TECHNICKÁ UNIVERZITA V LIBERCI
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DOPLŇUJÍCÍ CVIČENÍ K UČEBNICÍM ANGLIČTINY PRO VÝUKU VÝSLOVNOSTI NA ZÁKLADNÍ ŠKOLE

Diplomová práce

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TECHNICAL UNIVERSITY OF LIBEREC
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SUPPLEMENTARY PRONUNCIATION EXERCISES TO PRIMARY AND LOWER-SECONDARY ENGLISH TEXTBOOKS

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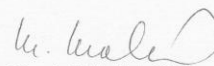Seznam odborné literatury: **viz příloha**

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Anotace

Předmětem této diplomové práce je analyzovat sadu učebnic angličtiny určenou pro základní školy (*Project*, druhé vydání) z hlediska výuky výslovnosti. Na základě této analýzy jsou navržena doplňující cvičení. Důvodem je snaha ulehčit českým mluvčím, kteří se učí anglicky, osvojit si anglickou výslovnost. Tudíž se autor této práce nezaměřuje pouze na možnou "neúplnost" učebnic, ale bere v potaz také další faktory, které mohou hrát roli při osvojování si výslovnosti cílového jazyka. Proto při výběru seznamu doplňujících výslovnostním cvičení a aktivit hrály roli také následující faktory: potenciální potíže, kterým by čeští mluvčí učící se anglické výslovnosti mohli čelit; jejich věk a pokročilost či srovnání anglického a českého jazyka. Cílem práce bylo zjistit bylo zjistit efektivity navržených doplňujících cvičení, čehož bylo dosaženo pomocí výzkumu.

Teoretická část se zabývá obecnou terminologií vztahující se k tématu a cílem je také objasnit tematiku týkající se praktické části výzkumu.

Praktická část je zaměřena na analýzu učebnic a na prezentaci výzkumu. Data získaná na základě tohoto výzkumu jsou v této části práce prezentována a analyzována.

Klíčová slova: výslovnost, fonetika, fonologie, segmentální rovina, suprasegmentální rovina, analýza učebnice, doplňující cvičení

Abstract

The subject matter of the thesis is to analyse a set of primary and lower-secondary English textbooks (*Project*, Second Edition) from the phonetic point of view and design a list of additional exercises. The reason is to help Czech learners of English to acquire English pronunciation as smoothly as possible. To do so, the author focuses not only on the possible "incompleteness" of the textbooks but takes also other factors that could play a role when acquiring target language pronunciation. Therefore, factors like difficulties Czech learners may face when acquiring English pronunciation features, their age and language proficiency or Czech and English comparison played a role when making a list of the additional pronunciation exercises and activities. The aim of the thesis was to prove their effectivity, which was done within the research.

The theoretical part deals with clarification of general terminology and subject matter referring to the practical part.

The practical part is focused on the textbooks analysis and research presentation. The data gained within the research are presented and analysed.

Key words: pronunciation, phonetics, phonology, segmental level, suprasegmental level, textbook analysis, suplementary exercises

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1.   Introduction

Each language is a complex system having its structure, rules and patterns. Thus, when learning a language, one is exposed to a plenty of areas that are to be acquired. Each language, for example, involves different skills and sub-skills, one of which is pronunciation, the topic of the thesis.

The reason why I have chosen this linguistic area for my diploma thesis is that it seems to be the one that is not given such an importance in language teaching, although acquiring pronunciation is so important and may be an uneasy task for a language learner. Obviously, the process of acquiring accurate pronunciation differs with regard to learner's age. In compliance with so called *Critical Period Hypothesis (CPH)* "there is a biologically – or more specifically a neurologically – based period, at the onset of puberty, beyond which complete mastery of a second language is no longer possible" (Bongaerts, Planken und Schils, 1995, p. 31). Thus, Lenneberg's Critical Period Hypothesis favours learning a second language from an early age. In my thesis I have also focused on teaching pronunciation to children visiting primary and lower-secondary schools. An analysis of a set of English textbooks has been the focal point of this study. Specifically, I have chosen the textbooks called *Project* (Second Edition) because these are one of the most frequently used ones within Czech schools.

