are eight categories of consonant sounds which are labelled according to the principal point of their articulation in the voice tract. The categories are: *bilabial* (both lips), *labio-dental* (lower lip and upper teeth), *dental* (tongue tip and teeth), *alveolar* (tongue tip and alveolar ridge), *post alveolar* (tongue and back of alveolar ridge/front of hard palate), *palatal* (tongue and hard palate), *velar* (back of tongue and hard palate), *glottal* (glottis).

The second criterion is the manner of articulation. There are 6 categories according to this criterion. *Plosives* are those which *involve a complete closure of the airflow caused by one of the articulators.* (Rogerson-Revell 2013; 49), Fricatives is the largest group of consonant and they occur in all languages. *Fricatives* are the hissing sounds made by air escaping through narrow passages made by articulators. *Affricates* are combinations of plosives and fricatives. During production of *Nasal* consonants the air passes freely out through the nose. *Laterals* are produced when the air flows round the sides of tongue.

Approximants are produced when the articulators get close to each other but do not touch. The chart below shows the distribution of the consonants according to these two criteria.

Place of articulation		Bilabial	labiodental	dental	Alveolar	Palato-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				l				
	APPROXIMANT	ω					r	j	

Rogerson Revell, P. Chart of English consonant phonemes. In: ROGERSON-REVELL, Pamela. *English phonology and pronunciation teaching*. London: Bloomsbury, 2013, p. 49. ISBN 9780826424037.

The third criterion is voice (or voicing) which divides consonants into two groups *voiced* and *voiceless.* In the table above, there are some boxes with two consonants. In these cases, the consonants on the left side are unvoiced and the consonants on the right side are voiced. Voiceless consonants are uttered with greater muscular tension and breath force than voiced. These terms are sometimes replaced by the terms fortis (Latin for strong) and lenis (Latin for weak) . *Voiceless* consonants are also called *unvoiced.*

2.2 Suprasegmental features

Suprasegmental features are those which make the speech fluent. They are also seen as features of connected speech. Thus learners unaware of these features isolate every single word during their speech and they sound unnatural. Suprasegmental features include *word stress, intonation and voice quality.*

Word stress is a feature of pronunciation which means emphasising one syllable of a word and it is indicated by a high mark ['] in phonetic transcription of a word. For example, word *begin* carries stress on the second syllable therefore it is pronounced as [bɪˈɡɪn]. Many languages have fixed or regular word stress, such as in Czech where the first syllable of a word carries the stress, but in English word stress is variable. The syllable can be stressed in several ways. Rogerson-Revell (2013) mentions pitch change of the syllable, syllable length or duration, syllable loudness and vowel quality. Vowel quality means distinguishing between reduced vowels and full vowels. Reduced vowels are [ʊ], [ə] and [ɪ] and they are used in unstressed syllables. Word stress can be very problematic for non-native speakers. Thus Jenkins (2000) considers this feature as not important for international communication in English (between two non-native speakers). It can, however, cause some breakdowns in communication with a native speaker. Stress is a concept which is not used only within words, but it is also used within utterances when we need to emphasise a word above others in a sentence or an utterance. This stress affects the semantic meaning of a whole sentence or an utterance. Within utterances and within words there are three degrees of stress. There is the primary stress, which is in transcription indicated by a high mark ['], the secondary stress which is indicated by a low mark [ˌ] and there are unstressed syllables.

There is a group of one-syllable words in English which have two (or more) stress patterns. They are called strong and weak forms. For example word *and* can be pronounced as [ænd] which is the strong form of the word or it can be pronounced as a weak form [ən] or just as syllabic consonant [n̩] e. g. in a phrase *fish and chips [ˈfiʃ n̩ ˈtʃɪps]*. As Rogerson Revell (2013) says as weak forms are more frequent in native speakers' speech it is important that learners are at least able to recognise them for reasons of listening comprehension. However, even if not using them sounds very foreign, it is not necessary to use it in speech because it does not cause communication breakdowns either between two non-native speakers or between non-native and native speakers.

Intonation is lowering and rising of pitch when speaking. *Intonation is used to carry meaning over and above the meaning of the utterance itself, and the meanings carried by changes in intonation are an important part of the meaning of the utterance.* (Richards

2015; 341) In English it does not, generally, change the lexical meaning of a word but it can influence the interpretation of an utterance. We express emotions through intonation or we can put stress on some information of an utterance by raising intonation. As Kenworthy (1988) writes, intonation can, for example, show our expectations when using question tags to make sure. She uses example: *He doesn't know, does he?* When saying *"does he"* with a falling pitch the hidden message shown by the intonation is: *I expect/believe he doesn't know*. On the other hand, when we say it with rising pitch the hidden message is: *I am afraid he does.*

Voice quality is just the way of some speakers speaking English. Some male speakers for example tend to speak *with a hoarse or husky-sounding voice* (Richards 2015; 342) whereas some female speakers tend to speak with a higher pitch than they do in their mother tongue. It is the mother tongue which generally affects speaker's voice quality as well as other aspects of pronunciation.

3   Why is pronunciation important?

Elementary school teachers may not pay much attention to pronunciation as they may not see it as important to do so. However, as Mey (1998) says native speakers recognise pronunciation errors as the first ones and they are more sensitive to them than to lexical or semantic errors. Jenkins's research (2000) suggests that the most communication breakdowns in contexts where English is used as an international language are due to pronunciation errors. Therefore, pronunciation is an important feature of a language regardless the situation or context.

According to Kenworthy (1988) the mother tongue is a very important factor which affects pronunciation learning. When there are two speakers who share the same or similar language they tend to make similar mistakes and therefore they will understand each other better than two speakers with different mother tongues or a native speaker and a non-native speaker. This is the reason for learning pronunciation because we have to minimise the likelihood of misunderstanding in any situation. Pronunciation is also a component of fluency in English. Richards (2015) says: *Familiarity with the stress and rhythm of spoken English, as well as knowing how to pronounce the words a speaker wants to use, can help*

students develop both fluency and confidence in speaking. (346) Unconfident speaker speaks haltingly, and not only it is difficult to understand him/her, it is difficult to even concentrate on his/her speech.

4   Goals and Models in English Pronunciation Teaching

Speaking about teaching English as a foreign language especially in terms of pronunciation we have to decide what we mean by 'English.' Due to the number of people of different nationalities speaking English as their mother tongue and the number of people using English as an international language Richards suggests there is no such thing as only one English but we should speak instead about 'Englishes' because the English language differs in each of those countries not only in terms of pronunciation but also in terms of other aspects. (2015; 11) What is more there are also regional varieties of English in each of English speaking countries, which increases the number of varieties of the English language. According to this fact Rogerson-Revell advises English language learners and their teachers to have *clear models, realistic goals and achievable targets for pronunciation.* (2013; 6) The goal could be comfortable intelligibility or near-native-like pronunciation according to purposes English is learned/taught for. If someone learns English because he/she wants to live in an English speaking country his/her goal is probably near native-like pronunciation. On the other hand if one learns English to be able to communicate with anyone with different mother tongue he/she probably chooses the goal of comfortable intelligibility. The most used model for the comfortable intelligibility is called English as a Lingua Franca (or according to Jenkins Lingua Franca Core) and for the near-native-like pronunciation goal the model could be Received Pronunciation (see below) or a local standard accent. Jenkins (2007) also mentions a model called English as a foreign language (EFL) which seems as a compromise between ELF and RP. As there are lots of local standard accents and this model is the least used one the next part of the chapter will deal with Received Pronunciation, English as a Lingua Franca and English as a foreign language only.

4.1   Received Pronunciation (RP)

Received Pronunciation is a term that origins in the nineteenth century and refers to a prestige form of pronunciation or an accent of upper classes. However it was based in

London (*Royalty was sited there and in 60 miles radius there were important cultural and educational centres such as Cambridge, Oxford and Canterbury*. [Culeper; 2005; 91]) it is rather social than regional accent because of the social status it is associated with. Nevertheless the majority of RP speakers live in the south-east of England. According to Culeper (2005) it is also called 'BBC English', 'Queens English' or 'Talking posh' today. It is still a prestige accent in English Language teaching today even though only about 3 or less per cent of the British population speak this accent. It has been largely replaced by Modified RP which means RP including some regional features in different parts of Great Britain. Despite this fact RP is still the *accent on which phonemic transcriptions in dictionaries are based.* (Richards; 2015; 344)

According to Culeper (2015) some examples of RP features are: Pronouncing final 'ng' as [ŋ]. For Example *sing [sɪŋ], thing [θɪŋ].* Using reduced forms for example *and* pronounced as [ən] in a sentence. Dropping letters such as *t* in a phrase *soft pillow* [sof pɪləʊ]. Kortmann and Upton (2008) speak about assimilation of *[tj]; [dj]; [sj]; [zj] into [tʃ]; [dʒ]; [ʃ]* and *[ʒ]* in phrases like *nice to meet you* [naɪs tʊ miː tʃʊ]. Another feature of RP according to them is linking [r] sound in phrases like *the idea of it [ðɪ ʌɪˈdɪər əv ɪt].*

4.2   English as a Lingua Franca

As English is number one language used for international communication it may seem logical to prefer Lingua Franca (LF) model to RP. There is one more argument which prefers Lingua Franca as Rogerson-Revell (2013) says that Lingua Franca is a more realistic and achievable model for classroom teaching. Regardless these two arguments FEP EE (2007) says that Foreign Language and Second Foreign Language fields *provide an active language basis and the prerequisites for the pupil's communication within the integrated Europe and the world.* (18) In other words English is mainly taught for international communication purposes in The Czech Republic elementary education. The goal of teaching using the LF model is comfortable (or mutual) intelligibility. Intelligibility means that two people (regardless nationality or mother tongue of each of them) communicate effectively without misunderstandings or undue stress or effort. Jenkins (2002) says that many linguists questioned the use of native speaker pronunciation models in teaching English. They concluded that native speaker accents are not the most intelligible for conversation

between two non-native speakers. Therefore she suggests using LF model (Lingua Franca Core) which prioritizes *pronunciation features which are key to mutual intelligibility in international communication contexts*. (Rogerson Revell 2013; 12)

Rogerson Revel (2013) mentions the main features of Lingua Franca Core according to Jenkins.

- *All the consonants are important except for 'th' sounds as in 'thin' and 'this'.*
- *Consonant clusters are important at the beginning and in the middle of words. For example, the cluster in the word 'string' cannot be simplified to 'sting' or 'tring' and remain intelligible.*
- *The contrast between long and short vowels is important. For example, the difference between the vowel sounds in 'sit' and seat'.*
- *Nuclear (or tonic) stress is also essential. This is the stress on the most important word (or syllable) in a group of words. For example, there is a difference in meaning between 'My son uses a computer' which is a neutral statement of fact and 'My SON uses a computer', where there is an added meaning (such as that another person known to the speaker and listener does not use a computer).* (12)

Jenkins (2000) also writes about phonological features which are not important for intelligibility in international interactions. Those features are for example word stress, pitch movement, weak forms or features associated with assimilation or connected speech.

4.3   English as a Foreign Language

Jenkins (2007) describes English as a lingua franca as an ideal model for communication between non-native speakers. When teaching English we should assume that learners will not speak with non-native speakers only. English as a foreign language is meant to be spoken between two non-native speakers or between a non-native and a native speakers. Jenkins writes that its goal *is in reality English as a native language.* (2007; 4) However she does not say which native language. She suggests the learner to choose between American English and British English (or RP). She does not condemn mixing them together.

Jenkins (2007) describes main features of EFL as follows. The learner should master all sounds close to RP or GA (General American). Other important features are long-short contrast of vowels, consonant clusters, weak forms, word stress, intonation for expressing attitudes and grammar purposes and all features of connected speech. She does not consider aspiration of initial *p, t, k* sounds as important. Kenworthy (1988), however, writes that not aspiring initial *p, t, k,* may lead to communication breakdown as native-speakers hear *b, d, g* instead.

