

Univerzita Hradec Králové
Pedagogická fakulta
Katedra anglického jazyka a literatury

Výslovnost ve výuce anglického jazyka

Diplomová práce

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Studijní program: N7503 Učitelství pro základní školy

Studijní obor: Učitelství pro 2. stupeň ZŠ - anglický jazyk a literatura
Učitelství pro 2. stupeň ZŠ - německý jazyk a literatura

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UNIVERZITA HRADEC KRÁLOVÉ
Pedagogická fakulta
Akademický rok: 2014/2015

ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Bc. Alena Wróbllová**
Osobní číslo: **P13833**
Studijní program: **N7503 Učitelství pro základní školy (2. stupeň)**
Studijní obory: **Učitelství pro 2. stupeň ZŠ - anglický jazyk a literatura**
Učitelství pro 2. stupeň ZŠ - německý jazyk a literatura
Název tématu: **Výslovnost ve výuce anglického jazyka**
Zadávací katedra: **Katedra anglického jazyka a literatury**

Z á s a d y p r o v y p r a c o v á n í :

Diplomová práce se zabývá problematikou výslovnosti ve výuce angličtiny na 2.stupni ZŠ. Praktickou část práce tvoří drobné dotazníkové šetření a návrh aktivit pro výuku výslovnosti. Práce bude psaná anglicky.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Seznam odborné literatury:

- Harmer, Jeremy. The practice of English language teaching. 4th edition. Harlow: Longman, 2007, 448 s. ISBN 978-140-5853-118.**
- Kelly, Gerald. How to teach pronunciation. 8. impr. Harlow: Longman, 2006. ISBN 978-058-2429-758.**
- Kenworthy, Joanne. Teaching English pronunciation. New York: Longman, 1987, xi, 164 p. ISBN 05-827-4621-3.**
- Melen, Dušan. Výslovnost angličtiny na pozadí češtiny. Vyd. 1. Praha: Big Ben Bookshop Prague, 2010, 95 s. ISBN 978-809-0430-624.**
- Roach, Peter. Introducing phonetics. London: Penguin English, 1992, 128 s. Penguin English linguistics. ISBN 01-408-1019-6.**
- Scrivener, Jim. Learning teaching: the essential guide to English language teaching. 3rd ed. Oxford: Macmillan, 2011, 414 s. Macmillan books for teachers. ISBN 978-023-0729-827.**
- Ur, Penny. A course in language teaching: practice and theory. New York: Cambridge University Press, 1996, xiii, 375 p. ISBN 05-214-4994-4**

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Datum zadání diplomové práce:

17. prosince 2013

Termín odevzdání diplomové práce:

29. června 2015

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Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracovala pod vedením vedoucího diplomové práce samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne 29. června 2015

Poděkování

Děkuji Mgr. Michalu Pištorovi za odborné vedení práce, cenné rady a podněty při psaní diplomové práce.

Anotace

Wróblová, Alena. Výslovnost ve výuce anglického jazyka. Hradec Králové: Pedagogická fakulta, Univerzita Hradec Králové, 2015. Diplomová práce.

Tato diplomová práce se zabývá výukou výslovnosti na 2. stupni základní školy. Cílem práce je zodpovědět následující otázky:

1. Zaměřují se učitelé záměrně ve svých hodinách na výslovnost?
2. Jaké metody používají učitelé na procvičování výslovnosti?
3. Jaké pomůcky používají učitelé na procvičování výslovnosti?

Závěrečná práce je rozdělena na dvě části, a to na část teoretickou a na část praktickou. Teoretická část je rozdělena do čtyř kapitol, které se zabývají podrobně výukou výslovnosti. Teoretická část zahrnuje základní informace o výslovnosti, srozumitelnosti, faktory ovlivňujícími učení výslovnosti a také rolemi učitele a žáka v procesu výuky výslovnosti. Jednotlivé kapitoly také obsahují popis jednotlivých aspektů výslovnosti. Poslední kapitola zmiňuje nejčastější chyby, které se objevují u českých žáků při učení výslovnosti ve výuce cizích jazyků.

Teoretická část při výkladu jednotlivých metod výuky čerpá z odborné literatury a odborných časopisů.

Praktická část diplomové práce je založena na výsledcích, které byly zjištěny na základě dotazů zodpovězených učiteli anglického jazyka. Podrobně jsou zde prezentovány výsledky vycházející z výzkumu ve formě tabulek a grafů, doplněné o komentáře a vyplývající důsledky z výzkumu.

Klíčová slova: výslovnost, srozumitelnost, aspekty výslovnosti, problematické hlásky, aktivity na procvičování výslovnosti

Abstract

Wróblová, Alena. Pronunciation in English Language Teaching. Hradec Králové: Faculty of Education, University of Hradec Králové, 2015. Diploma Thesis.

The thesis deals with a phenomenon of teaching English pronunciation in lower secondary school. The aim of the thesis is to answer three research questions:

1. Do teachers intentionally dedicate some parts of their lessons to pronunciation?
2. Which methods do the teachers use for pronunciation practice?
3. What tools do teachers use for pronunciation practice?

The final work is divided into two parts; theoretical and practical. The theoretical part is divided into four chapters each of which is closely connected to pronunciation teaching. The theoretical part covers background information on the definition of pronunciation, intelligibility, which factors affect pronunciation learning and also which roles occur in the process of pronunciation. This section is concluded by a description of individual aspects of pronunciation. Last but not least the chapter in the theoretical part mentions the most common errors made by Czech learners. The theoretical part derives from specialized publications which are devoted to teaching pronunciation.

For the purposes of the practical part based, a method was used to carry out a research, of which results are presented in a form of tables and charts and supplemented by commentaries and of implications resulting from the research..

Key words: pronunciation, intelligibility, aspects of pronunciation, problematic sounds, pronunciation learning activities

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1 Introduction

The English language is without a doubt an international language. Some could say that English has become the so called “lingua franca”, a language which is used amongst people for whom it is not a native language.

Communication should be the pivotal aim in today’s language learning. Teachers often dedicate most of the time grammar and vocabulary. However, one subskill of the language is often forgotten or intentionally omitted; that of pronunciation. Some authors (Dalton, 1997 [online]) claim that pronunciation is like the Cinderella of language teaching, because “she” never got to go to the ball. However other authors (Celce-Murcia, 2014) state that pronunciation is crucial for successful and fluent communication and intelligibility. Mispronounced words and phrases can cause frustration and later lack of interest in studying foreign languages. Therefore English pronunciation is crucial for a better understanding. Even though there is only a little attention paid to it during lessons.

These above mentioned and also startling reasons for learning correct pronunciation convinced me to find out, if it is true in the Czech Republic and if teachers do not pay attention to pronunciation or even avoid it because it is not as important as the other language subskills. Therefore three research questions have been emerged:

1. Do teachers intentionally dedicate some parts of their lessons to pronunciation?
2. Which methods do teachers use for pronunciation practice?
3. What tools do teachers use for pronunciation practice?

The first question was chosen for the reason that teachers focus mainly on practice of vocabulary or grammar. Therefore, the aim of this question is to find whether this hypothesis is correct or not.

The second question was set to find out if teachers use any special teaching methods for pronunciation practice.

The third question was to find out if there are teachers, who enliven their lessons with tools and use them for pronunciation practice.

A questionnaire for teachers was chosen as the method of data collection. This method is used to investigate the research questions. The data gathered were analysed and the findings of the research are presented with the appropriate commentary and the visual

support of graphs. The research part is completed with appendices which detail the research.

The first part of the thesis provides some theoretical background of the issue. It includes the reasons why it is important to teach pronunciation, factors that affect pronunciation as well as the teaching and learning roles in pronunciation learning.

The aim of the thesis is to answer the research questions with the help of a questionnaire filled in by teachers from lower secondary schools in the Czech Republic.

2 The theoretical part

The theoretical part of the thesis will give the theoretical background of the topic. It will focus on the issues, such as what teaching pronunciation means and why it needs to be taught. Why is it important to teach the learners proper pronunciation. Why this language subskill should not be neglected in a classroom. What are the factors that affect learning native-like pronunciation and is it necessary to speak like a native speaker or is it enough to draw our pronunciation closer to an English native speaker.

2.1 What is pronunciation?

What is pronunciation and when it is taught will be explained in the following chapter, together with possible approaches to pronunciation.

Pronunciation together with grammar, vocabulary and orthography is a subskill of language which accompanies foreign language learning. Pronunciation practice is very often omitted or even neglected mainly because some teachers do not regard it necessary to teach it. Teachers¹ mostly focus on other subskills such as grammar and vocabulary. If teachers dedicate a part of their lesson to pronunciation, they mostly work with their learners on individual sounds and distinguishing two sounds from each other. Perhaps, they might practice word or sentence stress, but it is still limited to tonic prominence and contrastive stress. The teachers might dedicate some exercises on intonation but mainly they will focus on intonation in questions and question tags.

The aim of teaching pronunciation should be to be understood and to be able to communicate effectively and intelligibility. Learners need to be able to communicate fluently and effectively. This implies that teachers need to work on the key aspects of pronunciation which are word stress, intonation, sentence stress, rhythm and linking. Of course, teachers should not only focus on the production of sounds, but also on the receptive skills, i.e. understanding when listening (Tennant, 2007 [online]).

Harmer (2007, p. 249) agrees with this idea. He says that successful pronunciation teaching is not so much about getting students to produce correct sounds or intonation but rather to have them listen and notice how English is spoken. The teacher should use either audio or video so that the learners are more aware of or in contact with the language and have a greater chance that their own intelligibility levels will rise.

¹ When referring to a teacher in singular, male personal and possessive pronouns will be used.

If English learners with good pronunciation make errors in other areas, such as grammar or vocabulary, they are still likely to be understood. On the contrary, learners whose pronunciation is difficult to understand will not be understood even if their grammar is flawless. Those learners may try to avoid speaking in English and consequently their life will be less rich, they will have employment difficulties and have limited opportunities for further study. Also learners with poor pronunciation may be assessed as incapable or uneducated (Yates, 2002 [online]). Therefore it is essential to eschew these difficulties and help students individually.

Tennant (2007 [online]). suggests: “There is a need for a standard model against which everything can be measured. It can be either an RP² model or Standard American. Even when one of these models is not one by which a majority of native speakers speak, those models will still act as a model for all native speakers.”

2.2 When to teach pronunciation

Harmer (2007, p. 251) focuses on the issue of when to teach pronunciation. Of course it depends on the teacher when he includes pronunciation in his lesson. Pronunciation can be a minor or major focus of the lesson. If teachers focus on pronunciation for the whole lesson they can prepare various activities on different aspects of pronunciation, starting with individual sounds and then following with connected speech, contrasting stress and intonation. This does not necessarily mean that the whole lesson has to be dedicated only to this subskill. The learners may do a listening exercise and developing their listening skills before moving to the pronunciation part or the learners may focus on vocabulary before they work on word stress, sounds and spelling. However, whole pronunciation lesson is an inconceivable luxury for classes, because teachers are most of the times pushed by syllabi and timetables.

Another possibility is to focus on pronunciation for a short amount of time and separate pronunciation into parts of the lessons. During the school year, the learners continue working on all the individual phonemes as well as suprasegmental aspects of pronunciation, such as intonation.

Harmer (2007, p. 251) assumes that these shorter passages of pronunciation sequences can be very useful and can work as a spice to the lesson. Many learners

² Received Pronunciation accent- accent of Standard English in the United Kingdom

enjoy these parts of the lesson because they do not last very long and therefore the learners are more successful. However we should not forget that pronunciation is not a separate subskill. It is a part of the way we speak. Therefore we should integrate it into lessons and not omit it.

Another possibility is to integrate pronunciation after developing listening skills. The practice can be part of an audio recording. The teacher can point out the pronunciation features on the recording and have the learners work on sounds which are crucial, or they can imitate some patterns from the audio playback.

Harmer (2007, p. 252) also proposes that at some point is better to help the learners individually than to work with the whole class at the same time. Harmer's reasons are: "Pronunciation is a personal matter and even in monolingual groups, different students have different needs and different attitudes to the subject." Therefore it is perhaps the best to sometimes let the learners work on their own.

If the teacher corrects his learners, he should be able to offer help in a constructive and useful way. This involves demonstrating and explaining to the learners which parts of the mouth they need to use, give them more examples and give them more opportunities to hear the proper pronunciation or the more difficult sounds (Harmer, 2007, p. 251).

To summarize the above mentioned, pronunciation is an important aspect of language, which should not be omitted and the amount of time the teacher dedicates to it is worthwhile it can improve not only, the learners' level of English and help with listening comprehension but also facilitate communication.

2.3 Definition of pronunciation

Let us mention some possible approaches to the definition of pronunciation. The definition of pronunciation according to the Oxford English Dictionary is the following: "Pronunciation is an oratorical utterance. It is the action of pronouncing a word or words especially *with* reference to a recognized standard (OED [Online])."

Yates (2002, [online]) refers to pronunciation as: "Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how

the voice is projected (voice quality) and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. ”

Peter Roach (1992, p.87) defines pronunciation as the act of producing the sounds of a language. It is the way in which sounds are produced.

Rosemary Sharkey (2003, [online]) gives more specific definition which concerns second language acquisition: “Generally, pronunciation is perceived as the articulation of sounds. In Second Language Acquisition (SLA), pronunciation goes beyond the sounds of syllables and words. It encompasses the sounds of a language as well as rhythm and intonation. Sharkey uses quotes from two other authors: Gilbert refers to pronunciation in SLA (2001) as “the music of English” (p.8). Marques (1997) refers to pronunciation as how words are spoken in context. It includes the articulation of individual sounds of a language and how these sounds are connected, accented, and varied in pitch. In an effort to understand the realm of pronunciation instruction and how best to help non-native speakers become intelligibly competent speakers of English.”

The definition from Sharkey and other authors she mentions is probably the most suitable one for teaching English at lower secondary schools. Because the learners should not only be taught the correct articulation of individual sounds and words, they should also be familiar with the suprasegmental aspects of English pronunciation.

2.4 Intelligibility

Not only vocabulary, grammar and orthography are important when we learn a language but also how we pronounce words. Pronunciation is an important part of learning a foreign language. The learners do not have to pronounce the word like a native speaker but at least they have to try to pronounce the word as close as possible. Intelligibility is accepted as the most sensible goal of pronunciation teaching. In other words intelligibility is the same as ‘understandability’ which means the more words a listener is able to identify accurately when said by a particular speaker, the more intelligible the speaker is. Therefore the purpose of teaching pronunciation is aiming for close-enough pronunciation (Kenworthy, 1993, p.13).

Here is a list of some conditions that surely affect intelligibility:

- Tone signal must be adequately audible to the listener and the message should not be distorted;

- Clarity of the property of sound;
- Voice transmission must be intelligible;
- Rapid speech or speech impediment;
- Little or no background noise.

(Speech Intelligibility, 2002 [online])

Of course these conditions would occur in an ideal situation. It happens quite rarely that people communicate under ideal conditions. From time to time, the intelligibility of a situation is disturbed by blowing of horns on the street or by a train arriving, etc. However, the participants of a conversation can usually ask each other to repeat the information.

3 Factors that affect pronunciation learning

There are many factors that affect pronunciation learning. These include at what age the learner starts learning a foreign language, how much the learner wants to learn it and what is his or her inner and outer motivation for learning the language.