5   English Pronunciation and Czech speakers

Czech and English are two different languages. Both of them belong to Indo-European language family but Czech is a Slavic language and English is a Germanic language. In terms of Skalička's Language typology (see Popela 2006) Czech is a fusional language. Fusional languages are Synthetic languages which are characterised by number of inflections but in contrast to agglutinative languages they do not have a morpheme for each function. The important thing is that meaning of a Czech sentence can be changed by inflection of words within the sentence. English is rather an isolating language. Isolating languages are characterised, among other things, by restrictive word order which carries meaning of the sentence. This difference can be seen in the example sentence: *A cat chases a ball.* If we change the word order in English, we also change the meaning of the sentence. If we say: *A ball chases a cat.* we have swapped the subject and the object of the sentence. Whereas in Czech we can say either *Kočka honí míč.* or *Míč honí kočka.* If we want to swap the subject and the object of the sentence, we must use inflection. We have to say either *Kočku honí míč.* or *Míč honí kočku.* The word order changes only the emphasis on information.

What is more important for this thesis, Czech and English are different in terms of phonetics as well. In English there are some sounds that Czech speakers do not know. Those sounds are vowels [æ] and [ə], diphthongs [eɪ], [aɪ], [ɔɪ], [əʊ], [ɪə], [eə], [ʊə] and triphthongs [eɪə], [aɪə], [ɔɪə], [aʊə] and [əʊə]. Czech speakers also do not know consonants [w], [θ], [ð]. Especially two last consonants are the hardest to learn for Czech speakers. In

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my experience, they mostly say [t], [s] or [f] instead of [θ] and [d] or [z] instead of [ð]. On the other hand, Jenkins (2000) does not consider it essential for international communication (between two non-native speakers). However it sounds very strange and foreign.

Word stress is also different in Czech and in English. Word stress in English is moveable and it can change the quality of vowels. Word stress in Czech is fixed on the first syllable of each word in an isolated position. In utterance, however, word stress can be omitted in some (mostly one or two-syllable words, some pronouns, verb to be, conjunctions, preposition and particles) words. Thus those words attach to other words carrying stress and they sound like one unit. (Grepl et al 2012; 44) Using secondary word stress is also different. Whereas English uses secondary stress in many cases and there is no simple rule for it, according to Grepl et al (2012) secondary stress is in Czech used either for rhythmic purposes when speaking slowly or in compounds where the secondary stress is placed at the beginning of the second element which form the compound eg. *['modro ˌfialová].*

6   Most common mistakes in pronunciation of Czech speakers

Typical Czech mistakes in English pronunciation result from the differences between these languages. The most apparent differences are in the sound system and word stress as written above.

6.1   Sounds

Cihlářová (2009) did a research in pronunciation errors of Czech pupils in 6th to 9th classes. She has found that the most frequently mispronounced sounds were *th* sounds [θ] and [ð], diphthong [əʊ] and vowel [æ]. Czech speakers tend to use a similar sound from the Czech sound system instead of these problematic English sounds. The majority of pupils pronounce [t] instead of [θ]. They also use [s] or [f]. Pupils in Cihlářová's research substituted [ð] for [d], [dz] and [th] in majority of cases. Diphthong [əʊ] was in most cases mispronounced as [ɔʊ]. The last one of most problematic sounds [æ] was mostly substituted for [e]. Some pupils pronounced [ʌ] instead of it. Cihlářová (2009) has also

found that most of younger students do not aspirate initial p, t, k sounds however according to her research the older the students are the fewer of them make this mistake.

Although these mistakes occur very frequently according to Jenkins (2000) they are not harmful for international communication in English as the speaker is, in most cases, still understood.

6.1.1 Minimal pairs

On the other hand, there are words that can be misinterpreted for another word due to mispronouncing as the two words differ in only one sound or phoneme. Those pairs of words are called minimal pairs. There are some examples of minimal pairs which differ in sounds that are problematic for Czech speakers below (according to my experience).

6.1.1.1 [æ]

pen   x   **pan**

Can I borrow a pen?   x   *Can I borrow a pan?* (Baker 2006; 15)

gem   x   **jam**

It's a lovely gem.   *It's a lovely jam.* (Baker 2006; 15)

There are more. For example, typical for Czech speakers *bad* x *bed* x *bat* x *bet (all of those are mostly pronounced as [bet]). Other ones are cap x cup; cat* x *cut; match* x *much; fan* x fun; hat *x* hut and many more.

6.1.1.2 [ϑ]

thanks   x   **tanks**

The president sends his thanks.   x   *The president sends his tanks.* (Baker 2006; 152)

Other examples: *three* x *tree; thick* x *sick; thin* x *fin; think* x *sink; mouse* x *mouth; mass* x *math*

6.1.1.3 [ð]

Than   x   **Dan**

Smith is bigger than Jones.   *Smith is bigger, Dan Jones.* (Baker 2006; 155)

Other examples: *they* x *day; there* x *dare; clothe* x *close; breathe* x *breeze*

6.2   Aspiration

Another typical Czech mistake is also connected with sounds. When consonants [p], [t] and [k] *occur at the beginning of words in English (as in pen, tie and can) before a stressed vowel* (Richards 2015; 339) they are followed by a small puff of air as if we pronounced e.g. [ph] instead of just [p]. This does not happen in the Czech language, therefore Czech speakers very often do not aspirate the sounds. The problem is, as Kenworthy (1988) writes, when a speaker does not aspire the sounds an English native speaker will probably hear the voiced [b], [d], [g] consonant sounds instead.

6.3   Word stress and weak forms

Kovářová (2010) focused her research on word stress and weak forms. She has found that Czech speakers pronounce correctly words with the primary stress on the first syllable. This is not a surprise because Czech places the primary stress on the first syllable of each word as written above. Czech speakers, however, tend to mispronounce words with the primary stress on the second or the third syllable. As she writes, 15 of 19 words with stress on the second or the third syllable were pronounced incorrectly in majority of cases. (61) Another problem with word stress according to Kovářová (2010) is *that Czech speakers are usually not used to reducing vowels in unstressed syllables. It means that frequently they do not pronounce the "schwa" sound properly and it sounds rather as a kind of a full vowel (most often „e") sound which occurs in the particular syllable (such as in /ˌkeɪpəˈbɪləti/, which was often pronounced as /ˈkepebɪlɪti/.* (60) This problem coheres with the fact that Czech speakers find it difficult to use weak forms of words. They mostly pronounce strong forms instead or they mispronounce individual sounds in weak forms. As Kovářová (2010) has found, Czech speakers pronounce [e] or [é] instead of [æ] or [ɜ:]. This is caused by the absence of these sound in the Czech language.

As well as mispronouncing sounds listed above Jenkins (2002) writes that word stress and weak forms are not essential for intelligibility in international communication in English. On the other hand she suggests learning these features at least on the receptive level as native speakers use it and it can cause communication breakdowns when a learner is not at least able to understand it.

7 Teaching English Pronunciation

Even if teachers do not teach phonology explicitly, whenever students study the spoken language they are learning its phonology and pronunciation as well. (Rogerson Revell 2013; 4) This may sound like there is no need to teach pronunciation explicitly, but it is not really so. FEP EE sets outcomes for stage 2 of elementary education and one of the outcomes says that *the pupil shall read texts of appropriate length aloud fluently and respecting the rules of pronunciation. (24)* This outcome says that pupils should know the rules of pronunciation. In other words, pronunciation should be taught explicitly. In elementary education in the Czech Republic there are about from 15 to 20 (sometimes even thirty) students in a group during one English lesson. As every group of learners is heterogeneous, every student has different pre-requisites to learn the English language. There are many factors influencing learning pronunciation, thus it seems necessary to teach pronunciation explicitly. We cannot expect that every student will learn pronunciation rules inductively without explicit explanation.

7.1 History of teaching pronunciation

The history of teaching English as a foreign language goes back to the early 15th century when English was a minority language. Howatt (2004; 66) writes that English first began to be taught abroad in Netherlands before 1600. The only European country besides Netherlands where English was taught before 1600 was France. English teaching spread slowly in Europe during the 17th and the 18th centuries. From that time several methods have been developed and used in teaching not only English as a foreign language. This chapter mentions the most known ones and briefly describes the role of pronunciation teaching in each of the methods.

7.1.1 The grammar-translation method

This method was ,according to Howatt (2004), developed in Prussia at the end of the eighteenth century and it was devised for use in secondary schools and grammar schools. Because of its origin it was *first known in the United States as the Prussian Method* (Richards and Rogers 2001; 5). Howatt (2004) writes that the first English grammar-translation course was written by Johan Christian Fick in 1793. The work was inspired by

the work for teaching French by Johan Valentin Meidinger. Meidinger is also considered as the author of the method. As Howatt (2004) writes, the name of the method was established by critics of the method in the late nineteenth century. They wanted to emphasize the features of the method they disliked the most. Those features were *the teaching of grammar in isolation from texts and excessive use of translation both in the teaching of meaning and in practise exrcises.* (Howatt 2004; *151)* The method is known for its other excesses. Howatt (2004) and Harmer (2007) agree on neglect of the spoken language and stress on accuracy. Celce Murcia (2001; 6) writes that *the teacher does not have to be able to speak the target language.* Those features were, however, the results of the development of the method during the nineteenth century. They were not so important for founders and early users of the method. The central feature, as Howatt (2004) mentions, *was the replacement of the traditional texts by exemplificatory sentences*. (152) This means that teachers did not use authentic texts for teaching English but they used either simplified texts or example sentences which demonstrated the exact grammar or vocabulary the teacher needed to teach. Each new lesson in grammar-translation method teaching included one or two grammatical rules, a short vocabulary list and practice example sentences. *These sentences had to be translated from the target language (L2) back to the students' first language (L1) and vice versa.* (Harmer 2007; 63) Richard and Rogers (2001) explain that one of the principal characteristics of the Grammar-Translation method was that the goal of learning the target language was to learn it to be able to read its literature.

This method pays very little attention to spoken language thus it pays very little attention to pronunciation as well. Pronunciation is not taught explicitly. Students know pronunciation of words they learn but they do not learn any pronunciation rules. Even pronunciation of words from the lists to be learned was not mentioned in early textbooks. The international Phonetic Alphabet was not established until the end of the nineteenth century. The grammar-translation method is (always) taught by non-native speakers which, alongside with little attention to pronunciation in textbooks, means another problem with pronunciation teaching. Non-native speaker teachers probably do not have a good command of English pronunciation if they do not attend any course of English phonetics.

Early teachers even could not attend a phonetics course as the phonetics was established at the end of the nineteenth century.

7.1.2 The Reform Movement

The Reform Movement is a name for a period of about twenty years when many of the leading phoneticians of the time like Henry Sweet (England), Wilhelm Viëtor (Germany), Paul Passy (France) or Otto Jespersen (Denmark) co-operated *towards a shared educational aim* and they *also succeeded in attracting teachers and others in the field to the same common purpose.* (Howatt 2004; 187) The Reform Movement also formed professional associations as the *International Phonetic Association* in 1886*. Its International Phonetics Alphabet (IPA) was designed to enable the sounds of any language to be accurately transcribed.* (Richards and Rogers 2001; 9) In 1882 Wilhelm Viëtor strongly criticized The Grammar-Translation Method in his pamphlet *Language Teaching Must Start Afresh.* He also *stressed the value of training teachers in the new science of phonetics* (Richards and Rogers 2001; 10) which was established at that period of time. In 1904 Jespersen summarized practical implications of the Reform Movement in his *How to Teach a Foreign Language.*

There were three principles The Reform Movement was based on. Howatt (2004; 189) lists them as follows: *the primacy of speech, the centrality of the connected text as the kernel of the teaching-learning process, and the absolute priority of an oral classroom methodology.*

The primacy of speech meant much more prominent role of pronunciation teaching in classrooms. The problem was that the spoken text could be presented through teachers only as the sound recording technologies were not available at that time. The united phonetic transcription system was developed for this reason but it was very difficult to learn for secondary school learners.

The connected text principle did not prioritise using isolated sentences any more. Texts were meant to do two things in English language learning. *On the one hand they had to be coherent and interesting in their own right, but at the same time they had to function*

as the repository of the foreign language grammar which the students were expected to extract ´inductively.(Howatt 2004; 190)

The last principle was quite contradictory in means of its requirements and scholars' beliefs. The Reform Movement scholars wanted teachers to use only the target language in lessons but on the other hand they admitted that explaining some difficult aspects of the foreign language could be easier and more useful for learners if it was done in their mother tongue.