On the grounds that there are many factors that can have either a good or a bad influence on the learner, the teacher should pay attention to his correct pronunciation in front of the class and also that he teaches the learners the correct pronunciation of new words. The teacher should also correct the learners' pronunciation mistakes. The teacher should not forget to show the learners how to work with their own mouth and how to produce correct sounds. He should not leave out exercises which are specially designed for learning pronunciation. Pronunciation should not be neglected within an English lesson as it is a very important aspect of a language.

3.1 Age

Learning to speak like a native is very difficult for every learner at every age. There is a common opinion that a person learns the best pronunciation of a foreign language as a young child. Moreover it is assumed that if someone's pronunciation sounds native-like then they probably started learning a foreign language as a child. On the other hand it is believed that if a person does not begin to learn a foreign language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from native speakers. These beliefs seem to be supported by many cases of adults who learn to speak a second language fluently but

still maintain a foreign accent, even when they have lived in the country for many years (Kenworthy, 1993, p. 4).

However, Kenworthy (1993, p. 4) mentions studies that researched this topic. These studies have confirmed that youth has no immediate advantage in learning to pronounce foreign sounds. In a short amount of time, older learners were more successful than younger learners. Another interesting observation was that after some time passed, the progress of the older learners seemed to level off, whereas the children continued to progress.

Some researchers claim that there is a sensitive period for language learning and that biological changes take place in the brain after a certain age (usually said to be between 10 and 13 years- children are between these years at lower secondary schools). The claim is that people lose certain abilities after this age. It is called "a critical period". During this period researchers claim that the learning of a second language can be accomplished more rapidly and easily than in any other period (Brown, 1994; Larsen-Freeman & Long, 1991; Scoval, 1998 quoted in Moore, 1999 [online]). Of course children after this critical age can acquire a second language; however learners who started learning second language after this critical period show most notably the lack of a native-like accent (Brown quoted in Moore, 1999 [online]).

Moore (1999 [online]) describes possible reasons why it is so with first or second language acquisition: "The foundation of the critical period hypothesis rests on neurological research that suggests that brain functions become lateralized after puberty. As we know there are two sides of the human brain - the right and the left. Some language functions appear to be controlled or stationed in the right while others are located in the left portion. Language functions appear mainly controlled by the left side. It is believed that, before puberty, these functions are not completely assigned to either portion of the brain. The brain is viewed as elastic. The specific assignment or lateralization of brain functions is believed to be complete and set sometime during or just after puberty. According to this theory, the pre-pubescent brain is like a "sponge". All learning, knowledge, and experiences are merely "absorbed." This "absorption" of aspects of language to non-specific locations in the brain supposedly makes the learning of language, first or second language, easier for children than adults or older adolescents."

On the other hand different studies have concluded that age is not the crucial and only factor. The evidence is contradictory and the various interpretations are intriguing but

one thing seems clear that we do not yet have evidence for a simple link between age and the ability to pronounce a new language (Kenworthy, 1993, p. 4-6).

Florez (1998, quoted in Sharkey, 2003, p.10) states that adults have a difficult time distinguishing between sounds and therefore they are beyond the age of producing native-like pronunciation. This difficulty prevents adults who are non-native speakers from ever losing their accents completely and from acquiring native-like pronunciation.

To conclude, there is not yet evidence for a simple and straightforward link between age and the ability to pronounce a new language. Therefore age matters in second language acquisition but we cannot tell how. Also above all it is worth mentioning that learners during this critical period are going through major changes of their body as well as their mind. Perhaps, the reasons for this critical period is not only that children learn faster and acquire more native-like pronunciation than at any other age, but also to gain the acceptance of their peers. They do not want to be seen as different.

3.2 The role of the mother tongue

The mother tongue plays without doubt an important factor in learning foreign languages. It tells us where the person comes from, which can influence not only individual sounds but also the combinations of sounds such as rhythm and intonation. The mother tongue can have different sounds to the foreign language and to bring the learner closer to the foreign pronunciation the teacher has to have a model pronunciation. The teacher should also be able to explain the difficult sounds and give some tips on how to manage the sounds.

Kenworthy (1993, p.11) suggests that the more differences there are the more difficulties the learners will have in pronouncing English. However, it is not impossible to acquire a near-native pronunciation. This can be connected with a common view that some people have a 'better ear' for foreign languages than others. This skill has been variously termed 'aptitude for oral mimicry', 'phonetic coding ability' or 'auditory discrimination ability'. Kenworthy mentions that researchers have designed tests which measure this ability and have demonstrated that some people are able to discriminate between two sounds better than others. They are able to mimic sounds more accurately. However every human being, unless impaired with hearing, has this ability. If they did not have it, they would not have learned the sounds of their native language.

Kenworthy (1993, p.11) also reminds us that the way a person speaks is a sign of their origin. It is a part of his identity and tells the listeners that there is a possibility of misunderstanding and perhaps the listener has to adjust the way he listens. Speaking with a foreign accent is only a minor problem unless it leads to a breakdown in communication.

Therefore the role of the mother tongue in a classroom is inevitable, however the teacher should try to use the mother tongue only in cases for saving time or preventing misunderstanding.

3.3 Motivation

Every human being needs a purpose for learning something. Our brain is designed for that. We choose to learn the things we need in the future and things that interest us. This does not concern only foreign languages. The learners often look for a pragmatic reason why should they learn a language. Is it worth it learning a language? Do I need it for my future or do I just need it to get a good grade in school and when the time comes and I do not need the language I am not going to learn it anymore? This is the motivation for the learners. Therefore motivation is important not only in learning proper pronunciation. It is a process that leads forces which are responsible for starting, directing, maintaining and energizing goal oriented behaviour³ (Hartl, P. *Stručný psychologický slovník*. 2004, s. 141). A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behaviour (Pardee, 1990). There is doubt that motivation is an individual matter however the teacher can try to motivate his learners. He can be the learners' source of outer motivation, he can provoke the inner motivation which is much more important than the outer. It is also the learners' motivation. If the learner's own motivation to improve is strong and he invests time and effort, the improvement will surely come (Celce-Murcia & Goodwin, 1991).

There are several reasons why a person should try to work on his or her motivation. Brod (1995, quoted in Sharkey, 2003, p. 17) listed some of them:

- Learners simply want to improve themselves;
- Learners have a desire to be effective in United States society;
- Learners need to speak to their children's teachers in an intelligible way;
- Learners hope to improve their employability;

³ The author's translation of the original: "Motivace je proces řídicí síly odpovědné za zahájení, usměrňování, udržování a energetizaci zacíleného chování."

- Learners want to function better with everyday language such as shopping and conversing on the telephone.

Another two authors Lukmani (1972, quoted in Sharkey, 2003, p.17) and Schuman (1975, quoted in Sharkey, 2003, p.17) categorized the reasons why learners find it motivating to acquire intelligible pronunciation of a new language into two types. The first type is integrative motivation and the second instrumental motivation. Integrative motivation is described as one in which the learners want to identify with or become part of the new culture or society. Learners are interested in meeting and communicating with valued members of the target culture and community. Both researchers indicated that integrative motivation usually results in greater success. It seems to be more powerful and more likely to sustain a long-term effort of language learning. Instrumental motivation, on the contrary, is more targeted. The learner's instrumental motivation to acquire acceptable pronunciation has a more specific and practical reason. Lukmani (1972 quoted in Sharkey, 2003, p.17) gives as the number one instrumental motivational factor, which is getting a good or better employment by using English.

Kenworthy mentions that some learners are more concerned about their pronunciation than others. They often want the teacher to correct their pronunciation whenever they make a mistake. This may be reflected in a reluctance to speak because the learners do not want to say something if they cannot say it perfectly. The desire to do well is a kind of "achievement motivation". On the contrary, if the learners do not see the value of learning proper pronunciation, they will not be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener (Kenworthy, 1993, p.8).

3.4 Learners' attitude

Some factors in learning languages cannot be influenced by the teacher. It is the age of the learners, the role of the mother tongue, partially motivation and the learner's attitude towards learning new language. Together with the sense of identity', the learner's attitude been claimed to be the two factors that are the strongest determiners of the acquisition of accurate pronunciation of a foreign language.

Researchers identified the factors of attitude and identity as having a great impact on pronunciation and examined the factors to gain insight. For example Schuman (1975, quoted in Sharkey, 2003, p. 16) in his work "*Affective factors and the problems of age in*

second language acquisition” analysed the impact of attitude on pronunciation: “If the learner’s community values the target language, the acquisition of intelligible pronunciation will be enhanced. On the other hand, if the learner’s community views the target language negatively or conveys the idea that the language is impractical or undesirable, the acquisition is inhibited.”

Kenworthy (1993, p.7) proposes an idea that people while conversing adopt or imitate the way their partner speaks. In her words it is a way of showing positive and friendly feelings towards that person. Age probably plays an important role. Young children adopt the speech style of those around them, especially their peers. Also learners who show positive feelings towards the speakers of the new language tend to develop more accurate, native-like accents. These positive feelings have been related to their ‘integrative motivation’, meaning that the learners is willing to be integrated into the new speech community and is genuinely interested in both the speakers and in their culture.

In my own experience, when I was in the United States, the Americans thought I had a strong Czech accent, sometimes thought that I came from Russia, because of it. Therefore I had to change my attitude toward the language and tried hard to lose my Czech accent because I did not want to be different.

3.5 Aspects of pronunciation

In order to study how pronunciation works, its constituent parts needs to be explained. The main features of pronunciation are segmental and suprasegmental features. The following figure shows the features more in detail.

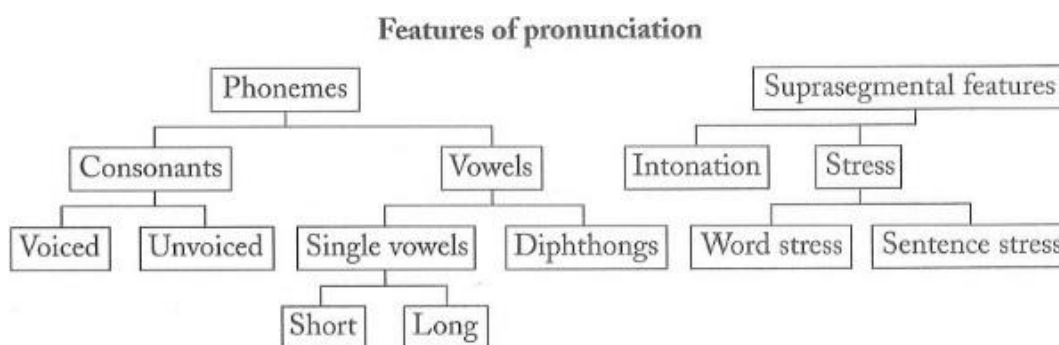


Figure 1: Gerald Kelly, *How to Teach Pronunciation*, 2000, p.1

Into segmental aspects we include phonemes and the individual pieces (vowels and consonants). All vowels are voiced, and they may be single (like /e/ in let), or a

combination which involves a movement from one vowel sound to another (like /eɪ/ as in late). These combinations are called diphthongs. There is also the combination of three vowel sounds, which are called triphthongs (like /aʊə/ as in our or power). Single vowels may be short (like /ɪ/ in hit) or long (like /i:/, as in heat). The symbol /:/ indicates a long sound (Kelly, 2000, p. 2).

Consonants on the contrary may be voice or unvoiced. There are 8 pairs and 8 single consonants, out of 24 in total. The pair consonants are essentially the same except for the voicing (for example /f/ as in fan, and /v/, as in van; where sound /f/ is voiceless and sound /v/ is voiced) (Kelly, 2000, p.2-3).

Vowels		Diphthongs		Consonants			
i:	<u>bead</u>	eɪ	<u>cake</u>	p	<u>pin</u>	s	<u>sue</u>
ɪ	<u>hit</u>	ɔɪ	<u>toy</u>	b	<u>bin</u>	z	<u>zoo</u>
ʊ	<u>book</u>	aɪ	<u>high</u>	t	<u>to</u>	ʃ	<u>she</u>
u:	<u>food</u>	ɪə	<u>beer</u>	d	<u>do</u>	ʒ	<u>measure</u>
e	<u>left</u>	ʊə	<u>fewer</u>	k	<u>cot</u>	h	<u>hello</u>
ə	<u>about</u>	eə	<u>where</u>	g	<u>got</u>	m	<u>more</u>
ɜ:	<u>shirt</u>	əʊ	<u>go</u>	tʃ	<u>church</u>	n	<u>no</u>
ɔ:	<u>call</u>	aʊ	<u>house</u>	dʒ	<u>judge</u>	ŋ	<u>sing</u>
æ	<u>hat</u>			f	<u>fan</u>	l	<u>live</u>
ʌ	<u>run</u>			v	<u>van</u>	r	<u>red</u>
ɑ:	<u>far</u>			θ	<u>think</u>	j	<u>yes</u>
ɒ	<u>dog</u>			ð	<u>the</u>	w	<u>wood</u>

Figure 2: Gerald Kelly, *How to Teach Pronunciation*, 2000, p.2

Phonemes as they are shown in the first figure are units of sounds, also known as segments therefore they belong to segmental features. Suprasegmental features of speech are features stress, intonation, rhythm and linking of sounds in connected speech. They are important in English (Kelly, 2000, p.3).

Penny Ur (2009, p.48) reminds that English speech rhythm, which is stress-timed, is characterized by tone-units: a word or group of words which carries one central stressed syllable (prominent syllable among other lightened).

According to Ur (2009, p.49), intonation makes the “tune” of an utterance. It often makes a difference in meaning. Stress, for example is most commonly indicated not by increased volume but by a slight rise in intonation.

Jeremy Harmer (2001, p.200) mentions that many teachers find the most problematic area to be intonation. Some of the teachers and also many students find it extremely difficult to hear “tunes” or to identify the different patterns of rising and falling tones. This does not mean that we should omit intonation teaching. Mostly we can hear others feeling surprised, enthusiastic, and sad or simply when someone is asking a question.

Therefore it is crucial that the teachers do not neglect any aspects of pronunciation, neither the segmental nor the suprasegmental. Especially important is to practise linking with learners, because this is a problematic area for Czech learners, as the Czech language rarely leaves out any sounds but English does.

4 The roles in teaching and learning pronunciation

This chapter focuses on roles that are connected with pronunciation learning as well as teaching. First of all a short chapter will be dedicated to the Czech Framework Educational Programme, where pronunciation teaching and learning is briefly mentioned. Then the chapter will describe which role do teachers and the learners play in it. In the last subchapter, the assessment of pronunciation is introduced.

4.1 The Czech Framework Educational Programme for Basic Education- Foreign language pronunciation

The Czech Framework Educational Programme delineates what education in the Czech Republic should look like. From this general programme, each school makes their own School Education Programme which emerges from the general Czech Framework. In the section for foreign languages for upper secondary education there is only a brief mention of pronunciation. The English version of the document explains: “Pupils read aloud texts of appropriate length, fluently and respecting the rules of pronunciation.” In the Czech version there is states that the learners will know the phonetic form of the English alphabet. What is also in the document is that the learners will understand simple and clearly pronounced speech and conversation (Framework Educational Programme for Basic Education, 2007 [online]).

This short passage poses a question, which will probably remain unanswered. Is it enough? Is spoken English simple and do all native speakers of English pronounce words clearly?

4.2 The teachers' role

The teacher plays a crucial role in the matter of pronunciation. He is a model for the learners on what proper pronunciation should be like. If the teacher's pronunciation is not close to native-like pronunciation, he should improve it because it surely affects the learners.

Kenworthy (1993, p.1) gives ideas of the teacher's role in pronunciation learning:

Helping learners hear

The role of teachers is to help learners realize different sounds. Learners will have a strong tendency to hear the sounds which are in their native language. Therefore the teachers need to establish categories of sounds. They also need to make sure that the learners are hearing sounds according to the appropriate categories and help them to develop new categories as necessary.

Helping learners make sounds

Kenworthy explains that the teacher should try help his learners to make the new sounds which do not occur in their mother tongue. If this does not help, then the teacher should be able to give the learners some hints how improve the pronunciation of the sounds.

Providing feedback

The teachers should be able to give the learners constructive feedback, if they pronounced the sounds incorrectly (Kenworthy, 1993, p.2).

However the teacher should not discourage the learners if they did not get the sounds perfectly right. He should encourage them to work on it and with time they will surely get better.

Pointing out what's going on

Kenworthy points out that in spoken language the learners may miss some important features of pronunciation, such as when a particular word is stressed or pronounced differently and that this might affect the whole meaning. Therefore the teacher is there to make his learners aware of it.

Establishing priorities

Many times the learners cannot decide what is more or less important in speaking. Therefore the teacher, because he has been in contact with the language more than his learners, should be ready to tell the learners to focus on what is essential for intelligible speech.

Devising activities

The teacher plays the most crucial part. He has to decide what types of exercises and activities will be helpful. He should not forget that every learner has his own learning style (Kenworthy, 1993, p. 2). The teacher should find more than one exercise to cover an aspect of pronunciation for the reason that every learner has a different learning style.

Assessing progress

It is necessary to provide the learners with information about their progress. The teacher should bear in mind that this is a very crucial factor in maintaining the learner's motivation (Kenworthy, 1993, p.2). This issue is described more in detail at the end of this chapter.

In conclusion the teacher has many roles in teaching pronunciation. Not only helping the learners, telling them how and where to produce the correct sound but also to choose the most effective activities and to tell the student where to pay more attention. The teacher should not forget that he should be a little lenient in his role because his pronunciation (unless he is a native speaker) will almost certainly not be hundred percent accurate.

4.3 The learners' role

Not only the teacher but also the learner plays an important role in teaching pronunciation. During classes it may seem that like all the learners have to do is to pay attention to the teacher and respond. In the pronunciation matter it is important that the learners put some effort into what they are practicing. Kenworthy (1993, p.3) calls it: "Willingness to take responsibility for his or her own learning". Her statement makes sense, because the teacher can be highly skilled at noticing mispronunciations and draw the learner's attention towards his or her mistakes. If the learners do not take action and responsibility for their own learning and do not make any effort, then there is no point in

the teacher trying to convince the learners and also the chance of the learners' pronunciation improvement is minimal.

To summarize the subchapter, learning correct pronunciation is highly dependent on the learner's own attitude, motivation and responsibility towards the foreign language.

4.4 Pronunciation learning/ teaching activities

The aim of pronunciation activities is to help the learners practise difficult sounds so that they would not have difficulties in everyday communication.

Pronunciation activities can be included as a good introduction to the lesson, or in spare minutes at the end of the lesson. The teacher should be ready to include pronunciation in the final activities if possible.

Firstly, activities, which focus intentionally on the subskill pronunciation, should be fun for the learners. If the teacher does not prepare activities, which are to be enjoyed by the learners, the learners are unlikely to work on their pronunciation with enthusiasm.

Secondly, the teacher can ask the learners to bring a mirror to school, so that the practice is supported visually. The learners usually see the teacher, their peers, but they cannot see themselves, therefore it is useful to use this tool. If the learners do not bring mirrors to school, the teacher can adapt the practice and let the learners work in pairs, where they control each other. Another possibility to practise the difficult sounds is to write on the board some words, which the learners know, with the difficult sounds in them. The learners work then in pairs. The point of the activity is that they do not pronounce the word aloud. They just imitate the pronunciation of the word with the use of their mouth. Their partner has to guess the correct word and write it down. After a few words, the learners swap the roles. For this activity the learners have to try hard to mime the sound by using their mouth.

Thirdly, the learners should not only practise the difficult sounds but also the words should be put into a context or dialogue. It is useful to give a similar word to the one that is being practised, like a minimal pair. The learners can then hear the difference. Perhaps, the teacher should introduce to his learners the International Phonetic Alphabet for English language. If he practices and revises one symbol every lesson for a few minutes, it can be a valuable aid for the learners' self-study. It can also help when the learners are looking for a word in a dictionary. If they know the English phonetic alphabet

and they know how to work with it, the learners' pronunciation can improve. It helps the learners to "hear with their eyes" and pronounce more accurately (Rudder, 2015 [online]).

There are many books which focus on practicing pronunciation. Suitable especially for beginners is for instance a book by Ann Baker called "*Tree or three?*" (2006, pp. 9). This book focuses all 44 sounds in English as well as linking of sound /s/, and practice of silent sound /r/. For teaching purposes, the teacher does not have to go through the whole book, however in case of difficulties; the teacher can be prepared with an activity from this book. It is not necessary to have all the copies ready, the teacher can just look in the book, write the expressions on the board and play the recording. As an example, unit four on page nine and ten focuses on the (for Czech learners) difficult sound /θ/ (see appendix p. 71). The unit offers various activities on this particular sound. It shows where to make the sound. The teacher can also add his own suggestion how to improve the production of this sound with the help of the index finger. When the learners pronounce the sound, their tongue should touch the index finger which is touching their mouth.

The book then offers various exercises for practice. It begins with listening and repeating words which differ only in one sound - minimal pairs, such as mouse /maʊs/ – mouth /maʊθ/. The exercises develop the use of the minimal pairs in a sentence. The learners have to listen and decide which of the sentences or minimal pair they hear. The teacher can give this exercise twice and the learners can practice the sentences that were not used. The teacher should then be the model for the learners and read the second sentence therefore he should pay attention to his pronunciation and to exaggerate because the more the teacher exaggerates, the more the learners will try to imitate the sound in real speech.

Another author who deals with pronunciation learning is Jonathan Marks in his "*English Pronunciation in Use*" (2007, pp.20). As an example for practicing the sounds /e/ and /æ/, there are exercises on page twenty and twenty one (see appendix p. 73). The author explains the production of both sounds. He then mentions the possible spelling of these two sounds and gives a number of words where these two sounds are used. On the opposite page there are four exercises which practise the sounds. The teacher might introduce to the learners the phonetic symbols, because some exercises use them.

Whichever book the teacher decides to use, he does not have to use every exercise in it. He can choose only some of the units or the difficult sounds and practise them with his learners. However, it is sensible to work on pronunciation consistently. Even if the

learners get some pronunciation activities as self-study to which they get a clear instruction or the teacher goes over the exercise with them.

In addition, thanks to the development of technology, it is possible to work on pronunciation on many websites which focus on practicing pronunciation, such as: *BBC - Learning English: Pronunciation* [online]. There is also one out of many applications for smartphones called “Duolingo” which teaches the learner not only vocabulary and grammar, it focuses on speaking the language. If the learner does not pronounce the sentence correctly, the voice asks him to repeat the sentence again, because it did not understand, therefore the learner has to try to speak more carefully.

If the learners are not sure about the pronunciation of some difficult words, there is a useful website: www.howjsay.com.

For Czech learners there is a website which among other topics, subskills and skills focuses on pronunciation. The link is: <http://www.helpforenglish.cz/> . The authors explain difficult sounds in Czech, so the learner can firstly read about the issue and then practise it.

4.5 Assessing pronunciation

Teaching a language is always closely connected with feedback. It is necessary to assess the learners because it maintains their motivation to continue with their work. In addition, it tells them if they are making progress their learning and where they can improve.

In comparison with other subskills, such as grammar, vocabulary and spelling, where the learners are able to assess themselves if they have the right answers. Self-evaluation by pronunciation learning is possible but it is not as effective as when the teacher helps the learners with forming and hearing the sounds correctly. Therefore the teacher’s role in this issue is crucial. However, the teacher should not discourage the learners by giving them bad marks for their inaccurate pronunciation and never ridicule the learners. The teacher should evaluate pronunciation positively. The reason for that is, the learners will not be discouraged to focus on pronunciation if they get a good grade or are praised by the teacher. Another important point is, when teachers are evaluating pronunciation, they should not evaluate learners on a text that is completely new to them. The learners should know the text and should be aware of the difficult words or words with different position of the stress in it.

Celce-Murcia (2014, p.149) suggests three types of pronunciation assessment. They are: diagnostic evaluation (where the teacher discovers what the learner's needs are); ongoing feedback (how the teacher guides the learner towards improvement) and classroom achievement testing (how the teachers determine the progress of learners).

In the first type of pronunciation assessment, the teacher gets the learners to record a passage where certain pronunciation features and sounds usually occur. However the teacher can augment the recording with spontaneous questions on a topic, or an illustration which the learners can describe. The first part of the task, reading aloud, allows the learner to focus more on pronunciation. However in the second part, the learners' attention is paid not only to pronunciation but also to the word choice and grammar.

The second step for assessing pronunciation is ongoing feedback. In this part the learners know what they should focus on. Feedback during the process is very important because it gives the learners a sense of their progress. Celce-Murcia (2014, p. 149) suggests that the teacher should give feedback not only to the learners but also the learners can self-monitor themselves. Another way is the feedback by peers. The teacher divides the learners into groups of four. One of the members of the group reads a minimal-pair (e.g. *Do not slip/sleep on the floor*) and the other three members have to tell the speaker what they heard. Four participants is optimal because if the learners are in pairs, there is only one member to give feedback to the speaker.

The teachers play an important role in the assessment. It is not necessary or even possible to correct every mistake made by each learner in the class, however Celce-Murcia (2014, p.150) gives advice on which pronunciation errors should the teacher focus on. "The teacher should focus on errors that:

- cause a breakdown in communication;
- occur as a repeated pattern, not as isolated mistakes;
- relate to the pronunciation points being taught."

The last point should be an indicator for the teacher on what to focus on in the upcoming lessons.

The last step of pronunciation assessment is classroom achievement tests. These tests evaluate learners' progress to what has been taught. Celce-Murcia (2014, p.150) advises recording any oral performance that is to be evaluated. The recording should help the learners to monitor their own speech and they have the opportunity to listen to the recording many times before they give it to the teacher. The main goal of pronunciation

learning is intelligibility, however, the teacher should know if the learners are able to control their pronunciation during a communicative task. These tasks and activities should prepare the learners for real life situations, such as when they talk to someone in English and the person does not look like he understands, the speaker can silently go over the thing he said and reformulate his speech so that it is more intelligible.

Szpyra-Kozłowska (2005, [online]) gives another three ways to assess pronunciation: impression-based pronunciation testing, holistic and atomistic pronunciation testing. The first mentioned way to assess pronunciation is based on teacher's impression, not on scientific methods. This means that every teacher has a different technique of assessing pronunciation. This method is even used for assessing pronunciation at many international exams, such as Cambridge examinations- Key English Test (KET), Preliminary English Test (PET), First Certificate in English (FCR) and others. The requirements for the examinations are very general and impression-based.

The second way of pronunciation testing is holistic approach to language testing. Szpyra-Kozłowska in her article (2005, [online]) quotes other authors: "Examiners are asked not to pay too much attention to any one aspect of a candidate's performance, but rather to judge its overall effectiveness." An advantage of this method is that larger groups of learners can be managed within a short period of time. Although the teacher should focus on overall effectiveness, there are a few crucial categories, on which the examiner should focus. They are: fluency, ability to communicate, style and naturalness of speech.

The third way of pronunciation testing is an atomistic approach. Szpyra-Kozłowska (2005, [online]) states: "An atomistic approach to pronunciation testing thus involves judgements on the correctness of the learner's production of particular vowels, consonants, stress, rhythm, intonation, etc. This method of pronunciation testing is claimed to be more objective than the holistic approach as it provides a more detailed diagnosis of the learner's problems and achievements. It is generally preferred by pronunciation specialists and phoneticians."

However, there are some disadvantages about the atomistic approach. It takes a lot of time and it requires the recording of learners. After that the person that evaluates the learner has to listen to the recordings, therefore this approach is not suitable for larger classes.

To summarize the two approaches, Szpyra-Kozłowska (2005, [online]) in her article quotes another author: "According to Hughes (1991), the choice between holistic

and analytic scoring depends to some extent on the purpose of testing; atomistic tests are more reliable for diagnostic purposes in the language classroom and in the situations in which scoring is carried out in many places by different judges, while holistic evaluation, which is faster, is more appropriate for experienced scorers who are very familiar with the grading system.”

The most ideal way of assessing pronunciation is to use a combination of the two mentioned authors. It is easy to record the learners, thanks to the development of smartphones, however, this would take a long time and most teachers do not want to spend so much time on pronunciation. The teacher can however, use group work (ideally four learners) for pronunciation practice, as Celce-Murcia mentioned. This form increases number of hearers and controllers in the groups. However, Szpyra-Kozłowska’s impression based assessment is most probably a way the teacher chooses because it is the quickest way.

In conclusion, the teacher should not forget to focus on pronunciation at least a few minutes every lesson. Also the teacher should be aware of the fact that the aim of pronunciation learning is intelligibility and also successful communication, not native-like accent and perfection. Furthermore teachers should pay attention not only to pronunciation of single words but also they should practise the suprasegmental aspects of pronunciation. It is possible to start with single words, but then the teacher should put each word into a sentence as a better aid to remembering them.

5 Pronunciation errors of Czech learners

Since the Czech and English vowel and consonant system are different from each other, it often causes difficulties for the learners to pronounce some individual sounds correctly. The sounds which do not occur in Czech but exist in English are for the learners of English often difficult to pronounce and they often mispronounce them. The mispronunciation is mostly affected by the influence of the mother tongue. In order to see which English sounds are problematic for Czech students, a short overview of Czech and English vowel as well as consonant system is introduced below.

5.1 Vowels

There are 7 short and 5 long vowels in English. The phonetic symbols for the short ones are: /æ/, /ʌ/, /e/, /ɪ/, /ɒ/, /ʊ/, /ə/ and the long ones are: /ɑ:/, /ɔ:/, /i:/, /u:/, /ɜ:/. These two groups differ from each other in their length. Length with vowels is relative. It means that each vowel can have a different length in different context. This division of ‘long’ and ‘short’ vowels works on the assumption that we will compare the length of a long and short vowel in a very similar context (for example: *beat: bit*, or *bead: bid*, where *i:* is relatively short to */ɪ/*). If the context is not alike, the division long- short is not valid. The length of the vowel is given according to the type of the consonant which follows (voiced/voiceless), also the position of the word in a sentence (for example if the word is towards the end of the sentence). Another aspect of the length of the vowel is emotionality of the utterance and other circumstances (Melen, 2010, p. 13).