Richards and Rodgers (2001) write that all the reformers mentioned above did not agree on specific procedures although they shared beliefs about the principles on which teaching foreign languages should be based. Richards and Rodgers (2001; 10) summarised the reformers' beliefs in these six points.

1. the spoken language is primary and this should be reflected in an oral-based methodology

2. the findings of phonetics should be applied to teaching and to teacher training

3. learners should hear the language first, before seeing it in the written form

4. words should be presented in sentences, and sentences should be practiced in meaningful contexts and not to be taught as isolated disconnected elements

5. the rules of grammar should be taught only after the students have practiced the grammar points in context – that is, grammar should be taught inductively

6. translation should be avoided, although the native language could be used in order to explain new words or to check comprehension

As phonetics was established at that period and as the Reform Movement stressed the spoken language we can assume that much more attention began to be paid to pronunciation in the foreign language learning. Maybe it was not taught explicitly but as the teachers of foreign languages studied phonetics they were able to teach pronunciation to their students. They were at least able to give a better model of spoken language than teachers in The Grammar-Translation Method. As written above, the Grammar-Translation-Method teachers did not have to be able to speak the target language.

7.1.3 Natural methods

Natural methods of teaching a foreign language are known by a variety labels such as Conversation method, Direct Method, Learning a language through constant conversation, Communicative Approach and so on. All of these methods are based on the same principle. The principle is that learners should learn the foreign language in the same way as they have acquired their mother tongue. The foreign language should be learnt naturally. There should be no explanation, no rule learning just natural communication in the foreign language. Pronunciation should be acquired as well as grammar. The most known of these methods are the ones called The Direct Method and the Communicative approach.

7.1.3.1 *The Direct Method*

The foundation of the Direct Method was according to Howatt (2004) laid by a school teacher Gottlieb Heness (Pestalozzi's disciple) and his friend Lambert Saveur at the end of the nineteenth century. Although Heness was German and Saveur was French they met in the USA, moved together to Boston and opened a School of Modern Languages. Each of them taught his mother tongue and their methodology was based on talking to students in the target language and developing conversation without explanation of anything. The key of their courses might have been the intensity. Howatt (2004) describes their courses for Yale faculty members which consisted of two hours a day, five days in a week intensive oral interaction for four and half months.

A school with very similar or identical approach to language teaching was opened in Providence, Rhode Island. Ten years later a school was established by Maximilian Berlitz, a German immigrant, and a French immigrant Nicholas Joly. Even though either Berlitz or Joly are not considered as founders of the Direct Method, no one can deny that without Berlitz the Direct Method would be only one of many others. Berlitz developed a wide system of schools in the USA and in Europe.

Harmer (2007) writes that the Direct Method was the product of the Reform Movement and a direct reaction to the Grammar-Translation Method. Using only the target language in the lessons was considered vitally important. Celce Murcia (2001; 6) writes that *the teacher does not need to know the student's native language.* Harmer (2007) explains that there were many monolingual native English speakers who started to travel the world

teaching English in the twentieth century, which helped to retain the principle of monolingual classes. He also writes that as only target language was used in classes, real objects, pictures and demonstration were used to ensure comprehension. Richards and Rogers (2001; 12) add that *abstract vocabulary was taught by associations of ideas.*

As the target language was the only one used in The-Direct-Method classes we can assume that pronunciation was taught at least by teachers as models for spoken language. Richards and Rogers (2001) write that grammar and correct pronunciation were emphasized. Although they do not write how or if it was taught explicitly or not.

7.1.3.2 The Communicative approach

The notion of the communicative approach, which was established around 1970s, was a *conviction that language teaching should take greater account of the way that language worked in real world and try to be more responsive to the needs of learners in their efforts to acquire it.* (Howatt 2004; 326) Therefore the communicative approach teaching is based on real communication. It means that students are exposed to real communicative situations. In class it can be for example finding personal information amongst classmates. The major focus of this approach is the content of the communication and intelligibility. Neither grammar nor pronunciation is taught deductively. As Harmer (2007; 69) writes the essential belief of communicative approach is *that if students are involved in meaning-focused communicative tasks, then language learning will take care of itself and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill*.

7.1.4 Audiolingual Method

This method is based on behaviourism and as Harmer (2007) writes it morphed from the Direct method during 1920s and 1930s. Williams and Burden (1997) explain that audiolinguists concern language as a behaviour to be taught. Teaching of a language in audiolingual way is based on repetition of small pieces of a language (phrases, short dialogues etc.), drill, memorisation of dialogues and 100% accuracy. Learners learn through constant repetition of dialogues, they build question-answer habits. Rules are explained

after acquiring of the habit. Pronunciation is learnt through constant repetition of the pieces of language. Learners learn to pronounce the dialogues perfectly. They do not learn any pronunciation rules.

7.1.5 TPR

TPR stands for Total Physical Response. This method was created by Dr. James Asher. Howatt (2004) writes that TPR was developed in 1960s. Asher believed that a second language could be learnt through commands (from a teacher) and reactions to them (by learners). He said that this was the way how children learnt their mother tongue and that a foreign language should be taught in the same way. Harmer (2007) describes that the method is not only about reacting to commands. When learners are ready, they start speaking. Learners start speaking usually by giving commands to other learners. The weakness of this method is the fact that it is helpful only at the very beginning of learning foreign language. This method is still used until today but only as one of methods used in foreign language teaching courses not as a single method for whole courses. Students hear correct pronunciation of words, phrases and short sentences and they try to imitate it. As well as grammar, pronunciation is not taught explicitly.

7.1.6 Suggestopedia

Suggestopedia was developed by a Bulgarian scientist Georgi Lozanov in 1970s. Harmer (2007; 68) describes that physical environment is very important for this method. Teaching in a pleasurable place is involved in this method. Students should be relaxed. Another important feature is musical background (mostly baroque style music). The teacher reads a text, which has been studied before, with the musical background which, together with the tone of his voice, creates positive atmosphere. Students are encouraged by positive feedback. Students create utterances after reading the text, learning meaning of words and phrases through dramatization and repetition. At the moment of repetition of crucial parts of the text pronunciation can be checked by the teacher.

As well as TPR, suggestopedia is mostly used as a part of foreign language teaching and it is not used as a principal method much. Despite this fact there are some private language schools which use this method as the dominant one. One of these schools is Lingo, suggestopedic language school in České Budějovice.

7.1.7 The Silent Way

The Silent Way developed by Caleb Gattengo in 1960s works with pronunciation explicitly. Harmer (2007; 68) writes that *the teacher frequently points to different sounds on the phonemic chart, modelling them before indicating that students should say the sounds.* The Silent Way is called so because the teacher remains silent as much as possible. Students try to figure out whether they pronounce the sound correctly. The teacher suggests to move to another sound when the student is correct. The same happens with words and short phrases. Because the teacher tries to say as little as possible learners have to solve some communication problems by themselves and therefore the Silent Way gets students to use wooden blocks of different sizes and colours called Cuisenaire rods. They help students to illustrate what they are trying to say. They also help the teacher to illustrate what he is saying.

7.2 Teaching pronunciation today

In teaching of English in general there is no specific method recommended by either CEFR or FEP EE for Czech schools. However clear majority of textbooks used in Czech schools comport with the communicative method. As written above, teaching foreign language in elementary education subordinates FEP EE. It sets objectives and it is up to teachers how to reach them. CEFR (2004; 153) suggests several ways to teach pronunciation today. They are:

a) simply by exposure to authentic spoken utterances

b) by chorused imitation of   *i) the teacher*

                                 ii) audio-recorded native speakers

                                 iii) video-recorded native speakers

c) by individual language laboratory work

d) by reading aloud phonetically weighted textual material

e) by ear-training and phonetic drilling

f) as in d) and e) but with the use of phonetically transcribed texts

g) by explicit phonetic training

h) by learning orthoepic conventions

I) by some combination of above

7.2.1 The role of the teacher

The teacher plays an important role in the teaching pronunciation process at schools today. It is important to set his role. Kenworthy (1988) divides teacher's role in pronunciation teaching into seven parts. Namely the parts are: *Helping learners hear; Helping learners make sounds; Providing feedback; Pointing out what's going out; Establishing priorities; Devising activities; Assessing progres.*

7.2.1.1 Helping learners hear

As there are sounds in English that do not occur in other languages, learners may not hear the sounds correctly and therefore they may not recognise them. Learners hear the sounds in terms of their own language register and they have to learn to recognise these new sounds. The teacher has to help students to be able to recognise the sounds and to be able to tell them apart from sounds that sound similarly. This part involves (in my opinion) the teacher being a model for learners. As Gimson (1977 in Rogerson-Revell 2011; 10) writes that the teacher has the *responsibility of serving as a model for his pupils, who, if they are young, will imitate equally well a correct or a faulty pronunciation. His aim therefore must be perfection in respect of all aspects of pronunciation.* Rogerson-Revell (2011; 218) when writing on teaching pronunciation adds *a recorded speech sample could be used.* Richards (2015; 347) agrees. *Teachers clearly need to be able to provide good models of pronunciation for their learners… Where the teacher has not fully mastered the features of English pronunciation, greater use should be made of recorded texts and other sources of non-teacher generated input.*

7.2.1.2 Helping learners make sounds

Some students are able to imitate the sound after being able to recognise it and tell it apart from similar sounds. Some students are not. The teacher must be able to help these students.

The teacher has to be able to explain the sound pronunciation, the position of articulators.

Visual aid may be a great help here. For more information see chapter *7.3.3 Teaching Sounds.*

7.2.1.3   Providing feedback

Learners are not able to tell if they are doing it right. The teacher has to check them and correct them if they are pronouncing something in a wrong way otherwise they remember the wrong way and it will be harder to correct this habit in the future. Richards (2015) adds that peer feedback can be useful as well. There are many learners (especially in elementary education) who exceed their peers and these learners can help the teacher to check others. He also points out that a teacher does not have to correct every mistake made by learners. He can focus on those mistakes that cause greater problems or those that are made over and over. The correction does not have to be always verbal. There can be e. g. a hand signal for a particular type of error shown by the teacher.

Dino Mahoney (in Richards 2015; 353) writes he encourages his learners to self-correct by pointing to the name of the feature on the whiteboard which the student has just made a mistake in.

7.2.1.4   Pointing out what's going out

As speaking is, for the most of its part, controlled unconsciously, the learner may miss the fact that e. g. using different stress pattern in a particular word may lead to misunderstanding or a communication breakdown. The teacher has to tell learners what to work on and what to pay attention to.

7.2.1.5   Establishing priorities

This point is very similar to the previous one. It is important to pay more attention to some features and less to others. Learners sometimes pay attention to some unimportant features and negotiate improvement of important ones. The teacher has to be able to tell them apart and to make learners aware of that.

7.2.1.6   Devising activities

The teacher has to know the ways how to teach learners particular pronunciation features. He should be able to provide adequate exercises and activities. *Teachers must*

also keep in mind that certain activities suit the learning styles and approaches of some learners better than others. (Kenworthy 1988; 2)

7.2.1.7   Assessing progress

Kenworthy (1988) writes that assessment is in fact a type of feedback, but the information is crucial for maintaining learners' motivation. Richards (2015) points out that the teacher has to decide what he is going to focus on. The teacher can choose between *an atomistic approach* (focusing on individual sounds) and *a holistic approach* (focusing on overall impression). He also mentions two types of assessment tasks. The first one is *Recognition tasks* which can include marking particular sound features (e.g. stressed syllables) in written texts. The second type is *Production tasks* which involve activities as reading aloud, summarizing a text, role play or any activity requiring learners to produce some spoken language. The teacher has to keep in mind students with some learning disabilities and apply an appropriate task.

7.2.2   The role of a learner

Kenworthy (1988) writes that in a nutshell the learner's role (or need to do) is to respond. He, however, explains that one of the most important things is the learner's *willingness to take responsibility for his or her own learning.* (2) Homolová (2013) does not write about learner's roles as about actions he needs to do but as about ways he can behave. The roles she lists, in my opinion, can be also taken as kind of encouragement for learners. She lists four roles. *Accepter* –the learner who listens to the teacher and accepts everything he says. *Performer* – the learner who reacts to teacher's instructions and gets ready for the task. *Resolver* – the learner who works on his/her own with the help of the teacher. He also participates in group work and tries to reach the goal of the lesson given by the teacher. *Discoverer* – the active learner who develops all skills, searcher for information, deduces, self corrects and who is not so dependent on the teacher.