On contrary in Czech there are ten simple vowels (a, e, i, o, u, á, é, í, ó, ú), which are divided into short and long, and three diphthongs (*ou, au, eu*). The long *ó* and diphthong *au* and *eu* do not occur in original Czech words. The long vowels are formed by prolonging the short vowels. The length of the vowels can significantly fluctuate.

Another difference in Czech to English is that in Czech there are words that end with a vowel. In English it is not common except for the schwa sound /ə/.

The basic differences between Czech and English vowels are:

- 1) There are more vowels in English than in Czech.
- 2) The tone colour⁴ is very important with English vowels. Every utterance contains the speaker's tone colour and the way the speaker pronounces the vowels. Therefore it is very important that the students have more opportunities to listen to the English language from different genders, age, regions, backgrounds, etc.
- 3) English vowels are more dependent on the syllables, words, position of the word in a sentence, emotionality, rhythm and melody.
- 4) The most important difference is the articulation. The main difference lies in the position of the tongue. In Czech the tip of the tongue is practically always in contact with the bottom oral cavity- lower gums and incisors. In English the tip of the tongue is free. It is pointing upwards and does come rarely into contact with the bottom oral cavity. Since in English the tongue tip almost never touches these areas of the mouth as in Czech, English vowels can be difficult to pronounce for Czech learners.

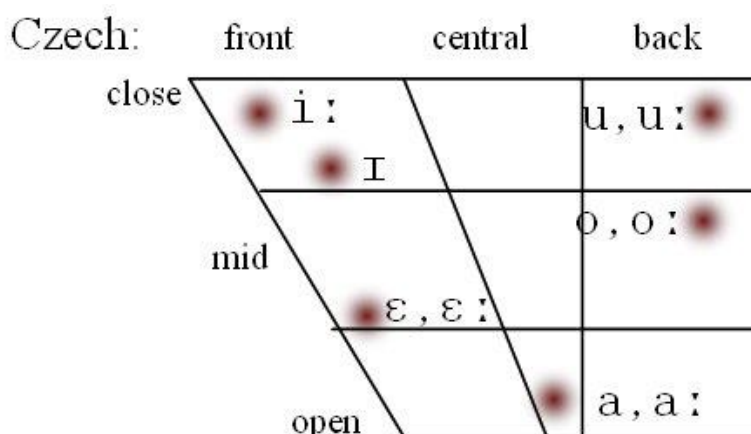


Figure 3 Czech System of Vowels (Systém českých samohlásek [online])

⁴ Quality of a sound

The difference of these two languages appears also in the pronunciation of diphthongs. Czech has fewer diphthongs than English, more specifically three and their symbols are / /au/, /eu/, /ou/. English has eight. Pronunciation of them is slightly different. In English the first part of the diphthong is longer by between two thirds and one third and louder than the first one. In connected speech the second vowel is most of the time merged with the following sound. In Czech both parts of the diphthong are about the same length (Melen, 2010, p. 22).

Most problematic for Czech learners can be triphthongs because they do not exist in Czech. They are three vowels coming after each other as in words *hour* or *power* /auə/. The main problem can be in articulation movement from the first to the last vowel which is very small. The middle part of the triphthong is almost not audible only (i.e. /ɪ / or /ʊ/), with exception of a very accurate pronunciation.

If we compare careful to lax pronunciation of the phrase *buy a house*:

a) Careful pronunciation: /baɪə haʊs/

b) Lax pronunciation /ba:ə haʊs/

With omission of /ɪ/ and /ʊ/ in the middle some words mingle with others and it is not possible to realize them without additional context. Therefore it is best to pronounce the diphthongs with two syllables (Melen, 2010, p. 26)

5.2 Consonants

There are consonants in English that do not occur in Czech and vice versa, therefore some of them can also be problematic for learners of English. These are: /w/, /θ/, /ð/ and also dark /l/.

Other vowels can sound the same, but in reality there are some essential differences. No Czech consonant is completely identical with its English counterpart. Czech /r/, for example, is according to Melen, more in the front but English /r/ is more similar to Czech sound /ř/ than /r/. This implies that although some phonemes occur in both languages, their pronunciation is not always the same. As for the consonant /r/, since differences in articulation and distribution are found in various kinds of English, pronunciation of this consonant even differs in English as such.

Another area where Czech learners may make mistakes is aspiration. It concerns three voiceless consonants in English: /p, t, k/ (Melen, 2010, p.26-30).

Weak forms

In English there are certain words which have two ways of pronouncing them. They are called function words, such as preposition such as “*of*”, “*and*”, “*at*”, conjunctions, auxiliary verbs, pronouns, etc. These are words which do not have clear lexical meanings or obvious concepts associated with them. Functions words specify grammatical relations and have little or no semantic content (Fromkin, 2010, p. 79). These words are in certain circumstances pronounced in their strong forms but more frequently in their weak forms. Weak forms are another problematic area for the Czech learners. Because the language does not reduce words, Czech learners pronounce weak forms of words most of the times strongly. This does not help them to sound native-like.

5.3 Connected speech

The most problematic area of suprasegmental aspects of pronunciation is stress and linking. The trouble is that Czechs put the stress always on the first syllable and Czech speakers do not swallow any endings of words. Linking of neighbouring words in Czech is most of the times only by weakening articulation in the place where they meet. If there is a vowel at the beginning of the following word in Czech we pronounce it with a so called glottal stop. Glottal stops occur more often in Czech than in English (Melen, 2010, p. 34, 49). The definition of a glottal stop is: “A consonant formed by the audible release of the airstream after complete closure of the glottis. It is widespread in some non-standard English accents and in some other languages” (Glottal stop [online]).

In English, words link to each other in a sentence. Therefore it is very difficult for a Czech learner to link words, if he or she is not used to linking. This can be a problem in listening, because learners are not able to recognize the beginning and end of words in connected speech (Melen, 2010, p.49).

Melen also emphasizes the importance of focusing on linking of words that end with a written –r at the end of the words. English –r, -re at the end of syllables or words is usually not pronounced in Received Pronunciation. It is pronounced only if a vowel follows. Also words that end in /u:/, /əʊ/, /aʊ/ and /i:/, /i/, /eɪ/, /ɔɪ/, /aɪ/. Additional connecting elements /w, r, j/ occur with these endings. If we teach this issue to the learners then it might help them with recognizing words in connected speech (Melen, p. 49-50)

Another important aspect of connected speech is rhythm. There is a significant difference in English and in Czech and from the point of view of illegibility in spoken

utterance. The first important aspect is that English is stressed timed and Czech syllable timed. English is spoken in regular rhythms. Therefore the teachers should do exercises in their lessons which are focused on rhythm, as for example intensive listening exercises, where the learners repeat sentences and phrases with the aim to imitate, or to clap the rhythm with every stressed syllable, etc. (Melen, 2010, p.51).

6 The Research Part

The theoretical part of this thesis implies that there are various aspects of pronunciation which need the teacher's attention and also sources that offer the teacher many ways for improving the learners' pronunciation. The following chapter will provide a detailed description of the research used to carry out the survey. The method that was used to gather data was a teacher questionnaire. The collected data of the research are presented and subsequently analysed and evaluated.

To come out with a more specific result, the questionnaire focused only on teachers at lower secondary level, these are teachers who teach learners between the ages of eleven and fifteen. This age range includes "the critical period" of ages 10 to 13 which was mentioned in the theoretical part.

However, since the beginning of this year (2015), teachers should be to be qualified for the subject and level of education they are teaching, therefore there are some teachers that answered the questionnaire, who are not yet fully qualified for teaching English at the lower secondary school.

The number of respondents cannot, of course, speak for every teacher that teaches English in the Czech Republic. The questionnaire covered only a small fragment from all English teachers in the Czech Republic; therefore the results cannot and will not be generalized at a national level.

The reason for choosing an electronic questionnaire method was that it is the easiest and fastest way to reach as many responders as possible in the shortest amount of time.

6.1 Research tools and aims

For the research purposes as mentioned before a questionnaire was used. The aim of the questionnaire was to find out if teachers intentionally focus on pronunciation. If so, what are the methods of practising English pronunciation with the learners? On the other hand, if teachers answered negatively in the questionnaire, what are their reasons for neglecting pronunciation. Is the reason a lack of time, or perhaps teachers feels insecure in how to explain to the learners the right way to pronounce difficult sounds and aspects of pronunciation. The vision of this research was to find out which methods do teachers use during their lessons, do they bring some tools to the classroom or do they rely only on the equipment of the classroom and on a computer. The questionnaire was written in Czech

(see appendix p. 65), so that there would not be any misunderstanding and also it would not take a long time, since length plays an important role in filling out questionnaires. Sometimes the responders do not finish it because it takes a long time.

The survey was carried out during the first two weeks in June 2015 and was available on the internet, created with the help of “Google docs”⁵ in the section for forms. To get a more accurate result, the questionnaire was sent to as many responders as possible. It was spread among teachers at schools where I did my teaching practice, as well as to relatives and friends who are teaching at primary schools, lower secondary level, and who were so kind and distributed the link to the questionnaire among their colleagues. Another means I used for gathering data was a group dedicated to teachers on one of the social networks.

The questionnaire itself consists of twelve fundamental questions. As the teachers fill in the questionnaire, it progresses according to their answers. The first two questions are factual, which implies closed questions. The aim of those is to find out what gender and approximate age they are. The question number three was also a closed one as the teachers were supposed to answer, if they are qualified for teaching at lower secondary school. The question number four and five followed then for how long have the teachers been teaching English and what kind of pronunciation (British or American) do the teachers teach to their learners. The sixth one, a closed one as well, asks if the teachers are correcting the learners’ mistakes, when the learners’ make them. The following question, number seven is a guidepost to the next questions. It asks the teachers, if they are intentionally dedicating some parts of their lessons to pronunciation. Then the questionnaire branches off according to the responders’ answer. If the teacher answered positively, the following questions were related to it. They asked more in detail about the pronunciation teaching, such as how long do they dedicate to it, what parts of the lessons, if they start the lesson with it, do some exercises in the middle, or only if there is some time left. Also what methods does the teacher use for improving the learners pronunciation. The questions were closed ones, where the teachers could choose from more options. There was also an open-ended possibility “others”, where the responders could add their own answer. If the teachers answered negatively to question number eight, the further question was: What is their reason for not including pronunciation in their lessons and do they practise at least the

⁵ Google provides an electronic service which provides the ability to create documents online, which can be used to input and summarize data.

difficult sounds. Question number eight was meant for every responder and it asked if the textbook includes pronunciation. If the answer was positive, it followed by: “To what extent does the book work on the pronunciation.” If the answer was negative, the responder reached question number nine. This question wanted concentrated on if the teachers are using any tools which can help the learners with learning better pronunciation. If the teachers answered positively, the question was extended with possible answers, as well as with the possibility “others”, where the teachers could write their own ideas. Questions number ten and eleven were of the closed type and their aim was to find out if the teachers think that today’s children are interested in correct pronunciation and what is the right time to work on the learners’ pronunciation. The last question in the questionnaire gave the teachers a possibility to evaluate their pronunciation on the scale from one (highly satisfied) to five (highly unsatisfied).

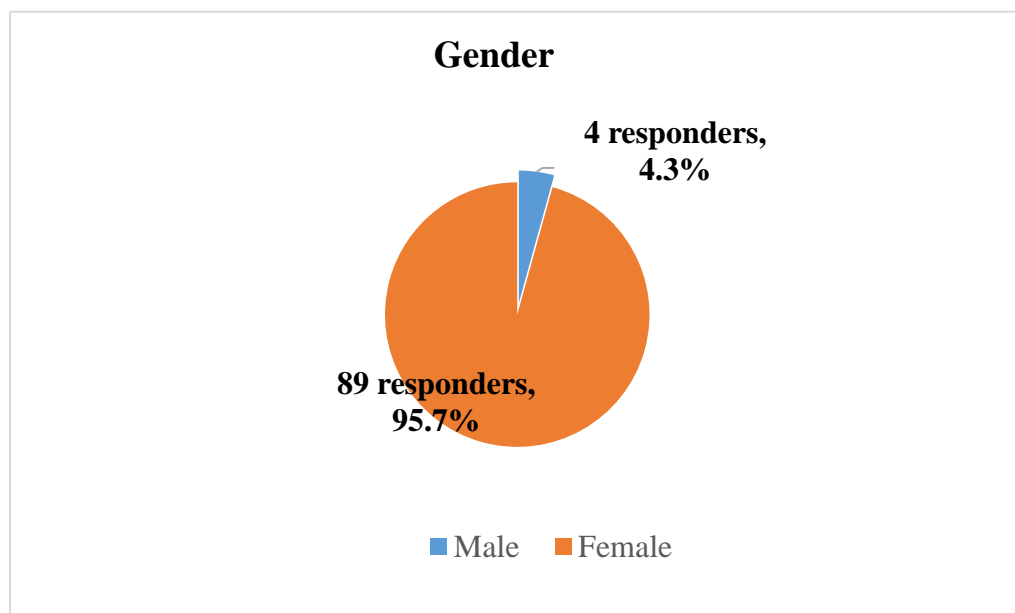
7 Results and commentary

The data gathered from the research will be introduced and described in the following chapter. The results are illustrated with the help of tables and charts for better clarity. Each chart and table is accompanied by a commentary on a particular result.

The total number of responders was 93, which gives the survey higher statistical relevance than if there had been only 30 responders.

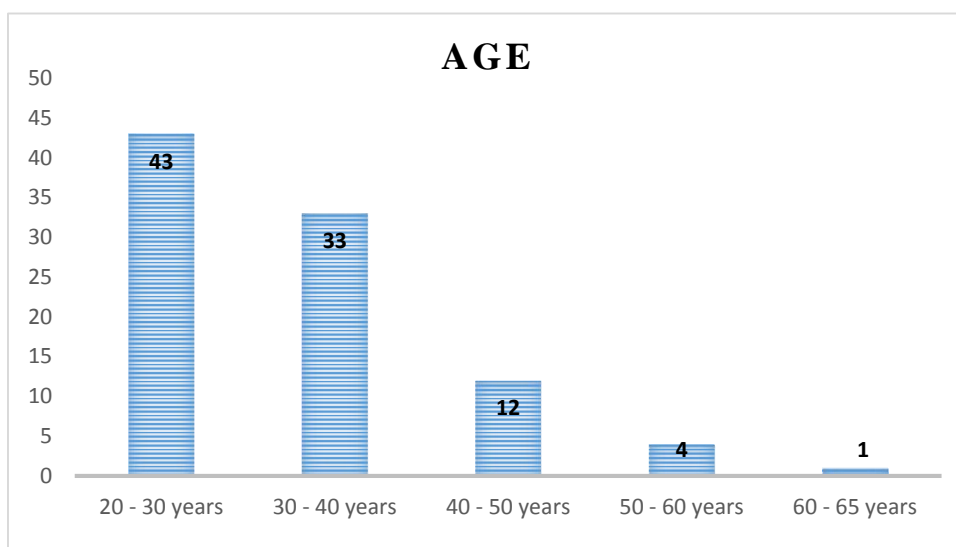
7.1 Gender of the responders

The gender of responders was predominated by female. The total number of female teachers was 89 (95.7%). The number of male teachers was just 4 (4.3 %). All of the men were between 20 and 30 years old. Two of the four men answered that they prefer American pronunciation to British pronunciation.



7.2 Age of the responders

Thanks to a higher number of responders, the largest group were between the age of 20 to 30, 43 responders (46.2%) The second biggest group of responders were teachers between 30 and 40 years, 33 responders (35.5%). The next three groups did not have so many responders, the range of years 40 to 50 had only 12 responders (12.9%). The amount of responders who were between 50 and 60 years was 4 (4.3%) out of 93. The last option, the range of age between 60 and 65 had only 1 responder (1.1%).



7.3 Qualification of the teachers

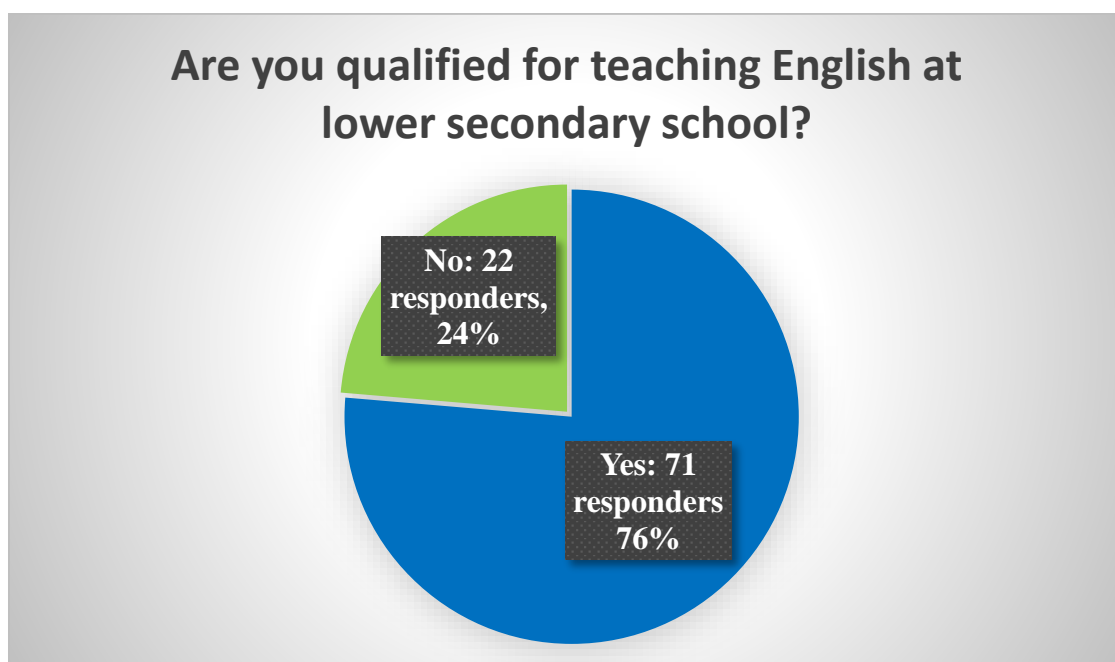
More than three quarters of the teachers were qualified for teaching at lower secondary school, 71 responders (76.3%). The rest of them, 22 responders (23.7%) were unqualified for teaching English at lower secondary school.

Among those unqualified teachers there were 7 out of 22 who intentionally do not dedicate some parts of the lessons to pronunciation. The teachers could then choose more answers why not, or they could write their own answer in the option “others”, therefore some chose two answers and one wrote her own answer. Their reasons for neglecting pronunciation were that there is not enough time, because they have to follow the School Educational Programme (5 responders). Other reasons were that the teachers were not sure, if they are able to explain it to the learners properly (1 responder) and also that the learners will never pronounce the sound right even if the teacher exaggerates his pronunciation (2

responders). The last reason that a teacher wrote herself was: “Because pronunciation differs around the world and it is not the most important thing.”⁶

There was also another responder (woman, 20 - 30 years old, 0 - 2 years teaching practice, unqualified, corrects her learners’ pronunciation mistakes, does intentionally not dedicate parts of her lessons to pronunciation) who claims that: “Pronunciation is not important, it is enough when the learners speak somehow” (question 11).

Therefore there is only a little evidence, only 7 (32%), out of 22 responders, that some unqualified teachers intentionally do not pay attention to pronunciation. However, 5 out of 7 responders among unqualified teachers, answered that they correct their learners when they make a mistake in their pronunciation. Also 4 of the 7 teachers use tools for pronunciation practice, such as phonetic alphabet, Interactive Whiteboard or films.



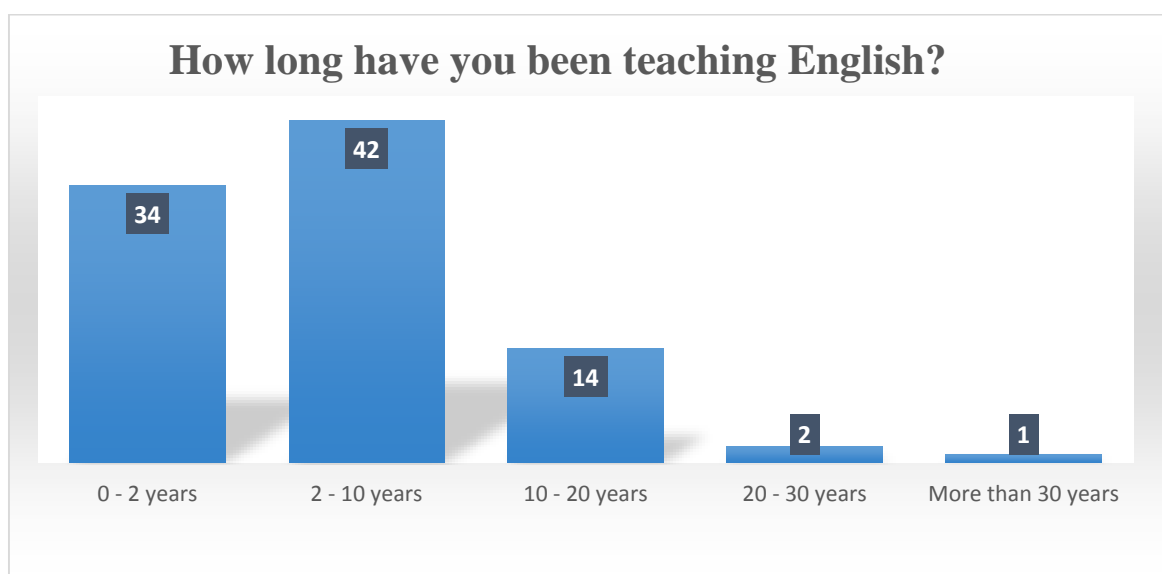
⁶ The author’s translation of the original: “Protože výslovnost se ve světě liší a není nejdůležitější.

7.4 How long have you been teaching English?

The age of teachers is in most cases connected with their years of experience (question number 4). This could imply that teachers, who are in their late twenties, are likely to be teaching for a shorter amount of time than older responders. It, of course, depends on at what age the teachers finished their university studies. However, the graph implies, that teachers in their late twenties have either little experience between zero and two years (15 responders = 16.1%) or they have been teaching between two to ten years (29 responders = 31.2 %).

The second group, teachers between 30 and 40 years, have following length of teaching experience. There were 3 responders who have been teaching only for short amount of time, 0 to 2 years (3.2%). The second group of responders in this age range had 2 to 10 years teaching experience, minutely 22 responders (23.7%). The last group of responders in this age range had 10 to 20 years long teaching. There were 7 responders (7.5%).

The last two groups had the smallest amount of responders. The responders who were between their 50s and 60s had 10 to 20 years old, only 2 responders (2.2%), or 20 to 30 year old experience 1 responder (1.1% out of 100%) or more than 30 year old experience, 1 responder (1.1%). The oldest responder that answered the questionnaire was a 60 to 65 years old woman, who had a 20 to 30 year old experience with teaching English (1.1%). This woman was a qualified teacher and prefers British pronunciation. She also corrects her learners when they make a pronunciation mistake, however, she does not dedicate intentionally some parts of the lessons to pronunciation. Her reason for it was that she focuses more on communication as such.⁷

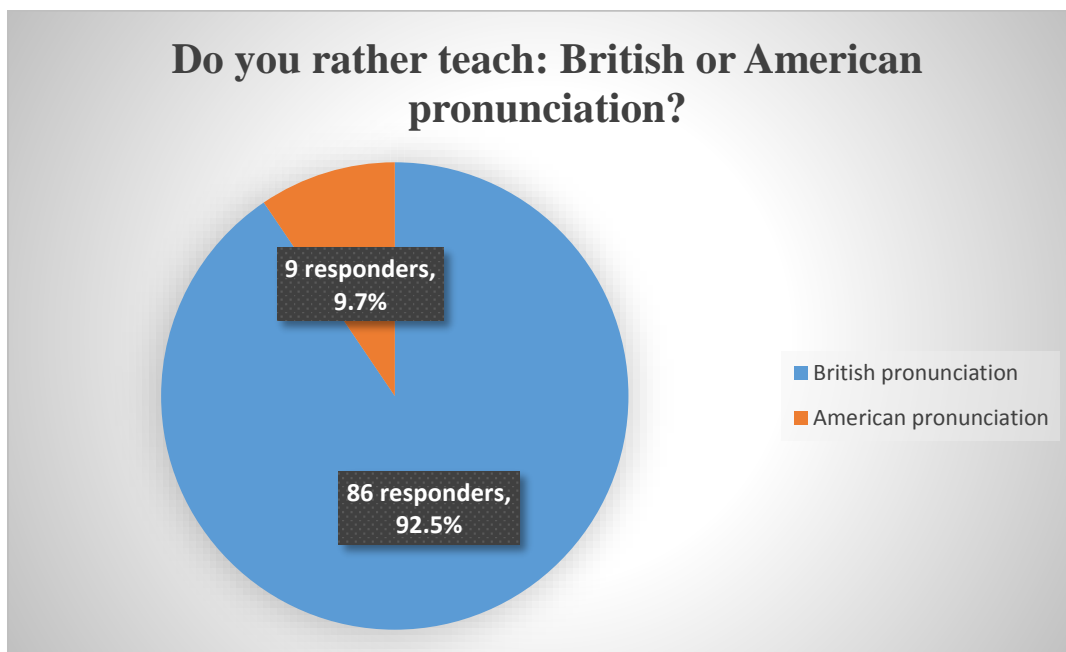


⁷ The author's translation of: "Soustřed'uji se více na komunikaci."

7.5 British or American pronunciation

According to the location of the Czech Republic, it is often expected that the learners' in schools will be taught British pronunciation. It is entirely up to the decision of teachers which kind of pronunciation he chooses to speak in the classroom. However the learners should have the opportunity to decide which kind of pronunciation they want to speak.

This question had two options and it was possible to choose one of each or both of them. The questionnaire has shown following: 86 teachers (92.5%) preferred British pronunciation to American. On the other hand there were 9 teachers (9.7%) who preferred American to British. Two teachers mistakenly ticked both possible answers. It also shows that British pronunciation is much more common in our schools than American pronunciation. However the teacher should give the learners a choice, or at least he should tell the learners that there is also another possible way of pronunciation.



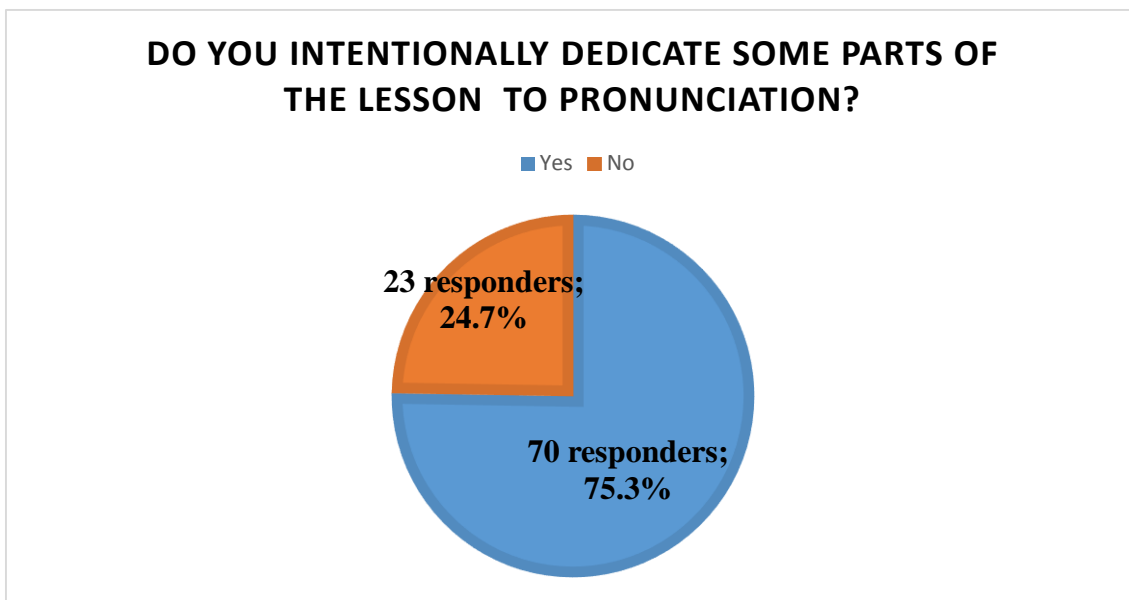
7.6 Correction of learners' pronunciation mistakes

According to gathered data, the sample of responders, 92 out of 93, (98.9%) correct the learners if they make a pronunciation mistake. There was only 1 responder (1.1%), who answered negatively to the question. This responder was a female, between 20-30 years old with small teaching experience (0-2 years) answered negatively to every question that concerned practice of pronunciation, except for question number 8 (Does the textbook you use, dedicates some of its parts to pronunciation?). The responder answered for this question positively, but in the following sub question, where the teachers were supposed to write to what extent does the book dedicate to pronunciation, the woman responded again positively. This woman also claims that the best time to pay attention to pronunciation is with more advanced learners, not with beginners.



7.7 Do you intentionally dedicate some parts of the lesson to pronunciation?

The following question divided the responders into two groups. The bigger group consists of 70 responders (75.3%) who answered “Yes” to this question. The rest of them, more accurately 23 responders (24.7%) answered that they do not intentionally focus on pronunciation.



As was already mentioned, in this particular moment, the questionnaire progressed in two different directions. First we will analyse the positive answer of the responders.