In elementary education there are learners in all four roles listed by Homolová (2013) and the teacher has to suit the education to every single learner. Therefore it is important for teachers to be able to recognise in which roles his learners are to be able to do so. Every learner is in a particular role due to his abilities, difficulties and personality.

The next chapter will deal with factors affecting pronunciation learning. These factors also affect the learner's willingness to learn pronunciation and the role he chooses to be in.

7.2.3 Factors which affect pronunciation learning

Learning pronunciation is not a simple process and as well as when learning anything, there are many factors affecting pronunciation learning. Kenworthy (1988) and Rogerson-Revell (2013) agree on some of them. They agree on *age, personality, phonetic ability, amount of exposure* and *the native language.* Rogerson-Revell (2013) adds *sociocultural factors* and Kenworthy (1988) adds *Motivation and concern for good pronunciation.* All the factors listed above are briefly explained below.

7.2.3.1 Age

According to *critical period hypothesis* popularised by Eric Lennberg in 1967 young learners achieve native-like pronunciation easily if they learn before puberty. It is thought to be so due to neurological changes in the brain. However Richards (2015), Kenworthy (1988) and Rogerson-Revell (2013) agree that following studies did not prove this hypothesis. Richards (2015; 146) admits that *it is a common observation that children seem to learn new languages relatively easily, while older learners, particularly adults, are often not so successful.* He explains that as children and adults use different cognitive and learning skills there are different methods used to teach children and adults and that could cause the difference in learning pronunciation. Rogerson-Revell (2013) add that adults perceive new sounds in foreign languages in terms of sound of their mother tongue. All the authors (mentioned above in this paragraph) write that adults are able to achieve native-like pronunciation as well as children, Kenworthy (1988) adds that age is only one of many factors and we have to understand that all of the factors affect the pronunciation learning as a whole spectrum.

7.2.3.2 Personality

The personality factor involves many particular factors as Richards (2015) mentions anxiety, boredom, apathy or enthusiasm. Rogerson-Revell (2013; 12) mentions Dewaele and Furnham's research from 1999 which found a link between language learning and personal characteristics of introversion and extroversion. She writes: *It seems reasonable to assume that confident, outgoing types may be willing to take more risks and therefore*

have more opportunity for practice through interaction. However she adds that it is not such a strong factor in foreign language pronunciation achievement. According to her there are stronger factors affecting pronunciation learning.

7.2.3.3   Phonetic ability

Every human being except hearing-impaired has the basic ability to discriminate between two sounds and to mimic sounds. Kenworthy (1988) writes there are people who can do it better than others. It is not a surprise that these people are able to achieve more native-like pronunciation. The interesting fact is, Kenworthy (1988) adds, that these people benefit from drill exercises and people with poorer ability to discriminate sounds and mimic sounds do not. However, he does not write which exercises they do benefit from.

7.2.3.4   Amount of exposure

One of the fundamental pieces of advice is: If you want to learn English move to an English-speaking country. Kenworthy (1988) writes that constant exposure to the target language – living in the country – *should affect pronunciation skills.* (6) However, he admits various studies proved the constant exposure as a contributory factor but not as a necessary one to develop pronunciation skills. Rogerson-Revell (2013; 19) adds that *learners acquire language mainly from the input they receive.* She also writes that the input does not have to be a native speaker but nowadays we rather speak about proficient speakers and the input can also be provided by any multimedia channels. Nowadays these can be popular things like TV series; movies, video-calls, YouTube channels or any other online content. And it is up to the teacher how much input he provides to his learners during his English lessons.

7.2.3.5   The native language

It is important for the teacher to know the mother tongue of learners. Many studies have proven that learners who share the same mother tongue share also most of the mistakes they make. The teacher needs to work with this fact and he has to know which common mistakes his learners may make and how to prevent them.

7.2.3.6 Sociocultural factors

When one learns a foreign language (or a second language[1]) and when he/she uses the language for communication, he/she does not use the language only for exchanging information but also for communicating their role within the social context and a sense of who they are. Richards (2015), Rogerson-Revell (2013) and Kenworthy (1988) agree with one another that a person with a strong sense of identity may not want to acquire a native-like pronunciation but he/she may like to sound foreign and express their origin through pronunciation. They also agree on the fact that the more a learner identifies with the culture (where the foreign language is used) the more likely he/she is to try to attain a native-like accent. This bears on the last factor.

7.2.3.7 Motivation and concern for good pronunciation

Even if the teacher does not take all the factors above into account he/she has to notice that there are learners who are *more concerned about their pronunciation than others.* (Kenworthy 1988) It is a pleasure for a teacher that there are students who are concerned about their pronunciation and who want to improve it and who ask for correction. However, it is less pleasurable when over-motivated students do not want to speak because of being afraid to say something incorrectly. On the other hand, there are students who do not care if their pronunciation is even understandable and whether it causes misunderstandings or not.

Dörneyi (2011 in Richards 2015; 149) writes a learner's motivation is not a simple factor but it consists of more factors such as their interest in the culture or the target language; their attitudes towards native speakers of the target language; their attitude towards the teacher, the class or the course (which may be very important in elementary education); their need for the language. (Which is more common for adult learners but nowadays teachers should be able to persuade young learners about it as some of them, maybe most of them, will need to be able to speak a foreign language in their future jobs.)

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[1] Second language is a language which is not a person's mother tongue but is used as an official language in the country the person lives in, e. g. English for French living in Canada as Canada uses both English and French as official languages.

Working with motivation is not important only for teaching pronunciation but it is important for every teacher regardless what he teaches. Teachers should know about two types of motivation according to Richards (2015; 150)

1   Integrative motivation which reflects a positive attitude towards the target language, and culture, and a desire to interact with it and assume some of its values. (also called intrinsict motivation)

2   Instrumental motivation which reflects a primarily practical reason for learning a language such as to pass a test or get a promotion. (also called extrinsict motivation)

According to Dörneyi (2001 in Richards 2015) the teacher needs to work with the motivation on three levels. First he/she needs to *create the motivation* (set goals and plan how to reach them), he/she needs to *maintain the motivation* (manage a task which is interesting for the learners) and he/she needs to *review the motivation* (evaluation and setting new goals of activities for the future).

Even if the motivation factor may look like the most important one a teacher has to work with all of them and as Rogerson-Revell (2013; 17) writes he/she needs to *make the classroom environment as interesting and conductive to participation as possible.*

7.3 Goals and methods of pronunciation teaching

This chapter focuses on methods of teaching pronunciation which suit the Czech scholar system. It primarily focuses on methods and exercises which would help students not to make typical Czech pronunciation mistakes.

7.3.1 Goals of pronunciation teaching

When a teacher wants to teach a subject or a skill within the subject he/she needs to set goals first. When teaching English pronunciation in Czech elementary schools teachers should base the goals on FEP EE. This document does not set any goals in teaching pronunciation itself. The only reference to pronunciation is: *The pupil shall read texts of appropriate length aloud fluently respecting the rules of pronunciation.* (24) This goal is insufficient as it does not describe any features of English pronunciation to be taught or models to refer to. Yet there are goals for elementary education as a whole and they can lead us when setting goals and models for English pronunciation teaching. FEP EE says *Foreign Language* and *Second Foreign Language* fields *provide an active language basis and the prerequisites for the pupil's communication within the integrated Europe and the world.* (18) This leads us to setting *English as a foreign language* as a model to refer to when teaching English pronunciation and goals resulting from it. The goals are mentioned in chapter 4. 3 English as a foreign language.

7.3.2 Pronunciation Teaching Methods

Rogerson-Revell (2013) suggests starting pronunciation teaching *with the smallest elements, which are the individual sounds or phonemes, and work up towards the larger elements such as word stress, features of connected speech and finally intonation patterns.* (212) When teaching any pronunciation aspect it is important to go step by step. Janet Goodwin (in Celce-Murcia [2001]) suggest five steps to teach pronunciation aspects. These steps move from controlled to communicative practices.

1. *Description and analysis:* First of all, the teacher has to describe the aspect and explain when it occurs in spoken language. He/she can use illustrations, videos or animations which show the position of articulators, especially tongue.

2. *Listening discrimination:* Learners need to be able to recognise the feature within the spoken language. *Learners cannot be expected to produce sounds or patterns they do not hear.* (Rogerson-Revel 2013; 212) Minimal pairs recognition exercise can be used.

3. *Controlled practice:* These practices involve reading short dialogues and sentences which include minimal pairs.

4. *Guided practice:* These practices help learners monitor for the aspect they learn. It involves cued dialogues, information-gap or any other structured communication exercise.

5. *Communicative practice:* These activities should help learners build fluency. Learners should pay attention not only to form but to content as well. It can be role play or problem-solving exercises. Such exercises help students use the aspect automatically within their own speech.

7.3.3   Teaching Sounds

For teaching sounds there is no better way than following the five steps recommended by Janet Goodwin (in Celce-Murcia [2001]) written above or at least following three steps recommended by Rogerson-Revell (2013). These steps are *Listening, Imitation* and *Production*.

1. *Listening:* Learners are encouraged to tell apart two words differing in one phoneme (minimal pairs). They have to recognise the difference between the two words.

2. *Imitation:* The teacher has to produce an accurate model, students try to imitate it and the teacher gives feedback. This method may suit better younger learners.

3. *Production:* We know that learners are familiarised with the sound only when they pronounce it correctly within their free utterances. It can happen that they hear the sound, they imitate it perfectly, but they do not produce the sound when speaking on their own. The usage of the sound has to be automatized.

When teaching sounds that do not occur in learners' mother tongue (i. e. [θ] and [ð] sounds for Czech speakers) teachers can really help students to learn it by providing

accurate model and visual aids. The teacher provides the model, as Rogerson-Revell (2013) writes, if he/she feels confident they can produce it accurately. Otherwise recorded speech samples can be used. The combination of both may work the best as every learner may prefer a different approach. Hardison's research (2002 in Rogerson-Revell 2013; 2018) confirms combining visual aids with the audio model works best for most learners. Therefore, it is important to provide learners with appropriate visual aids as they may not be able to produce the sound based on the audio model only. Diagrams showing the position of articulators, such as the one below, are widely used.

Rogerson Revell, P. /θ/. In: ROGERSON-REVELL, Pamela. English phonology and pronunciation teaching. London: Bloomsbury, 2013, p. 49. ISBN 9780826424037.

University of Iowa has developed a website with animated visualisations of each sound in English. A video of a person pronouncing the sound is also included for each sound. These visualisations are available by following the link below.

http://soundsofspeech.uiowa.edu/resources/english/english.html

Another online pronunciation course can be found within BBC learning English courses. There is a pronunciation section which includes two courses. *The Sound of English* is a series of short videos focusing on teaching pronunciation of every English sound including example words. The second course is called *Tim's Pronunciation Workshop* and it focuses on several features of connected speech (such as sounds assimilation, sounds elision, linking r and so on). Both courses can be found by following the link below.

http://www.bbc.co.uk/learningenglish/english/features/pronunciation

7.3.4 Aspiration

When teaching aspiration of initial *p, t* and *k* sounds we can use a paper strip held in front of the mouth. As Avery and Ehrlich (1992 in Richards 2015; 357) write we say words beginning with these consonants and the puff of air moves the paper. We can demonstrate the aspiration when saying words beginning with *b, d* and *g* sounds. Learners literally see the difference when aspiring the sound and when not.

Another technique, which Kenworthy (1988) suggests, alongside with the previous one is to tell learners to pronounce unvoiced [h] sound right after the [p], [t] and [k] sounds. We can help learners to do so by using some words beginning with [h] sound. We can tell learners to say pot [pɒt], then to say hot [hɒt] and then to mix these words. We can tell them to say [p] and hot right after that.

7.3.5 Word stress

Rogerson-Revell (2013) and Richards (2015) agree on the importance of teaching word stress every time when teaching new vocabulary. We can underline stressed syllables, circle them or just put high mark ['] before the stressed syllable in phonetic transcription if we use it in lessons. Teachers have to teach students how to pronounce each word including word stress when they teach new vocabulary.