7.7.1 Positive answers

If the teachers answered positively, the teachers received these following questions:

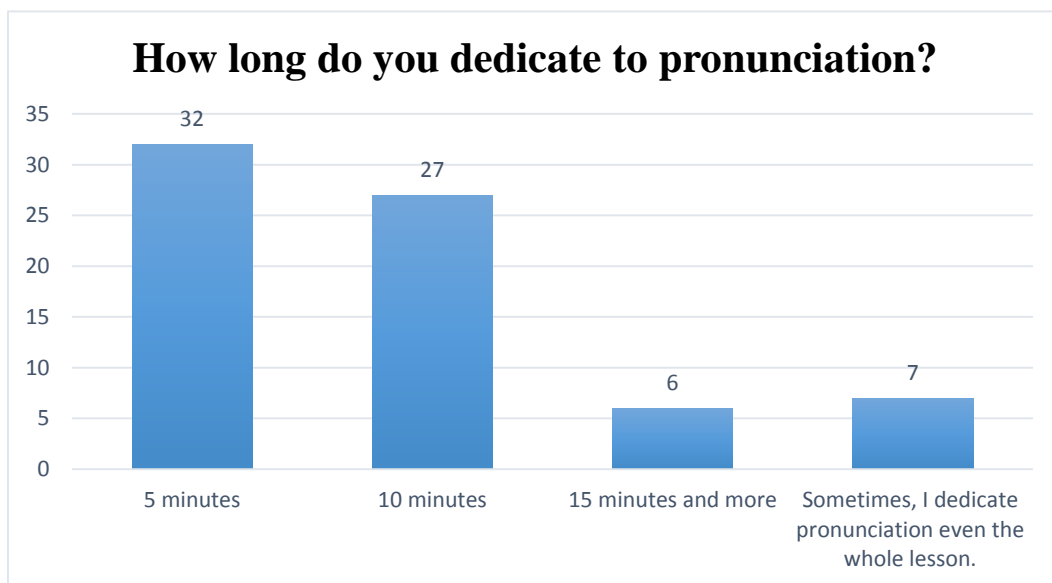
- 1) How long do you dedicate to pronunciation?
- 2) At which part of the lesson do you concentrate on pronunciation?
- 3) To what aspects of pronunciation do you pay attention?
- 4) To what aspects of pronunciation do you pay attention?

The first question had four options between which the responders could choose, or choose more from the given options. The most common answer was that teachers dedicate to pronunciation 5 minutes, 32 responders (45.7%) out of 70. The second most frequent answer was the second option. This option chose 27 responders (38.6%). The most amount

of time and the least chosen options were options “15 minutes and more”, 6 responders (8.6%) and “sometimes I dedicate pronunciation even the whole lesson”, 7 responders (10%). Only two responders chose two possible answers out of three, therefore the total number of answers is not 70, but 72.

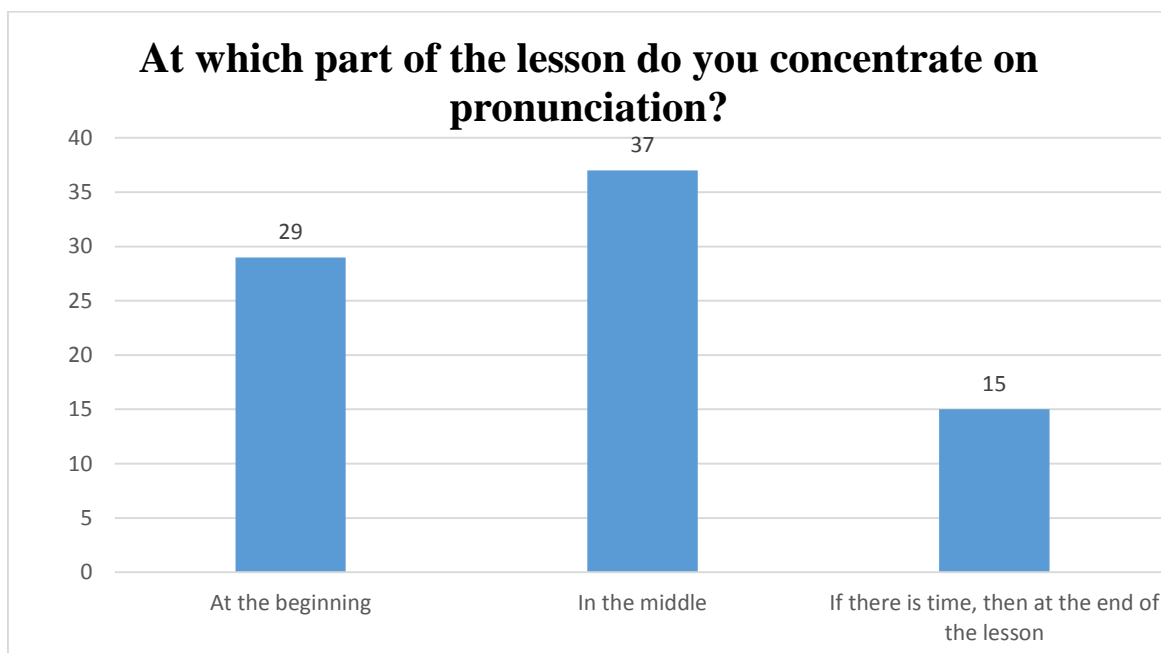
Of note: how did the responders answer according to their age and years of experience. The youngest group (between 20 and 30 years) chose mainly the first two options – 5 minutes (14 responders) and 10 minutes (15 responders). The last two options were chosen only by 4 responders (2 responders for 15 minutes and more and 2 responders for the option: Sometimes, I dedicate pronunciation for the whole lesson).

The second largest group (between 30 and 40 years) mostly chose the 10 minute option (11 responders). The other options were only minimally represented (5 minutes- only 5 responders, 15 minutes and more- 3 responders; whole lesson – 4 responders). The penultimate group (between 40 and 50 years responders) chose mainly the first option (5 minutes – 7 responders), the third and last option chose each of them only one responder. The last group in this particular question was represented only by 2 members. Both of them chose the option, that they practice pronunciation for 5 minutes.



The following question asked the responders when they focus on pronunciation. There were given three options, out of which the first two were the most common. “*At the beginning of the lesson*” chose 29 responders (41.4%), the second option ticked 37 responders (52.9%). The last option answered only 15 responders (21.4%). There were 4 responders among the 81 answers, who ticked two options, mostly option

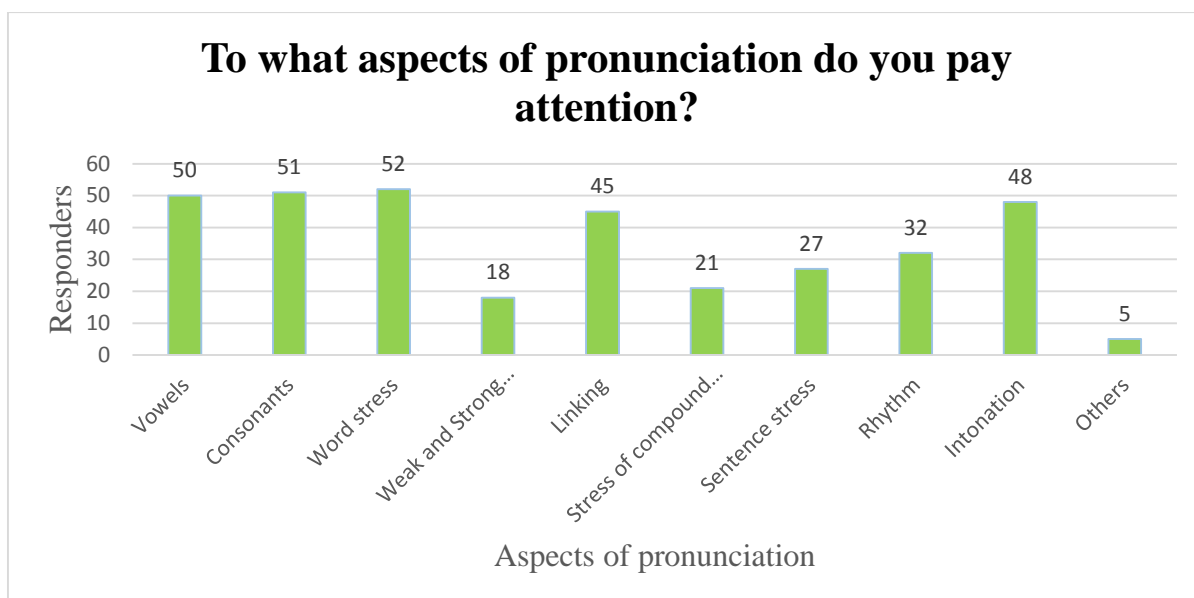
“at the beginning” or “in the middle”. There were 2 responders who chose all of the possible answers.



More into depth the questionnaire wanted to find out to what aspects do the responders, who dedicate some of the parts of the lessons to pronunciation, pay attention. There were 10 possible answers and the responders had also an opportunity to write their own answer in the possibility “others”. The most frequent answers were the first three options: vowels (50 out of 70 responders, 71.4%), consonants (51 responders, 72.9 %) and also word stress (52 responders, 74.3%). Another two given choices that represented the suprasegmental aspect of pronunciation were frequent and that is that 45 teachers pay attention to linking (63.4%) and 48 teachers focus on intonation during their lessons (68.6%). Other possible aspects of suprasegmental pronunciation were rhythm picked by 32 responders (45.7%), sentence stress chosen by 27 responders (38.6%) and stress of compound words answered by 21 responders (30%). The remaining possible answers were represented only by small amount of responders, 18 teachers (25.7%) out of 70 in total answered that they pay attention to weak and strong forms. The last option others chose 5 responders (7.1%). Among the 5 responders, there were 4 who wrote their additional answer to the question. For instance, one woman (age 30 to 40 years old, with 10 to 20 year experience, qualified teacher) wrote that she pays attention to all mentioned aspects of pronunciation in turns.⁸ Another responder (woman, 20 to 30 years old, with 2 to 10 year

⁸ The author’s translation of: Prostě vše, střídavě.

experience, qualified teacher) wrote: Pronunciation of words- Many students learned wrong pronunciation in schools. I teach at language school. ⁹ The last two remaining answer were “Aspiration” and “Specification of individual words like for instance yacht, -ing, queue, homophones, etc.”¹⁰



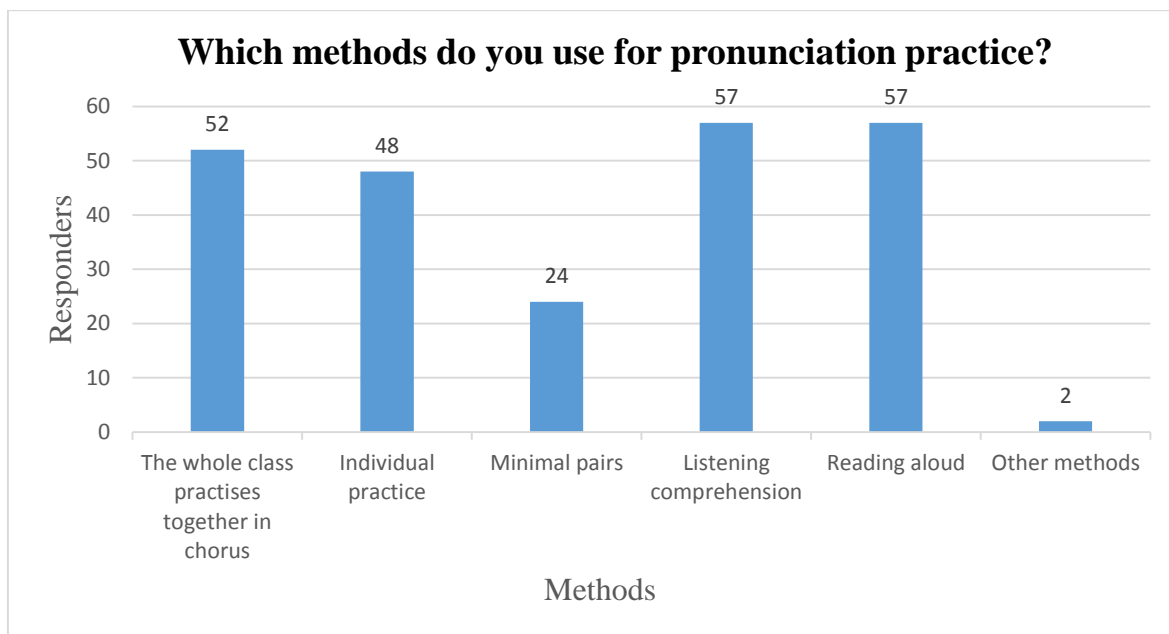
Concerning what method do the teachers use for pronunciation practice. The most frequent methods were reading aloud (57 responders, 81.4%) and listening (57 responders, 81.4%). Common was also the option “the whole class practices together in chorus” chosen by 52 responders (74.3%) and option “individual practice” chosen by 48 responders (68.6%). Only 24 responders (34.3%) out of 70 chose the option with minimal pairs. The least chosen option was the “other methods” option with only 2 responders (2.9%). One of the two responders wrote: “Conversation (= Learning the practical use of a language).” ¹¹ The second responders wrote: “Reproduction- Imitation of a familiar listening or video.”¹²

⁹ The author’s translation of: Výslovnosti slov - spousta studentů je má naučená špatně ze škol- učím v jazykové škole

¹⁰ The author’s translation of: Specifika jednotlivých slovíček (např. yacht, -ing, queue, homophones, apod.

¹¹ The author’s translation of: Konverzace (=učení se praktickým užitím jazyka)

¹² The author’s translation of: Reprodukce - nápodoba známého poslechu či videa



7.7.2 Negative answers

To the sample of responders that answered negatively to question number 7 (Do you intentionally dedicate some parts of the lesson to pronunciation?), the question that followed in the questionnaire was: “What is your reason for not focusing on pronunciation.” The answers of the 23 responders were not unified. The teachers had different reasons for not paying attention to pronunciation. Ten teachers (43.5%) answered that there is not enough time for pronunciation practice, because they have to follow the School Education Programme. However, every School Education Programme should be based on the document The Czech Framework Educational Programme for Basic Education. Although this document mentions a little about pronunciation practice, pronunciation is not left out in it. Five of the 10 responders that chose the first option were unqualified teachers.

The second most frequent option was the option “others”. Here are some answers that the teachers wrote: “Only a little amount of exercises in the textbook.”¹³ “Learners are not so badly off with pronunciation, so that we intentionally have to practise pronunciation and I correct small mistakes during the lesson directly.”¹⁴ Another teacher claimed: “Because pronunciation varies in the world and it is not the most important thing.”¹⁵ Or: “I correct only mistakes that can impede in communication- I do not think that the most

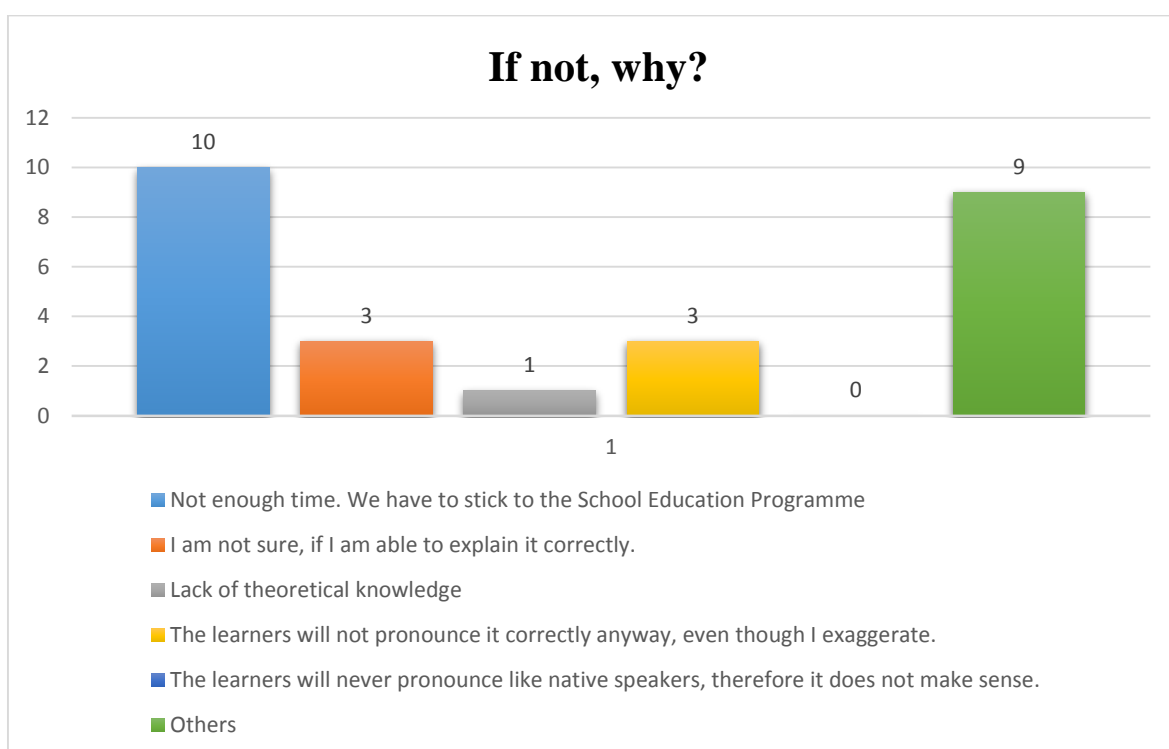
¹³ The author’s translation of: Velmi malé množství cvičení výslovnosti v učebnici

¹⁴ The author’s translation of: Žáci na tom s výslovností nejsou tak špatně, abychom to museli cíleně procvičovat, a drobné chyby opravím rovnou během hodiny. “

¹⁵ The author’s translation of: Protože výslovnost se ve světě liší a není nejdůležitější.

important aspect is to sound like a native speaker. Global English does not have British or American accent.”¹⁶ The rest of the teacher claims that pronunciation can be learned by listening or meanwhile a speaking activity. One of the responders also claimed that she focuses on different issues.

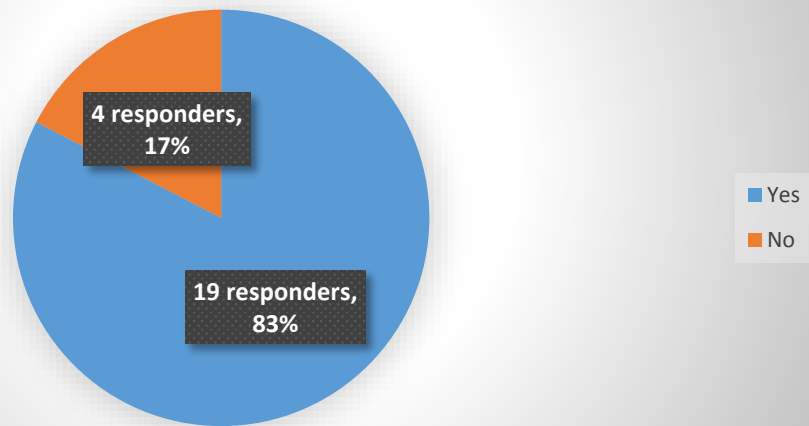
Only 3 responders chose the option “I am not sure if I am able to explain it correctly” and also 3 responders did not think that the learners will get it right, even though the teacher exaggerates. One qualified teacher (woman, 20 – 30 years old, 0 – 2 years of experience) answered that she has a lack of theoretical knowledge. None of the responders thinks that the learners will never pronounce like native speakers, therefore it does not make sense.



When teachers for some reasons neglect pronunciation teaching, the following question wanted to find out if they practice the difficult sounds with learners. Most of the responders 19 (83%) out of 23 answered positively, however the remaining 4 responders (17%) answered negatively. Out of the 4 responders 2 of them were unqualified teachers, on with 0 – 2 year experience and the other on with 10 – 20 year experience.

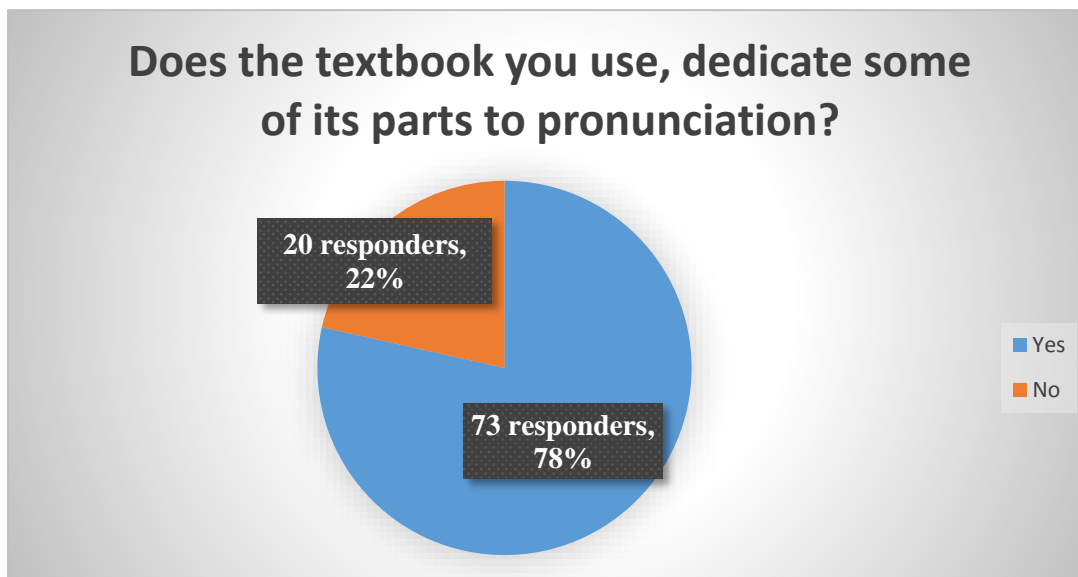
¹⁶ The author’s translation of: „Opravuji pouze chyby bránící v dorozumění - nemyslím si, že m aspektem výuky je znít jako rodilý mluvčí. Global English nemá britský nebo americký přízvuk.“

Do you practice the difficult sounds with your learners?



7.8 Does the textbook you use, dedicate some of its parts to pronunciation?

The following question wanted to discover, if the textbook that the teacher uses focuses on pronunciation. The positive answer was chosen by 73 responders (78 %) and the negative answer was ticked by 20 responders (22%).



7.8.1 To what extent?

The responders that answered positively, had to write to what extent does the book focuses on pronunciation, if in every chapter, or at the back of the book or other options. Some of the responders did not understand the question, therefore they did not write anything.

Out of the 73 responders that answered positively here are some interesting answers: "Currently, Project 1 (Oxford University Press). Every section focuses on some aspect of speech."¹⁷ "Recent published books (e.g. Speak Out (Pearson) or New English File (Oxford)) contain brief successive exercises, so that the learners realize the pronunciation of new vocabulary as well as grammatical structures."¹⁸

"Project (Oxford University Press) dedicates little space, for teaching purposes it is not enough and not suitable."¹⁹

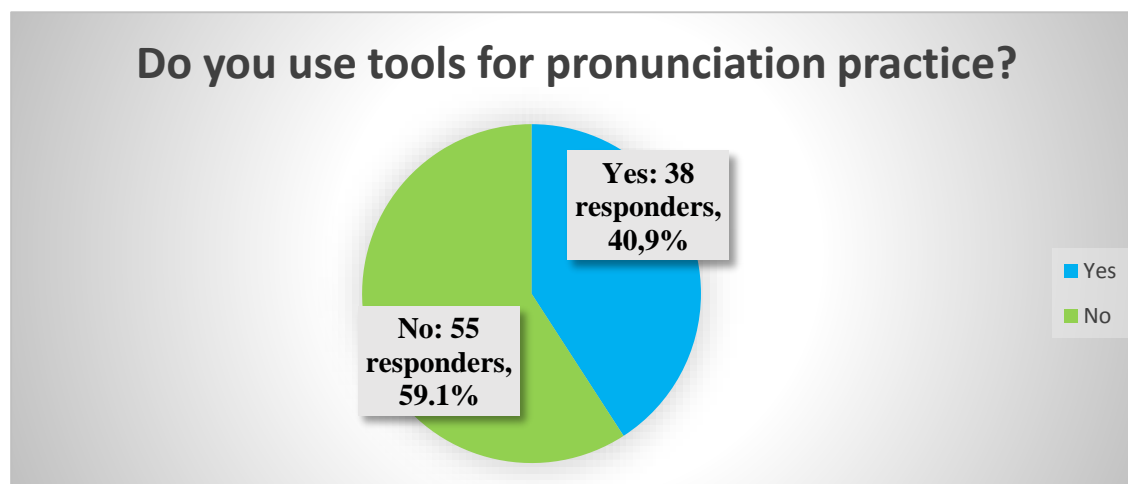
¹⁷ The author's translation of: Momentálně Project 1. V každé sekci je nějaký aspect of speech

¹⁸ The author's translation of: Novější učebnice (např. Speak Out nebo New English File) obsahují stručná návazná cvičení, aby si studenti uvědomili výslovnost nové slovní zásoby i gramatických vazeb.

¹⁹ The author's translation of: Project - věnuje výslovnosti malý prostor, pro účely výuky nestačí a není vhodné.

7.9 Tools for pronunciation practise?

The following question wanted to discover if the teachers are using tools for pronunciation practice. If they answered positively, like 38 responders (41%), they were asked what tools they use. If they answered negatively, like 55 responders (59%), they skipped to question number 10.



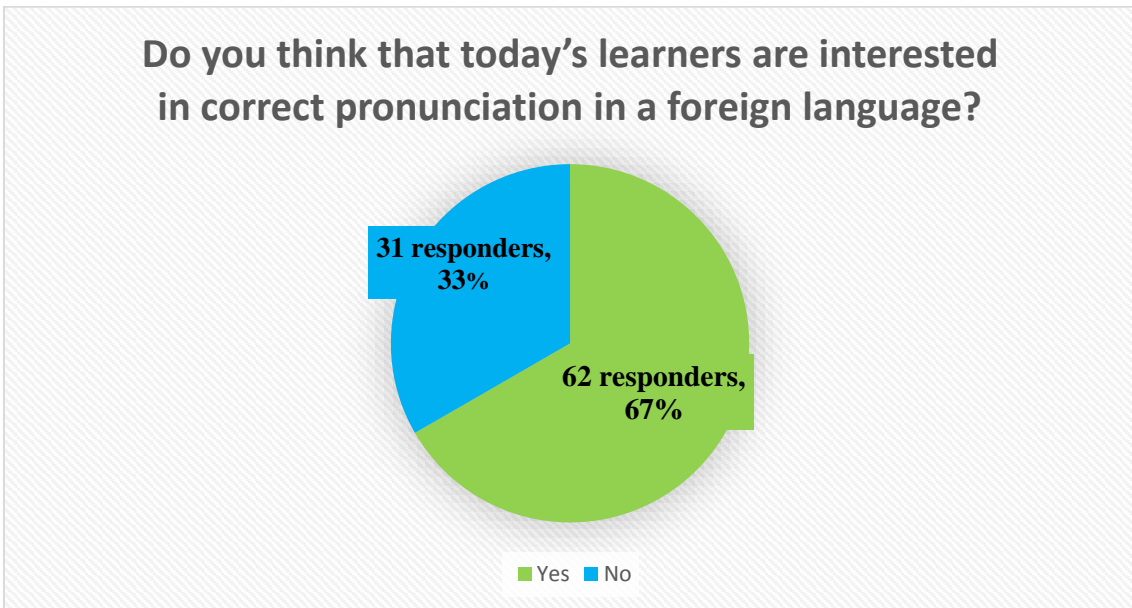
7.9.1 Which ones?

More in detail, what tools do the 38 responders from the previous question use for pronunciation practise. There were given options for this question, however, the teachers could write their own answer in the option "other tools". Most of the 38 responders, 29 (76.3%) use the phonetic alphabet, 22 (57.9%) responders use films and also an Interactive Whiteboard. Only 6 responders (15.8%) chose the option that the learners record themselves and 9 responders (23.7%) use mirrors for pronunciation practice. In the section "others" responders mentioned the following additional tools: games, cards, CD players, candle, paper, especially for the aspirated sound "p", recordings of native speakers and listening exercises.



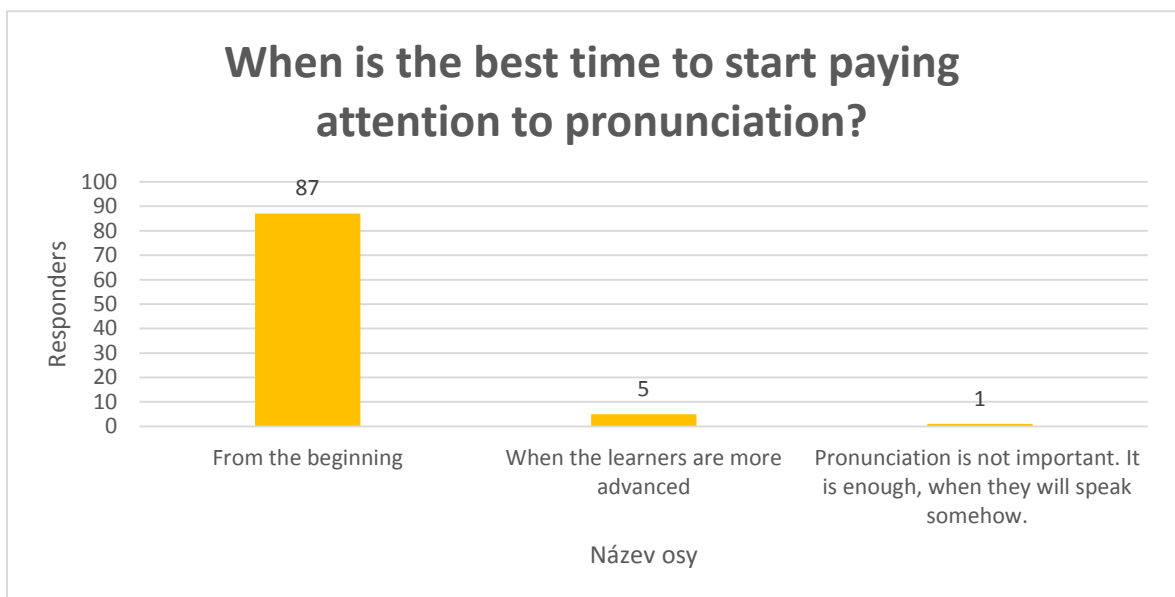
7.10 Learners' interest

In the following question, the teachers had to answer for their learners, if there is a little chance of their interest for accurate pronunciation. The majority 62 of the 93 teachers are convinced that learners are interested in pronunciation. The third of the remaining responders think otherwise.