When learners do not understand the whole concept of word stress (e. g. Czech learners may have problems with it as the Czech language places the stress on the first syllable of the word only) Rogerson-Revell (2013) suggests getting students to compare words that sound similar in the target language and their mother tongue. She suggests such words as *hotel*, *telephone* or *computer* or any other word sounding similar but with different stress pattern in the target language and learners' mother tongue.

We can practise word stress by some exercises. For instance, we can let learners do odd-one-out-exercises with several words sharing the same stress pattern and one word with different one. Another type of exercise can be grouping words according to their stress pattern.

Research

8 How do textbooks deal with pronunciation?

Almost every teacher uses textbooks. Some teachers stick to their textbooks during the whole course and make learners do every single exercise the textbook provides. Some teachers choose only some exercises and provide their students with other sources of practice. Anyway, textbooks provide basics for courses. It is the reason for starting with analysing textbooks when I want to find out how teachers deal with pronunciation.

8.1 Textbook analysis objectives

I would like to find out whether the textbooks used in the observed classes deal with pronunciation explicitly (i. e. whether they provide any exercises for practising pronunciation). If they do, I would like to analyse the aspects of the English pronunciation they deal with. Then the ways the textbooks deal with the pronunciation aspects (i. e. types of exercises). Last but not least thing to find out is the model of pronunciation they provide in listening exercises and other audio-visual content.

8.2 Hypotheses

1. I suppose textbooks for younger students (up to 5th form) do not provide pronunciation exercises.
2. I assume the textbooks for older students (6th to 9th form) deal with pronunciation explicitly but only with segmental features.
3. Most of the exercises are, in my opinion, based on minimal pair recognition.
4. I expect the textbooks to provide RP model in the audio-visual content.

8.3 Analysis methods

Every textbook is to be searched for pronunciation exercises in all of its parts (student's book/class book, workbook and teacher's book). Recommendations for teachers will be looked for as well. The determination of the model for pronunciation the textbook provides will be based on the textbook itself (whether it is stated in it).

9 Textbook analysis

9.1 Chit Chat 1, 2

These textbooks are used in Základní škola Čs. armády, Veselí nad Lužnicí. They are used in the third and the fourth form (in accordance with the authors' recommendation). Pupils start learning English in the third form.

9.1.1 Pronunciation model

The teacher's book claims it uses clear, natural model of native English speakers in its recordings. However, it does not specify whether the model is RP, EFL, ELF, GA or another one.

9.1.2 Pronunciation exercises

There are no pronunciation exercises in these textbooks. Objectives of the textbooks can be found in the teacher's books and one of the objectives is *to develop pronunciation skills by imitation and repetition.* (5) The teacher's book also writes that it uses short songs and rhymes which help pupils to understand the matters of stress and intonation in the English language. It also helps them to develop the ability to use stress and correct intonation in their own utterances.

9.2 Project 4th Edition 1

Project fourth edition 1 is used in both observed schools. One school uses it in the fifth form and the other in the sixth form. This edition consists of five levels which are recommended for pupils at the age of 10 to 14/15. It means 4th to 9th form. Therefore, according to authors' recommendation, level one is supposed to be used in the fourth or fifth form.

The sets of these textbooks comprise teacher's books, textbooks, workbooks and CD's with recordings of listening exercises and some pronunciation exercises.

9.2.1 Pronunciation model

The authors do not mention which pronunciation model they use.

9.2.2 Pronunciation exercises

The textbook includes a section focused on teaching pronunciation. There is a chart with all symbols of the phonetic alphabet for consonants, vowels and diphthongs. The symbols are explained through example words containing the sounds and illustrations of the words.

The textbook is divided into six units. There are thirty-two pronunciation exercises in total. Although all the exercises are together at the end of the book, they are divided into six groups according to units. There is a recommendation when to do pronunciation exercises in each unit (i. e. after which lesson to do them).

There are exercises focusing on sound recognition (*Listen to the pairs of words. If you hear the same sound, clap your hands.)*; exercises practising words with the [ə] sound in the last syllable; short and long vowel distinguishing; [ɒ] and [əʊ] difference; [ʃ] and [s] distinction; number of syllables in words; tongue twisters and rhymes.

The only exercises we can take as the ones practising suprasegmental features are the rhymes. However, there is no instruction to focus on intonation or word stress. Therefore, they are not considered as suprasegmental feature exercises.

9.3 Project 4th Edition 2

This is the second level of Project 4th Edition series. It is used in the observed schools (one school uses it in the sixth form and the other one in the seventh form.). The structure of the textbook is the same. There are a few exercises linked with each one of six units. The exercises are, however, together at the end of the textbook.

Pronunciation exercises on this level focus mostly on correct production of sounds and distinguishing similar sounds. There are exercises practising [ð] and [θ] sounds and telling them apart; [ɪ] and [iː] sounds and telling them apart; [æ] and [ɑː] sounds and telling them apart; [ɒ] and [ɔː] sounds and telling them apart, [ʌ] sound; [r] sound.

As the textbook is designed for international purposes there are exercises focusing on issues which do not cause problems to Czech speakers. One of these issues is particularly the vowel length. Therefore, these exercises are not much useful for Czech teachers,

nevertheless they can be used at least as *listen and repeat* exercises to enhance pronunciation of words mentioned in the recordings.

There are also exercises focusing on -es endings and -ed endings. There is a tongue twister and a rhyme. The rhyme is the only exercise focusing on a suprasegmental feature – rhythm. It is stated in the instructions of the exercise to focus on rhythm.

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily
Life is but a dream.

The language note to this exercise in the Teacher's book says: *Languages which always place stress in the same place … have a very different rhythm from English.* (T81) This is the case of the Czech language.

9.4 Project 4th Edition 3

The third level of Project 4th edition is used (in one school) in the seventh and (in the other one) in the eighth form.

The structure of the textbook is the same as in the case of the two previous textbooks. There are pronunciation exercises focusing on learning IPA transcription of all the sounds – actually most of them focus on it; silent letters such as *b* in a word *lamb;* number of syllables; voiced and voiceless consonants – using minimal pair recognition.

9.5 Project 4th Edition 4

The fourth level of Project 4th Edition is used in observed schools in the eighth form (in one school) and in the ninth form (in the other one).

The structure is still the same. There are exercises practising number of syllables in words; spelling and sound (the same spelling but different sound and vice versa); *th* sounds – using minimal pairs recognition. On the other hand, there are also exercises practising suprasegmental features respectively basics of intonation in question tags; sentence stress; word stress.

9.6   Project 4th Edition 5

This textbook is used in the ninth form in ZŠ Veselí nad LUžnicí Čs armády. It declares it corresponds with B1 level according to CEFR thus it could be used in a secondary school as the FEP EE sets A2 level at the end of the lower secondary school in the Czech Republic. At the same time the authors recommend the book for students at the age of fifteen or so.

The pronunciation exercises focus more on suprasegmental features than they do in the previous levels of this edition. There is a word stress exercise in which students should recognise the place of the stress in listed words. Then they listen to the word (from a recording), check and repeat. There are exercises focusing on intonation in questions in which students learn the difference between yes/no questions and Wh- questions. There are Sentence stress exercises; strong and weak forms exercises and word linking exercises.

There are also exercises focusing on segmental features such as phonetic alphabet, schwa, silent letters and voiced and voiceless consonants.

9.7   Project 4th edition Summary

Most of exercises in all of Project 4th Edition textbooks are *listen and repeat* type of exercises. Another frequent type of exercises is *read the words and sort them out/put them into the correct column.* There are also kinds of riddles as *follow the words with the (specific) sound and find a way out of the maze/to the star prize etc.* Less frequent exercises are *odd one out* exercises; *listen and mark stressed syllable/word; how fast can you say it; match words with the same sound; listen and clap if…/show if it's a short or long syllable using the distance between your palms and so on.*

9.8   English 3, 4, 5 by Milena Kelly

These textbooks are used in ZŠ Veselí nad Lužnicí, Blatské sídliště 23. The number of the book comports with the form it is used in. As the English language is started to be taught in the third form, it is

the first English textbook the pupils use. There is a section in this book called *About this book*. There are listed objectives of this textbook. One of them says pupils will learn to pronounce sounds that do not exist in the Czech language. It, among others, means the

textbook is written for Czech learners. It is not an international textbook as Project or the Chit Chat. An important thing is the author is Czech.

The sets of textbooks comprise teacher's books, student's books, workbooks and CD's with recordings of vocabulary and songs. Neither the teacher's book nor the textbooks say whether the speakers are native or non-native speakers. Therefore, it does not say anything about the pronunciation model it provides.

The textbook does focus on teaching English pronunciation. It does not focus only on the sounds that do not exist in the Czech language. It also focuses on differences between some sounds that occur in both languages. In both cases mentioned above it is always explained how to make the sound. There are example words and sentences recorded on the CD as a model. As the first thing it focuses on the difference between Czech and English *r* sounds. It points out Czech words ending with *v* letter (e. g. *splav*) are pronounced with *f* sound at the end [splaf] whether English words are pronounced with the *v* sound (have). A similar problem comes with words ending with *g* letter (e. g. *mág*). In Czech they are pronounced with *k* sound at the end [mɑːk] whereas English words are pronounced with *g* sound (when the preceding sound is a vowel sound) such as in *big.* The textbooks focus on aspiration of initial *p, t, k* sounds as well. These are issues that are not dealt with in any other textbook within this survey.

9.9 Summary

The only edition which does not provide explicit pronunciation exercises is the *Chit Chat* edition. Both, Project and *Millena Kelly's English*, do provide explicit pronunciation exercises. As *Milena Kelly's English* textbooks and *Project 4th Edition 1* are used in the Stage 1 (1st to 5th form) my first hypothesis was not correct.

I assumed the Stage 2 (6th to 9th form) textbooks would deal with segmental features only. This was not proved either. There are suprasegmental features exercises in the *Project Fourth Edition* textbooks. There are not many of them, though.

There are exercises based on minimal pair recognition in the textbooks but most of them are simply based on listening and repeating. It is up to teacher to listen to the students and check their accuracy.

Even though *Chit Chat* and *Project 4ᵗʰ Edition* are international textbooks we can assume their recordings are made (at least in most cases) by RP speakers as the Publishing house is *Oxford University Press.* However, the pronunciation model is not mentioned. Therefore, it cannot be confirmed.

Pronunciation exercises are important parts of English textbooks as they provide support for the teacher. The most important role is, however, the teacher's one. The teacher has to hear his/her learners speaking/repeating the words in the exercise and give them feedback. Pronunciation is the only skill learners are not able to learn only by themselves. All the other skill exercises can be self-evaluated by the learners. They can use a key in the textbook to e. g. listening exercise with an audio script and correct answers highlighted in it. Learners can do the same with reading exercises. Vocabulary, grammar, spelling can be learnt only from books but not pronunciation. Thus, pronunciation exercises in textbooks provide only support for the teacher, however he/she has to work with the exercises correctly and give correct feedback to help the learners improve their pronunciation. Therefore, the main part of the research in this thesis focuses on the teachers and their work in their lessons.

10 Observing lessons

As the most important part (not only) of pronunciation teaching happens in classrooms the most important part of the research is carried out there as well. I have decided to ask English teachers of two elementary schools in Veselí nad Lužnicí for their consent to attend their classes and to make notes about their teaching. I also gave them questionnaires to answer some questions about their English pronunciation teaching.

10.1 Objectives of lessons observation

I wanted to find out how teachers deal with pronunciation in their lessons. I wanted to find out:

1. whether they do any pronunciation exercises in their lessons
2. how good their pronunciation is – what mistakes they make
3. how much learners speak English in the classes and in which oral activities they are engaged (dialogues, reading aloud, answering questions etc.)
4. whether teachers correct learners' pronunciation mistakes and help them improve
5. whether they use audio(-visual) content with native-speakers.

10.2 Hypotheses

1. I suppose teachers do not practise pronunciation much i. e. I will not see any pronunciation exercises carried out.
2. As all the teachers are Czech, I suppose, according to my experience from attending lessons during my university studies, they make typical Czech mistakes (described in chapter *7 Most common mistakes in pronunciation of Czech speakers*) or at least they cannot pronounce [æ], [θ] and [ð] sounds and pronounce sounds which are in the Czech language instead.
3. I think they spend more time by practising other skills than speaking (listening, writing, silent reading) and the most common type of learners' English speaking is reading texts aloud.
4. I assume teachers correct most of learners' pronunciation mistakes by saying the word/phrase correctly and not by implying any exercise into their classes.

5. As there is a lot of audio(-visual) content provided by the textbooks I suppose pupils are played at least a short audio(-visual) content with native-speakers in majority (75 %) of lessons.

10.3 Methodology

After a discussion with headmasters of the schools I asked the teachers for their consent with my presence in some of their lessons. I told the headmasters and the teachers I was going to observe and analyse how much time they would spend teaching particular language skills and subskills. This was supposed to guarantee the objectivity of the observation as the teachers did not know I was focused on pronunciation, so they could not change the plans of the lessons in favour of teaching pronunciation.

In total, I attended 25 lessons of six teachers in all forms (3rd to 9th) where English was taught. In each lesson I wrote every activity carried out in the lesson and time spent by it.

10.4 Findings

10.4.1 Pronunciation exercises

Apart from teaching pronunciation of newly learned English words I remarked only four attempts to teach a bit of pronunciation. Two of them were not pronunciation exercises. They were rather "pointing-outs". Both were made by one teacher.

The first happened in the fifth form. When reading a text three pupils were not able to pronounce *with* and *without* properly. They read [vɪz], [vɪzaʊt]. Therefore, the teacher decided to teach the whole class to pronounce these two words correctly. She explained the [w] sound is pronounced differently than the [v] sound. She demonstrated it. She also demonstrated the correct pronunciation of the [ð] sound. Then she demonstrated the correct pronunciation of the word *without* and let each student say it aloud. When a student was not successful, she tried to explain it and demonstrate it again and let him repeat. Then she taught them word *with* in the same way. Some students were able to pronounce these two words correctly after this activity, some were not. Unfortunately, I noticed the teacher said *[wɪz]* and *[wɪzaut]* very often when she spoke to the class.

The second pronunciation "point-out" happened when the pupils of the eighth form spoke about Great Britain. The teacher asked about the currency. One pupil said [pɒnd]. The teacher pointed out the correct pronunciation [paʊnd]. Then she wrote the two words *pond* and *pound* on the blackboard, told pupils not to confuse these words and demonstrated the different pronunciation. The class repeated it after her in chorus.

The other two moments could be considered as pronunciation exercises. They were immediate reactions of the teacher to pupils' mistakes. They were concluded without preparation and without any textbook support. Both were carried out by another teacher.

The first one dealt with incorrect pronunciation of the word *three* in the fourth form. The pupil pronounced [tri:]. The teacher pointed out that the pupil had said a different word than he had wanted. Then the teacher wrote *three* on the board and demonstrated the correct pronunciation. The whole class repeated after her in chorus. Then several pupils repeated it aloud individually. After that she wrote *tree* on the board and repeated the same procedure. Finally, she wrote a few more words containing the [θ] sound and several individual students read them aloud trying to pronounce them correctly. Every student read at least one word aloud. This activity took seven minutes.

The second one dealt with a halting speech of pupils. Pupils were reading aloud. The teacher stopped the first pupil because he was reading word-by-word. She demonstrated the fluent reading of three sentences. She said she wants pupils to read sentences "as if they were one word". One by one, each one of twelve pupils tried to imitate her. It was not perfect, however pupils tried hard and each one got better according to his/her abilities. This activity took twelve minutes.

I did not witness any planned pronunciation exercise carried out in classes. However, two activities could be considered as pronunciation exercises even though they were not planned. The whole class benefited from them and improved their pronunciation skills at least a bit. Therefore, my first hypothesis cannot be considered proven.

10.4.2 Teachers' pronunciation

As teachers are the primary models for learners' pronunciation it is important to take their pronunciation into consideration in this thesis. Together with mistakes that

learners make I noted down mistakes the teachers make. It is important to say that all the observed teachers were Czech.

10.4.2.1 Teachers spoke Czech a lot

Not all the teachers used English as the primary language in their classes. Some of them spoke Czech a lot. In eleven (out of twenty-five in total) observed lessons the teacher used Czech more than English. It happened especially when giving instructions. There was a lesson (in the third form) during which the teacher did not speak English at all, except for reading new vocabulary very quickly. He gave instructions in Czech only. Neither the pupils did speak English. They even did not repeat the new vocabulary. They just wrote the words into their exercise books. Then they did exercises in their workbooks and read a text in their textbooks silently.

I know, from my experience, that it is very often difficult for pupils to understand the instructions (sometimes even if they are given in their mother-tongue). However, in my opinion, it is better to give instructions in English and either translate it into Czech or better delegate a pupil to translate it or explain it in Czech. Correct way of using gestures, mimic and visual support (picture cards) can be a great help as well. These processes increase the chance that more pupils will understand the instructions in English next time.

10.4.2.2 Pronunciation mistakes made by teachers

During my observation I also noted down pronunciation mistakes teachers make. I did not make audio recording of the lessons. Thus, the findings may be incomplete. If I had recorded the lessons and analysed them afterwards, I could have spotted more mistakes. Therefore, these findings are not outcomes of a thorough analysis. These finding are rather an overall impression.

I expected teachers to make typical Czech mistakes such as pronouncing [s] or [f] instead of [θ]; [d] or [z] instead of [ð]; [e] instead of [æ]. This hypothesis has been confirmed. All the observed teachers make these mistakes. Three of them made these mistakes only when trying to express themselves or to say something quickly. In other cases, these three teachers were able to pronounce the sounds correctly.

More than that, all the teachers struggled using word stress. They tended to put the stress always on the first syllable as in the Czech language. The most evident was one teacher who pronounced the word *hotel as* [ˈhoʊtl] and the word *relax* as [ˈrelʌks].

All the teachers also pronounced [k] or [g] at the end of the words with -ing ending. Pronouncing final 'ng' as [ŋ] is an RP feature (it is not considered important in the EFL model) but final [k] or [g] sounds very strange and foreign.

10.4.3 Pupils speaking

When learning a language, it is important not only to hear it but also to speak it. Even if pupils had a teacher with flawless pronunciation, listened to native-speakers a lot, they would not learn to pronounce English without speaking. I decided to measure the time when any pupil was speaking English. I wanted to find out how much time of the lessons pupils spent speaking English. I did not focus on an average time of a pupil speaking. There are pupils who speak more, then those who speak less and then there are pupils who do not speak at all. I did not take this fact into account. I also noted down the purpose of pupils' utterances.

I made eight categories of purpose of pupils' speaking aloud in English. I counted the times pupils spent with producing some language in the lessons for each category. I put my findings into the chart below. As one lesson lasts forty-five minutes, twenty-five lessons means 1125 minutes in total.

Category	Time spent in total (minutes)	Percentage of the total time
Reading aloud	148	13 %
Answering teacher's questions	117	10 %
Translating given text into English	61	5 %
Singing	49	4 %
Peer to peer dialogues	42	4 %
Talking on one's own about a given topic	33	3 %
Repeating words after the teacher	9	1 %
Using given grammar – saying example sentences	6	0,5 %

The chart shows that 40,5 % of the total time of the lessons is devoted to activities which require pupils speaking (or singing) English aloud. Activities that help pupils to practise, among other skills, their pronunciation. This fact confirms my third hypothesis. Although to be honest, I expected a lot less time to be spent by pupils' speaking. I expected 25 – 30 %.

10.4.4 Correcting pupils' mistakes

In vast majority of cases when a pupil made a pronunciation mistake the teacher just repeated the mispronounced word in the correct way and insisted on the pupil saying it again correctly. There were two cases (described in the chapter *1.4.1 Pronunciation exercises*) when the teacher used such mistakes to teach the whole class.

Another teacher used the following strategy: When a pupil mispronounced a word, the teacher repeated the word in the same (incorrect) way but with rising intonation. The pupil always corrected himself/herself without further teacher's help.

10.4.5 Using audio(-visual) content in lessons

When one learns a language, the role of the model is very important. This role is supposed to be fulfilled by teachers. When one wants to learn a language on a higher level (e. g. rich vocabulary, pronunciation, listening skills etc.) it is important, in my opinion, to listen to more people (especially native-speakers) speaking it. When one learns a language and hears only one person speaking it, he/she tends to imitate him. This also means to make the same mistakes. Pupils in Czech schools do not have the possibility to talk to various English native-speakers. They do have the possibility to listen to recordings with English native-speakers though. Teachers can use a large number of audio or audio-visual material. There are TV series; movies; TV programmes; YouTube programmes; songs; podcasts; textbooks recordings etc.

I wanted to find out how much teachers use these audio(-visual) contents in lessons. I noted down every activity involving audio(-visual) content with native English speakers and time spent by it. I did not take into account teachers' speaking or singing.

The activities involving the audio(-visual) content in the observed lessons were put into four categories. *Listening exercises* – pupils listen to a recording and answer various

types of questions. *Listening and reading silently* – pupils are provided with a printed text and they read the text silently and listen to it at the same time. *Listening to English songs* – pupils listen to an English song and then they either sing it or work further with the lyrics. I counted only the time spent by listening to the songs. *Watching a video with an English native-speaker* – pupils watch a video and work further with the information in it. I counted only the time spent by watching the videos.

I put my finding into the chart below. I counted the number of lessons in which these activities were carried out, total time spent by listening to the audio(-visual) content and average time of listening. The average was counted only out of the lessons containing these activities.

Activity	Number of lessons	Total time of listening	Average time of listening
Listening exercises	7	28 min	4 min
Listening and reading silently	3	14 min	4 min
Listening to English songs	5	20 min	4 min
Watching a video	2	15 min	7,5 min

I assumed there would be at least 75 % of lessons in which any audio(-visual) content with English native-speakers would be played. There were lessons which contained more than one listening activity. There were twelve lessons containing listening activities. This is 48 % out of 25 observed lessons in total. According to this fact, my last hypothesis cannot be considered proven.

10.5 Observing Lessons Summary

Even though I observed only twenty-five lessons I spotted quite big differences among the teachers. There were only two teachers carrying out pronunciation exercises in their lessons. One of them did not carry out exercises but she rather mentioned two pronunciation issues. However, she did at least something to improve her pupils' pronunciation. None of these activities was planned but still, four out of twenty-five lessons included some activity focusing on improving pronunciation. It is 16 %.

There were not such big differences among teachers' pronunciation. All of them made similar mistakes. There were three teachers (two of them were the same as mentioned in the paragraph above) whose pronunciation was slightly better than the other ones'. There was a teacher whose pronunciation was slightly worse than the others'. All teachers struggled pronouncing *th* sounds and pronounced [e] instead of [æ]. They also struggled using word stress and pronounced [k] or [g] at the end of the words with -ing ending. Last but not least, in 44 % of lessons teachers spoke Czech more than English.

Pupils spoke English, in average, 40,5 % of the time of lessons and most of it was reading aloud.

All teachers tried to correct pronunciation mistakes made by pupils in most cases. It was mostly by saying the word correctly and demanding its repetition. In two cases the teacher drew the attention of the whole class to these mistakes. In two cases the teacher made an exercise focusing on the issue for the whole class.

Audio(-visual) content with English native-speakers was played in 48 % of the observed classes. Only one teacher (again one of the mentioned above) used material which was not part of the textbook. She was also the only one who used not only an audio but also a video recording. This teacher also had most excited/motivated pupils.

10.6 Weaknesses of the research

The lessons were not recorded, and all the data were analysed by one person. The person is a Czech speaker. Therefore, he is not able to analyse pronunciation mistakes in detail. For thorough analyses the lessons should be recorded and analysed by at least two native speakers to bring objective results.

This research works with data from 25 lessons. The lessons were selected quite randomly. The only criterion for selecting lessons was that there should be all forms (3rd to 9th) included. This is quite a small number of lessons for making conclusion for all the observed teachers' lessons. However, it can be at least a view of it. The small number of lessons is tried to be compensated by questionnaires given to the six teachers and four more. The data of the observation are to be compared with the findings of the questionnaire survey.

11 Questionnaire survey

Pronunciation is an area which is not taught explicitly as often as e. g. new vocabulary. Thus, the fact that I have not witnessed many pronunciation exercises during my observation does not mean that the teachers do teach pronunciation so little. It is not possible to observe every single lesson in a whole schoolyear of each teacher. Therefore, I have decided to find out more about teaching pronunciation by asking some questions. All the addressed teachers preferred a written questionnaire. I asked them thirteen questions. The answers for these questions are also objectives of this survey.