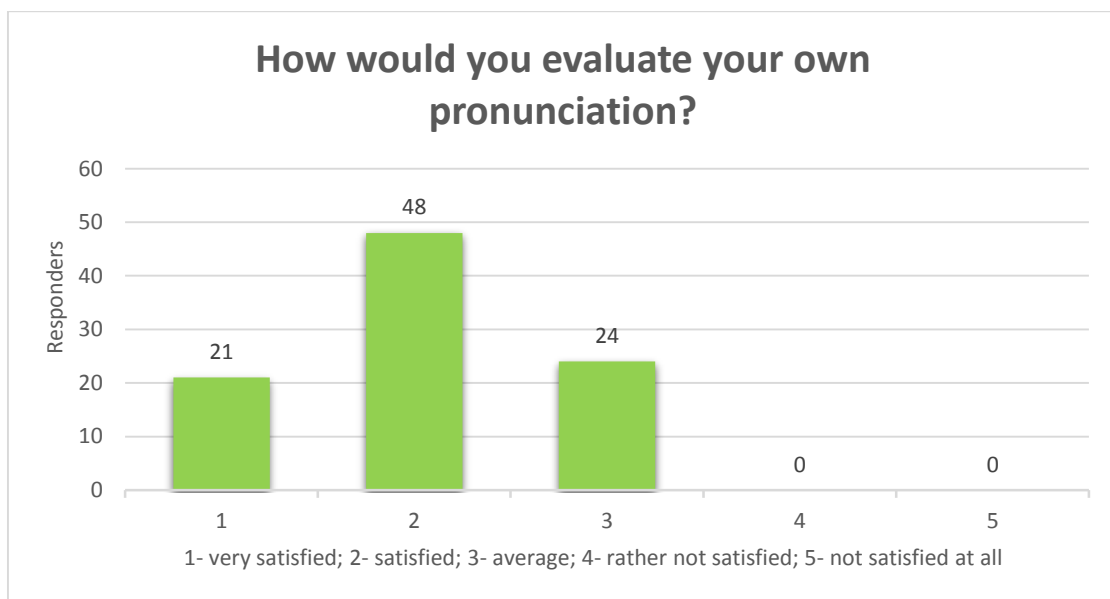
7.11 When is the best time to pay careful attention to pronunciation?

The penultimate question had a high number of responders for the first option. The 87 (93.5%) out of 93 teachers who participated on the questionnaire think that to pay attention to pronunciation is important from the beginning. The 5 out of 6 remaining responders thought that it is valuable only for advanced learners and the other responder was convinced that pronunciation is not important at all. The single responder was an unqualified woman who had her 20 to 30 years of experience.



7.12 Teachers' own evaluation of their pronunciation

Finally the teachers were asked to evaluate their own pronunciation. The evaluation scale was the same as used in Czech schools– 1 for very satisfied, etc. None of the responders chose the last two options. Half of all responders (48 responders, 51.6%) chose rating 2- very satisfied. The remaining two groups were very almost equal, as for the responders concerned, 21 responders (22.6%) for the best evaluation rating and 24 responders (25.8%) for the rating 3.



8 Conclusion

The thesis consists of two main parts. The theoretical part introduces and gives some background information essential for the topic on the aspects of teaching and learning pronunciation. The fundamental document (The Czech Framework Education Programme) defines expected achievements of learners in foreign language pronunciation at certain levels of lower secondary schools. The thesis also dedicates a chapter to the roles of the teacher and learner. The thesis comments briefly on problematic areas for Czech learners. The second part of the thesis is based on research. The results are accompanied by a commentary.

The initial aim of this diploma thesis is to establish if teachers intentionally dedicate some parts of the lesson to pronunciation as well as which methods and tools are used by the teachers. The sources noted in this thesis all make a case for the importance of teaching of pronunciation. The sources all note important aspects of pronunciation crucial for teaching and how to assess the needs of the learners and their progress. Given the importance of teaching pronunciation, the thesis has examined via a questionnaire the attitudes and practices of a sample of Czech teachers to pronunciation. The results of the questionnaire are, predictably, that practices vary. Even though, the Czech Framework Educational Programme for Basic Education gives specific guidance for teaching pronunciation, 23 (25%) out of 93 responders still do not intentionally dedicate any part of the lesson to pronunciation. Out of these 23 responders only 7 (30%) were unqualified for teaching English at lower secondary school. On top of that, 59.1% of 93 teachers from the questionnaire do not use any tools for pronunciation practice. The remaining rest, 41.9%, of the teachers use mainly tools, which are in the classroom and are readily available, when needed.

Therefore certain steps should be taken in order to give our learners better teaching opportunities to learn good pronunciation to enhance their employment prospects and have richer lives. Proper pronunciation not only helps learners with listening comprehension, but also native speakers look at a foreigner more favourably, if the foreigner tries to adjust the way of his or her utterances. If teachers are not confident about teaching pronunciation, they should look for various sources on the internet, or attend seminars that are dedicated to pronunciation. They can use recordings of native speakers and use Czech websites for a better understanding of this issue.

The thesis shows that pronunciation is a subskill, together with grammar, vocabulary and orthography. All subskills should be taught without exception. This is not the case at the moment.

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Appendix A

Questionnaire in English

Questionnaire: Pronunciation in English Language Teaching at Lower Secondary

School

Aim of my questionnaire is to find out, if teachers primarily at lower secondary schools focus intentionally on pronunciation and what methods of practice they use.

1. Gender – Female x Male

2. Age – 20 – 30
 30 – 40
 40 – 50
 50 – 60

3. Are you a qualified teacher for Lower secondary school? Yes x No

4. How long have you been teaching English? 0 - 2 years
 2 - 10 years
 10-20 years
 20-30 years
 More than 30 years

5. Do you rather teach: British pronunciation or American pronunciation?

6. Do you correct your learners when they make a pronunciation mistake?
 Yes x No

7. Do you intentionally dedicate some parts of your lessons to pronunciation?
 Yes x No

- A) If yes, how long do you dedicate to pronunciation?
 5 minutes
 10 minutes
 15 minutes and more
 Sometimes I dedicate to pronunciation even the whole lesson

- At which part of the lesson?
 At the beginning
 In the middle
 If there is some time left, then at the end of the lesson

- To what aspects of pronunciation do you pay attention?
 Vowels
 Consonants

- Word stress
- Weak and strong words
- Linking
- Word stress of compound words
- Sentence stress
- Rhythm
- Intonation
- Other: _____

Which methods do you use for pronunciation practice?

- Whole class practises in a chorus
- Individual practice
- Minimal pairs
- Listening comprehension
- Reading aloud
- Other: _____

B) If not: Why?

- Not enough time, we have to stick to the School Education Programme
- I am not sure, if I am able to explain it right.
- Lack of theoretical knowledge
- The learners will not pronounce it correctly anyway, even though I exaggerate
- The learners will never pronounce like native speakers therefore it does not make sense
- Other: _____

Do you practice the difficult sounds with your learners? Yes x No

8. Does the textbook you use dedicate some of its parts to pronunciation?

- Yes x No

A) To what extent: _____

9. Do you use tools for pronunciation practice? Yes x No

- A) If yes, which ones?
- The learners record themselves
 - Interactive Whiteboard
 - Mirror
 - Phonetic Alphabet
 - Films
 - Other: _____

10. Do you think that today's learners are interested in correct pronunciation of a foreign language?

Yes x No

11. When is the best time to start paying attention to pronunciation?

From the beginning

When the learners are more advanced

Pronunciation is not important. It is enough, when they speak somehow.

12. How would you evaluate your own pronunciation? (1- very satisfied, 2- satisfied, 3- average, 4- rather not satisfied, 5- not satisfied at all)

1

2

3

4

5

Thank you for your time.

Appendix B

Questionnaire in Czech

Dotazník: Výuka výslovnosti na 2. stupni ZŠ

Cílem mého dotazníku je zjistit, zda se učitelé především na 2. stupni ZŠ věnují cíleně výslovnosti a jaké metody případně pro procvičování používají.

1. Pohlaví – Žena x Muž

2. Ve věku – 20 – 30
 30 – 40
 40 – 50
 50 – 60

3. Jste kvalifikovaný učitel pro výuku anglického jazyka 2. stupeň ZŠ? Ano x Ne

4. Jak dlouho vyučujete angličtinu? 0 - 2 roky
 2 - 10 let
 10-20 let
 20-30 let
 Více jak 30 let

5. Vyučujete spíše: britskou výslovnost nebo americkou výslovnost?

6. Opravujete u svých žáků chyby ve výslovnosti? Ano x Ne

7. Věnujete se ve svých hodinách cíleně výslovnosti? Ano x Ne
 - A) Pokud ano: Jak dlouho? – 5 minut
 10 minut
 15 minut a více
 Věnuji výslovnosti někdy i celou hodinu

- Kterou část hodiny věnujete výslovnosti? Začátek,
 V polovině
 Když zbyde čas, tak na konci

- Jakým oblastem výslovnosti se věnujete? Samohlásky
 Souhlásky
 Slovní přízvuk
 Silná a slabá slova
 Spojování (linking)
 Přízvuk u složených slov
 Přízvuk ve větách
 Rytmus
 Intonace
 jiné: _____

- Jaké používáte metody pro procvičování výslovnosti? Celá třída procvičuje v chóru najednou
 Jednotlivé procvičování
 Minimální páry
 Poslech s porozuměním
 Hlasité čtení
 jiné: _____

B) Pokud ne: Proč?

- Málo času, musíme dodržovat ŠVP
 Nejsem si jistý/á, zda bych to vysvětlil správně
 Nedostatečné teoretické znalosti
 Žáci to stejně nevysloví dobře, i když výslovnost přeháním
 Žáci nikdy nebudou mít výslovnost jako rodilí mluvčí, proto to nemá smysl
 jiné: _____

Procvičujete s žáky obtížné hlásky? Ano x Ne

8. Věnuje se učebnice, kterou používáte, výslovnosti? Ano x Ne

V jaké míře: _____

9. Využíváte pomůcky při procvičování výslovnosti? ano x ne

- A) Pokud ano, jaké? Děti se nahrávají
 Interaktivní tabule
 Zrcátko
 Fonetickou abecedu
 Filmy
 jiné: _____

10. Myslíte si, že mají dnešní žáci zájem o správnou výslovnost v cizím jazyce? Ano x Ne

11. Od kdy by se mělo dbát na správnou výslovnost?

- Od začátku
 Až u pokročilejších žáků
 Výslovnost není důležitá, stačí, když budou „nějak“ mluvit

12. Jak byste ohodnotili svojí výslovnost? (1- velmi spokojen, 2- spíše spokojen, 3- průměrně, 4- spíše nespokojen, 5- velmi nespokojen)

- 1
 2
 3
 4
 5

Děkuji Vám za Váš čas.


Appendix C

Baker, Ann. Tree or three?. 2006, p.9, 10


UNIT 4 /θ/ three 9

UNIT 4

/θ/ three










1 A20 Listen to /θ/.
A20 Look at the mouth picture.
A20 Listen to /θ/ and repeat.



You do not need your voice, just air. /θ/ is unvoiced.

2 A21 Listen to the words and repeat:

SOUND 1		SOUND 2	
	/s/	/θ/	
mouse	mouse	mouth	
$2+4=6$	/s/	/θ/	
sum	sum	thumb	
	/s/	/θ/	
sick	sick	thick	
	/s/	/θ/	
sink	sink	think	

3 A22 Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

EXAMPLE: a) Is that a mouse? Is that a mouth?

b) Look at this sum. Look at this thumb.

c) It's sick. It's thick.

d) It's sinking. It's thinking.

4 A23 Listen to the words and repeat:

1st	first	6th	sixth
2nd	second	7th	seventh
3rd	third	8th	eighth
4th	fourth	9th	ninth
5th	fifth	10th	tenth

10 UNIT 4 /0/ three

5 → A2+ Look at the pairs of words. Tick ✓ the words you hear.

- EXAMPLE: a) seven seventh
- b) three third
- c) five fifth
- d) eight eighth
- e) ten tenth

6 → A25 Look at the picture and listen to some sentences.

Write T if the sentence is true. Write F if the sentence is false. Then check your answers.

- EXAMPLE: 1 F
- 2
- 3
- 4
- 5
- 6
- 7



7 Imagine you work for a TV station. You are a sports commentator. Look at the picture of the horses again and say a sentence about each horse.

EXAMPLE:

Sunny is first. Mouse is second ...



Pairwork
You are a bad sports commentator. You speak too quickly and make lots of mistakes! Say sentences about the horses. Your partner corrects you.

Appendix D

Marks, Jonathan. English Pronunciation in Use. 2007, p. 20, 21

6

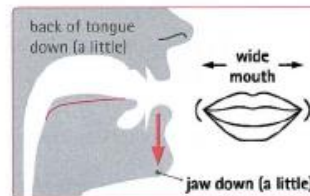
Bread and jam /e/ and /æ/

A

How to make the sound /e/



- /e/ is a short sound. Look at the diagram. Listen and say the sound. Open your mouth quite wide. Target sound: /e/



B

Sound and spelling



- /e/ is usually spelled e, but sometimes ea, ie, a or ai. Listen and repeat.

e check leg letter red sentence
ea bread head read (past tense)
ie friend
a any many
ai again said



- Listen and say these sentences.

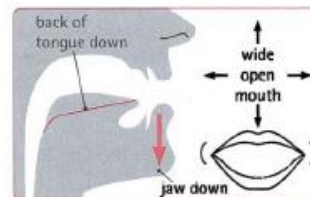
- 1 Tell me again.
- 2 Send me a cheque.
- 3 Correct these sentences.
- 4 Twenty to twelve.
- 5 Help your friend.

C

How to make the sound /æ/



- /æ/ is a short sound. Look at the diagram. Listen and say the sound. Open your mouth wide. Target sound: /æ/



D

Sound and spelling



- /æ/ is usually spelled a. Listen and repeat.

back camera factory hat jam manager map plan traffic



- Listen and say these sentences.

- 1 Thanks for the cash.
- 2 I ran to the bank.
- 3 Where's my black jacket?
- 4 That man works in a jam factory.
- 5 Let me carry your bags.

Exercises

6.1 Write these words.

EXAMPLE /mæp/ MAP

- | | | | |
|----------|-------|-----------|-------|
| 1 /hænd/ | _____ | 5 /men/ | _____ |
| 2 /best/ | _____ | 6 /'meni/ | _____ |
| 3 /eg/ | _____ | 7 /hæv/ | _____ |
| 4 /mæn/ | _____ | 8 /nekst/ | _____ |

A39 Check with the Key. Then listen and repeat.

6.2 Seven of these numbers have /e/. Which are they?

3 7 ✓ 8 10 11 12 13 17 18 20 70 80 100

SEVEN

A40 Check with the Key. Then listen and repeat.

6.3 Match the phrases to make sentences with an /æ/ and an /e/.



- | | |
|--|-------------------------|
| 1 The first plan <u>was the best</u> . | a any milk. |
| 2 He said _____. | b again tomorrow. |
| 3 How many _____. | c in a flat over there. |
| 4 I haven't got _____. | d stamps do you need? |
| 5 I'll be back _____. | e <u>was the best</u> . |
| 6 My friends live _____. | f 'Thank you.' |

A41 Check with the Key. Then listen and repeat.

6.4 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for more practice.

- A42
- | | |
|--------------------------|-------------------|
| 1 <i>men / man</i> | (⇒ sound pair 15) |
| 2 <i>cat / cut</i> | (⇒ sound pair 9) |
| 3 <i>had / hard</i> | (⇒ sound pair 7) |
| 4 <i>pepper / paper</i> | (⇒ sound pair 16) |
| 5 <i>head / heard</i> | (⇒ sound pair 17) |
| 6 <i>set / sit</i> | (⇒ sound pair 3) |
| 7 <i>better / butter</i> | (⇒ sound pair 18) |