11.1 Objectives
1. Do you spend any time of your lessons by pronunciation practice?
2. If so. Which aspects of English pronunciation do you focus on? Can you specify a form or at least a stage on which you focus on particular aspects?
3. How do you practise pronunciation?
4. Do you use pronunciation exercises provided by textbooks? (If there are any…)
5. Do you practise pronunciation, when teaching new words? How?
6. Do you teach IPA phonetic symbols?
7. Do you correct your learners' pronunciation mistakes? How?
8. Do you asses pronunciation?
9. Do you think you serve as a good pronunciation model to your learners? If not, do you try to compensate for it? How?
10. What is your objective in pronunciation teaching? Which model do you want your students to acquire?
11. For how long have you been teaching English?
12. Have you studied teaching English at a university?
13. Which forms do you teach English in?

11.2 Hypotheses
1. Teachers, in my opinion, do devote some time to teaching pronunciation.
2. I think they teach only the segmental features (sounds that are difficult to pronounce for Czech speakers) and they use only the exercises provided by the textbooks.
3. Teachers using Project 4th Edition are provided with recording of new vocabulary for each lesson therefore I think they use the recordings for teaching pronunciation of newly learned words. The rest of them only say the words and let learners repeat them.
4. I do not suppose any teacher teaches active using of all the IPA phonetic symbols even if they are provided by the textbooks (Project 4th Edition) as phonetic

transcription is a difficult issue. I think most teachers teach only the symbols corresponding with sounds that do not occur in Czech.

5. I assume most teachers correct most learners' pronunciation mistakes, but they do not give marks for pronunciation.
6. I presume most teachers (especially the ones who studied English teaching at a university) feel confident with their pronunciation, but still they use lot of audio(-visual) content to provide their learners with native-speaker models.
7. The objective and the mostly used model that is supposed to be acquired by learners is, in my opinion, RP.

11.3 Methodology

The questionnaire was given to ten teachers in total. Six of them were the ones whose lessons I attended in the first research cycle. I asked four more teachers from the same schools to answer the questions even though I did not attend their classes. The questionnaire was in the Czech language on the teachers' demand. All the questions were open ended except the question number 10 (*What is your objective in pronunciation teaching? Which model do you want your students to acquire?)*. This question was a multiple-choice question. I also tried to explain the terms to make it easier for the teachers. The choices were:

1. *RP* (standard British pronunciation)
2. *GA* (American pronunciation)
3. *English as a Foreign Language* (English for international purposes - I enforce learners to be able to pronounce all English sounds, especially those which are not in the Czech language; to be able to use word and sentence stress in the correct way and to be able to use intonation in the correct way. I do not care whether their English sounds British or American.)
4. English as a Lingua Franca - I enforce learners to be able to communicate in English but I tolerate pronunciation mistakes which do not cause communication breakdowns such as *th sounds, word stress* or *intonation.*
5. *I have never thought about it.*

As the questions are open-ended the similarities in the answers are to be searched for and each question will be analysed on an *"x out of ten"* basis. Rarities, if there are any, will be mentioned.

11.4 Findings

11.4.1 Do you spend any time of your lessons by pronunciation practice?

During my observation I saw only two teachers out of six teaching pronunciation. As written above, it is impossible to attend every single lesson of each teacher, therefore I wanted to find out whether teachers teach pronunciation at least sometimes during a school year.

All the teachers answered they do. Three of them specified they teach pronunciation primarily when teaching new vocabulary. One teacher answered he/she spends at least five minutes of every lesson teaching pronunciation, especially when teaching younger pupils.

As all the teachers answered positively, my first hypothesis can be considered proven.

11.4.2 Which aspects of English pronunciation do you focus on?

The whole question in the questionnaire was: *Which aspects of English pronunciation do you focus on? Can you specify a form or at least a stage on which you focus on particular aspects?* I assumed teachers focus on segmental features, especially sounds that do not exist in the Czech language, only. I wanted to know whether teachers teach the English pronunciation step by step which means they focus on different aspects in different forms or whether they teach the English pronunciation as a whole according to the needs of pupils.

11.4.2.1 Stage-one

Stage one means the first to the fifth forms. The English language is, however, taught from the third form at both schools. This chart shows the answers of teachers teaching on the stage-one. Nine out of ten involved teachers work with the stage-one pupils.

Answer	Number of teachers
Sounds that do not occur in Czech	5
Sounds that do not occur in Czech + word stress	1
Sounds that do not occur in Czech + intonation	1
Sounds that do not occur in Czech + word stress + intonation	1
According to pupils needs and mistakes they make	1

11.4.2.2 Stage-two

Stage-two means the sixth to the ninth forms. The following chart shows answers of teachers teaching the stage-two pupils. There are seven teachers among the asked ones who work with the stage-two pupils.

Answer	Number of teachers
Sounds that do not occur in Czech + word stress	1
According to the pupils needs and the mistakes they make	2
Sentence stress + intonation + fluent speech	1

Six of these teachers work with the stage-one pupils as well. This chart shows that three teachers (who teach on both stages) do not teach the stage-two pupils new pronunciation aspects. It is so either because they have taught everything they consider necessary during the stage-one, or because they do not care. The reason is not obvious.

The two charts also show that teachers do not teach segmental features only, as I assumed. Therefore, the first part of my second hypothesis cannot be considered proven.

11.4.3 How do you practise pronunciation?

There are several ways to practise pronunciation in lessons. I wanted the teachers to give some examples of their work. The following chart shows teachers' responses and their frequency.

Answer	Number of teachers
Repeating after me	10
Listening exercises focused on pronunciation	7
Songs and rhymes	2
Reading	1
Other exercises (not specified)	2

The chart shows that all the teachers use repeating after them as a pronunciation practice. Two of them use only this type of practise. The rest of them use a combination of at least two listed exercises. The most common combination, with seven respondents, is *repeating after the teacher* and *listening exercises focused on pronunciation.*

One teacher writes she uses Google Translator when teaching problematic words. She also uses quizlet.com. Pupils can practise newly learned vocabulary and hear the pronunciation of the words. The words are read by a computer-generated voice, not recorded by native speakers.

I assumed teachers use pronunciation exercises provided by textbooks only, therefore, the second part of my second hypothesis cannot be considered proven.

11.4.4 Do you use pronunciation exercises provided by textbooks?

There was a teacher who taught in the third and the fourth grades using Chit Chat textbooks. There are no pronunciation exercises int this textbook, there are only songs and rhymes. The teacher responded that they lack quality (from the artistic point of view) and she did not use them for she did not want to affect pupils' musical taste negatively.

Another teacher who teaches in the eighth form using *Project 4th Edition* textbooks writes there are no pronunciation exercises in textbooks she uses.

The remaining eight teachers write they do use exercises provided by textbooks. Two of them respond that the number of exercises in textbooks is not sufficient.

11.4.5 Do you practise pronunciation when teaching new words? How?

It is important that learners learn the correct pronunciation of newly learned words. I know from my own experience that it is difficult to learn to pronounce words one knows

in a different way then he/she is used to. The chart below shows the most common ways the teachers teach pronunciation of new words.

Answer	Number of teachers
Children repeat after me	9
Children repeat after native-speaker recordings	9
Children find out themselves from the phonetic transcription.	3

Almost all teachers use combination of pupils repeating after them and after native-speaker recordings. One teacher writes she also points out mistakes pupils often make when pronouncing particular words.

One teacher writes children write the words into their notebooks, they also write pronunciation of words and then they read it aloud. I attended the teacher's lessons. I saw this happening in the third form. But the teacher read the words for kids. The teacher read the words very quickly and in the by-the-way sort of manner. This lesson is mentioned in the chapter *10.4.2.1 Teachers spoke Czech a lot.*

As this teacher uses *Project 4th Edition* textbook in the eighth grade and he/she is provided by recordings of the words, my third hypothesis cannot be considered proven. I supposed all the teachers using *Project 4th Edition* use the native-speaker recordings when teaching new vocabulary.

11.4.6 Do you teach IPA symbols?

Knowing IPA phonetic transcription or at least being able to read it can be a great help when looking up words in a dictionary. *Project 4th Edition* workbooks contain a dictionary for each unit and lesson. Words are transcribed there as well. However, is it really necessary for elementary school pupils to learn IPA phonetics symbols? I know from my own experience as a pupil that it is very difficult to learn it at the elementary school age. I also know from my experience as a teacher that it is very difficult especially for younger pupils. It is easier for them to learn pronunciation of words by heart from listening and imitation of the teacher or native-speaker recordings. On the other hand, as the skill of using dictionary is one of the outcomes set by FEP EE, I think the pupils should learn at

least the very basics of the IPA – the sounds that do not occur in Czech and symbols for long and short vowels – at the level of passive understanding. However, I do not think it is a priority. Therefore, these basics can be learnt at the stage-two or at the end of the lower secondary school.

Answer	Number of teachers
I do teach IPA transcription symbols, but I do not asses it.	4
I teach only the very basics of it. I teach only the transcription of sounds that do not exist in Czech.	5
I do not teach IPA at all.	1

As only one teacher does not teach IPA symbols at all, my fourth hypothesis can be considered proven.

11.4.7 Do you correct your learners' pronunciation mistakes? How?

In my opinion, correcting pupils' pronunciation mistakes is important but not always. Frequent correction can cause a fear of making mistakes and therefore fear of speaking English at all. Thus, I think it is better to correct only the pronunciation mistakes that could cause misunderstanding in standard lessons and to devote some lessons to practise frequent pronunciation issues.

Answer	Number of teachers
I correct pupils' pronunciation mistakes and involve the whole class in it.	1
I say the mispronounced word/phrase correctly and the pupil repeats after me.	5
I correct only those mistakes which cause communication breakdowns. I try not to interrupt pupils when they speak or read.	4

One teacher answered he/she tries to perceive mistakes pupils make repeatedly and he/she devotes some time of their lessons to practise these issues. I supposed most teachers correct pronunciation mistakes, therefore, the first part of my fifth hypothesis can be considered proven.

11.4.8 Do you asses pronunciation?

Pronunciation assessment is a difficult issue. The teachers has to choose the appropriate approach (specific features or overall impression) and set appropriate task which fits the learners' character and style. See the chapter *7.2.1.7 Assessing progress.* I do not think poor pronunciation should be punished by bad marks at school. Hence, I think oral feedback and more practise are accurate reaction to one's poor pronunciation skills.

Answer	Number of teachers
No	3
No, but I give positive feedback.	2
No, but I include pronunciation skills in overall assessment of English.	1
Yes	4

I supposed most teachers do not asses pronunciation. As six out of 10 asked teachers do not give marks for pronunciation skills, the second part of my fifth hypothesis can also be considered proven.

11.4.9 Do you think you serve as a good pronunciation model to your learners? If not, do you try to compensate for it? How?

In the Czech educational system one can teach a subject which he did not study at the university level. (see *Zákon 563/2004 Sb. O pedagogických pracovnících § 22 odst. 5*) Thus, there are English teachers who did not study English at a university and did not attend any phonetics course. Therefore, they may make pronunciation mistakes due to their lack of education. Consequently, self-reflection is an important part of a teacher's work. Teachers should be able to recognise what they are good at and what they are not. If they fail in something, they should work on it or know how to compensate it.

Only four out of ten teachers think they serve as good pronunciation models but still they expressed doubts about their pronunciation quality. All of them also try to compensate for it by playing as much audio(-visual) content as possible.

One teacher only writes he thinks his pronunciation skill is better than his ability to speak fluently.

The remaining five teachers do not think they serve as a good pronunciation model to their pupils. All of them also write they try to compensate it by playing lot of audio(-visual) content with English native-speakers.

I assumed most of the teachers (especially those who studied English teaching at a university) would be confident with their pronunciation. Only four out of ten teachers consider their pronunciation skills respectable and only one of them studied English teaching at a university. Therefore, my sixth hypothesis cannot be considered proven.

11.4.10   What is your objective in pronunciation teaching? Which model do you want your student to acquire?

As written in chapter *4 Goals and Models in English Pronunciation Teaching* it is important for a teacher to set reasonable goals and models in English pronunciation teaching. According to FEP requirements English as a foreign language seems to be an ideal model.

Answer	Number of teachers
RP	2
GA	0
English as a foreign language	6
English as a lingua franca	2
I have never thought about it	0

According to these findings my last hypothesis cannot be considered proven. I am glad that teachers do not want pupils to achieve RP model. As written in the theoretical part, RP is spoken by a very small number of people. When the students approach the English language teaching in the EFL way they can use (in pronunciation) what suits them best.

11.4.11   For how long have you been teaching English?

This question was given only for possible comparison or finding out whether there is a connection between the quality of teaching English pronunciation and the time the

teacher has been teaching English so far. That analysis was supposed to be based on my observation. As the findings would be rather subjective I have decided not to judge this.

The average length of professional experience in teaching English among the involved teachers is 13,8 years. The shortest time of a teacher's experience is two years and the longest time is 37 years.

11.4.12 Have you studied teaching English at a university?

I wanted to find out how many teachers do teach English without studying it at a university, because I think that only the knowledge of the language is not enough for teaching it. I taught English during my studies and I made many methodological mistakes due to my lack of knowledge about it.

Amongst the ten asked teachers there are only four teachers who did study English teaching at a university.

11.4.13 Which forms do you teach English in?

This question was given only to discriminate the stage-one teacher from the stage-two teachers. It was especially given because of the second question. See the chapter *11.4.2 Which aspects of English pronunciation do you focus on?*

11.5 Questionnaire Research Summary

Even though I have not seen much of pronunciation teaching during my observation, all the asked teachers claim they do teach pronunciation. It is not only segmental features which are taught. Some teachers focus on intonation, word stress and sentence stress. Despite the fact that only four out of ten teachers consider their pronunciation good, the most common pronunciation practise is repeating after the teacher (all the teachers). They also use native speakers' recordings a lot – nine teachers use the recordings for teaching pronunciation of new vocabulary and seven teachers use them when teaching pronunciation issues. Only one teacher does not teach IPA at all. The rest of them teach at least the sounds that do not occur in Czech. Only one teacher involves the whole class into pronunciation exercise when a pupil makes a mistake. Five teachers somehow asses pronunciation. The most common pronunciation model to be acquired by pupils is *English as a Foreign Language.* Maybe the most worrying fact is that only four asked teachers studied teaching English at a university. The question is whether it

implements the quality of their English teaching. According to my experience, I think it does.

12 Conclusion

The thesis has dealt with teaching pronunciation in elementary education in the Czech Republic. The aims of the thesis were to find out objectives of teaching pronunciation in curricular documents, to find out how pronunciation is taught in Czech primary and lower secondary schools and to determine correct ways of teaching particular pronunciation aspects in the elementary education.

I think that all the set goals of the thesis have been successfully achieved. I have found out that Czech curricular documents and CEFR take pronunciation into consideration. Even though FEP EE, which is the most important curricular document for elementary education in Czech, does not set specific goals of pronunciation teaching, it says that pupils shall be able to read appropriate texts aloud fluently and that they shall respect the rules of pronunciation. I think this should apply not only to reading but also to speaking.

As I found out during my observation of teaching at two schools in Veselí nad Lužnicí and in the questionnaire survey among teachers in Veselí nad Lužnicí, teachers do devote time to teaching pronunciation during their English lessons. Even though I have witnessed pronunciation teaching in only four out of twenty-five lessons but all the (ten) asked teachers claim they teach English pronunciation during the school year. I supposed the teachers would teach only the sounds which do not occur in the Czech phonological system, but they teach word stress and intonation as well. That is right because these two suprasegmental features of pronunciation are different in English and in Czech.

Correct ways of teaching pronunciation are described in chapter *7.3 Goals and Methods of Teaching Pronunciation.* According to the reference books it is important to set goals and models for teaching pronunciation first. As the Framework Education Programme for Elementary Education focuses on international and multicultural relations, the best model to set as a goal for pronunciation teaching seems to be *English as a Foreign language.* This model is also claimed by most asked teachers to be set when teaching pronunciation.

Teachers play a very important role in pronunciation teaching as they are the ones who are listened to by their learners the most. Therefore, they should serve as models to

their learners. However, in eleven out of twenty-five observed lessons teachers spoke Czech more than English. Only four out of ten teachers involved in the questionnaire survey are confident about their pronunciation skills. Still, repeating after the teacher is, alongside with repeating after the native speaker recording, the most common way of teaching pronunciation of new words. What is more, there are teachers who teach the pronunciation of new vocabulary by writing the phonetic transcription on the board. Needless to mention that the transcription lacks quality and the result is always more Czenglish than English.

The thesis can help students of English teaching and teachers to organize their knowledge about English pronunciation and pronunciation teaching. It can also contribute to teachers' work by suggested exercises and activities for improving learners' pronunciation. Last but not least, it can be useful just as a prompt that one's pronunciation is the first feature noticed when he/she speaks. Therefore, the pronunciation is as important or maybe more important than other skills such as grammar, which is, according to my experience, focused on the most in the Czech schools.

The research could be improved by more thorough observation with recordings and analysis by native English speakers. More observed classes would also make the research more valid and objective.

As only four out of ten asked teachers have studied English teaching at a university, further research could be conducted. The research aim could be to find out whether the teachers who studied English teaching at a university teach better (with better results) than those who did not. According to my experience and findings I think the study of the language teaching at a university is very important for the work of a language teacher.

13 Resumé

Tato diplomová práce se zabývá výukou výslovnosti v rámci hodin anglického jazyka. Hlavními cíli této práce bylo zjistit, jak je výuka výslovnosti zakotvena v kurikulárních dokumentech platných pro české školství, jaké jsou správné metody výuky výslovnosti a jak je výslovnost doopravdy učena.

Práce je rozdělena na teoretickou část a část výzkumnou. V teoretické části je vysvětleno, jaké jsou v kurikulárních dokumentech (*Rámcový vzdělávací program*, a *školní vzdělávací programy* škol, na kterých probíhal výzkum) a ve *Společném evropském referenčním rámci pro jazyky* stanoveny cíle pro výuku výslovnosti v rámci výuky cizího jazyka. Dále je zde popsána problematika výslovnosti anglického jazyka i v kontextu jazyka českého – aspekty výslovnosti, proč je výuka výslovnosti důležitá, cíle a modely výuky výslovnosti a nejčastější chyby českých mluvčích ve výslovnosti angličtiny. V neposlední řadě jsou zde zmíněny důležité milníky výuky výslovnosti v minulosti, metody, které byly používány, cíle a metody výuky výslovnosti v dnešní době. V této části jsou vypsána i doporučená cvičení pro výuku jednotlivých aspektů výslovnosti.

Výzkumná část začíná analýzou učebnic, které používají učitelé na dvou školách ve Veselí nad Lužnicí, na kterých probíhaly následující dvě části výzkumu. Tou první je asi nejdůležitější část celého výzkumu, a to je analýza dvaceti pěti hodin celkem šesti učitelů napříč třetím až devátým ročníkem. Cíli tohoto výzkumu bylo zjistit, jak výuka výslovnosti vypadá v běžných hodinách angličtiny a na jaké úrovni je výslovnost vyučujících. Tou druhou je dotazníkové šetření, do kterého se zapojilo celkem deset učitelů, včetně výše zmíněných šesti. Cílem tohoto výzkumu bylo upřesnit a rozšířit zjištění výzkumu předchozího, jelikož nebylo možné analyzovat každou jednu hodinu každého vyučujícího po celý školní rok. Dále bylo cílem zjistit názory vyučujících ohledně jejich role jako modelu pro žáky a důležitosti výuky výslovnosti.

Téma výuky výslovnosti jsem si vybral sám a impulsem pro jeho zkoumání byl můj dojem, že výslovnost je v rámci výuky angličtiny upozaďována, protože učitelé za nejdůležitější považují hlavně gramatické dovednosti. Tohoto dojmu jsem nabyl během veškerých náslechů v rámci praktické výuky během studia učitelství angličtiny.

I přesto, že výzkum nebyl příliš rozsáhlý, myslím, že se ukázalo, že můj dojem byl alespoň částečně oprávněný. Výuku výslovnosti jsem viděl pouze ve čtyřech hodinách z pětadvaceti. Přitom ve dvou případech šlo spíše pouze o zmínku problematiky než o výuku výslovnosti. Nejen že jsem si poznamenával veškeré aktivity prováděné v hodinách a jejich dobu trvání, ale poznamenával jsem si i to, jestli učitel mluví na žáky česky, nebo anglicky. Vzhledem k tomu, že z teoretické části vyplývá, že učitel by měl být tím hlavním modelem výslovnosti pro žáky, je důležité, aby v hodinách angličtiny mluvil anglicky. Navzdory tomu v jedenácti hodinách učitelé mluvili více česky než anglicky. Byl jsem svědkem hodiny, ve které učitel nepromluvil, kromě rychlého přečtení nové slovní zásoby, anglicky. Všichni učitelé dělali ve výslovnosti chyby typické pro české mluvčí.

V dotazníkovém šetření všichni učitelé uvedli, že se výslovnosti v rámci výuky angličtiny věnují. Nejčastěji zmiňovali výslovnost hlásek, které v českém jazyce neexistují. Někteří učitelé zmínili i výuku intonace, slovního a větného přízvuku. Modelem a zároveň cílem, ke kterému většina dotázaných vyučujících směřuje své žáky, je angličtina jako mezinárodní jazyk. Nejčastějšími metodami výuky výslovnosti nové slovní zásoby jsou opakování po nahrávkách rodilých mluvčích a opakování po učiteli. Na druhou stranu pouze čtyři z deseti dotázaných učitelů jsou si svou výslovností jisti. Všichni se však snaží v co největším měřítku používat nahrávky rodilých mluvčích. Jeden učitel, ten samý, jenž je zmíněn výše, odpověděl, že výslovnost nové slovní zásoby se jeho žáci učí z fonetické transkripce.

Vzhledem k tomu, že jsem na jednu školu sám chodil a poté jsem tam působil v rámci praxe a na druhé škole jsem rok učil, obě dvě školy i většinu jejich zaměstnanců jsem znal, tudíž jsem tušil, jaké výsledky mohu očekávat a na koho se mám obrátit. Ředitelé mi vyšli vstříc a nabídli mi pomoc. Někteří učitelé mou přítomnost v hodinách přijali bez problémů, někteří spíše neochotně. Objevili se však i tací, kterým by má přítomnost v jejich hodinách vadila natolik, že s ní prostě nesouhlasili. Alespoň byli ochotni vyplnit můj dotazník. Nikdo z učitelů v průběhu výzkumu nevěděl, že své pozorování zaměřuji na výslovnost. Řekl jsem jim, že se zaměřuji na to, kolik času věnují jednotlivým řečovým dovednostem. Snažil jsem se tak o zajištění objektivity výzkumu.

Při výzkumu mě zaujalo, že pouze ti učitelé, kteří z mého hlediska dělali svou práci nejlépe, se mě po násleších ptali na zpětnou vazbu. Ostatní pouze zajímalo, kdy přijdu příště. Všichni učitelé se dozvěděli, že svůj výzkum zaměřuji na výslovnost až po mém posledním náslechu a následném rozdávání dotazníků. Všichni učitelé věděli, že píši diplomovou práci v anglickém jazyce a všem jsem dal vybrat, jestli chtějí dotazník česky, nebo anglicky. Nikdo anglický dotazník nechtěl.

Tato diplomová práce může být přínosná pro studeny učitelství angličtiny a pro učitele angličtiny pro uspořádání vědomostí o výslovnosti. Dále mohou být přínosné odkazy na webové stránky zaměřující se na správnou výslovnost a aktivity pro zlepšení jednotlivých aspektů výslovnosti zmíněné v kapitole *7.3 Goals and Methods of Pronunciation Teaching.* V neposlední řadě může být přínosná tím, že připomene důležitost nácviku správné výslovnosti v hodinách angličtiny.

Vzhledem k tomu, že pouze čtyři z deseti dotázaných učitelů studovali učitelství anglického jazyka na vysoké škole, nabízí se další výzkum, který by se mohl zaměřit na to, jestli učitelé, kteří vystudovali učitelství anglického jazyka na vysoké škole, učí kvalitněji (s lepšími výsledky) než ti, kteří jej nestudovali.

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