The aim of the work is to analyze the *Project* textbooks from the phonetic point of view and provide supplementary pronunciation exercises and activities (when needed) and measure their effectiveness by means of a research.

As for thesis arrangement of contents, the thesis is divided into two parts – theoretical and practical. The theoretical part deals with clarification of general

terminology and subject matter referring to the practical part. The practical part is focused on the textbooks analysis, research and data presentation.

2. Theoretical Part

2.1 The Importance of Pronunciation

There are many reasons why pronunciation should not be given less attention in comparison with teaching / learning grammar or vocabulary. One of these is that the way one pronounces words, the way one speaks, is the first thing that one notices when hearing someone speaking a (foreign) language. Since the first impression is often of great importance in our lives and we only have one chance to make a good first impression, we should take the importance of pronunciation into consideration. What is more, when hearing someone speaking, his or her potential poor vocabulary may not be recognised. Similarly, not only one's limited vocabulary but also poor grammar may not be noticed if one speaks for a short period of time. The thing that one does notice, though, are speaker's pronunciation abilities. In addition, the way one speaks, in terms of pronunciation, may affect what people think about speaker's language competences. These are some of the reasons why pronunciation should be considered as significant as vocabulary and grammar and should be given more attention in language teaching.

Vocabulary and grammar are nearly useless unless one is able to pronounce the words or grammatical structures properly. "I've lost my keys." – this sentence makes sense when used within particular context. Grammatical structures are used correctly (present perfect used for talking about past actions with a result in the present). Semantically (relating to meaning of the sentence), this sentence is understandable as well. However; despite mastering grammar

and using suitable vocabulary, one may not be understood unless pronouncing it properly. Imagine a speaker saying /keɪz/ instead of /ki:z/. In that case, it might come to misunderstanding on the basis of the word mispronunciation. Thus, not only grammar and / or lexis, but also pronunciation is shown to be of great importance.

Another reason emphasizing the importance of pronunciaiton is that English spelling often does not correspond with the way words should be pronounced. Although it sometimes does (list is pronounced as /lɪst/), it is not always so. To demonstrate this idea, look at the example below:

learn /lɜ:n/

meal /mi:l/

heart /ha:t/

breakfast /ˈbrekfəst/

pear /peə/

great /greɪt/

ear /ɪə/

As one can see, the combination of letters "e" and "a" is pronounced differently in each of the words. Thus, apart from learning / teaching vocabulary, one should also emphasise the way it is pronouced.

Pronunciation errors may have various degrees of seriousness. Some of them may not be so serious. Sometimes it can be clear from the context that it has come to mispronunciation. Imagine the following situation. Even if the word *leg* in a sentence *I've broken my leg.* was mispronounced as /lek/, for example, the listener should deduce that the word should refer to the lower part of a human body – /leg/. The reasons are as follows. First, there is no such a thing as

/lek/ and second, the context should indicate how the target word should have been pronounced. On the other hand, there are also such pronunciation errors that may lead even to miscommunication. The most serious errors involve, besides other things, minimal pairs. These are pairs of the words that differ in one phoneme as in *think* /θɪŋk/ and *sink* /sɪŋk/. Imagine someone saying /aɪm sɪŋkɪŋ/ instead of /aɪm θɪŋkɪŋ/. Such a situation could result in communication breakdown, as the two words were interchanged. This is another reason to avoid bad pronunciation that may hinder the speaker to convey his message successfully.

All the above mentioned reasons show the importance of pronunciation teaching and prove that this language area should not be neglected within language teaching. To conclude this chapter, Helen Fraser's statement emphasizing the role of pronunciation has been chosen to do so. She claims that "with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas" (2000, p. 7).

2.2 Teaching Pronunciation

It has already been mentioned that when planning a lesson many teachers tend to make lexis or grammar the main concern ignoring the fact that pronunciation work should be planned and done, too. Kelly claims that "teachers should regard features of pronunciation as integral to language analysis and lesson planning […]" because "any analysis of language that disregards or sidelines factors of pronunciation is incomplete" (2000, p. 13). It means that pronunciation is an inseparable part of each language and, especially at schools, learners should learn it as a whole. Teachers should be those who introduce and

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help them learn such language areas that make each language complete. One of these is pronunciation.

The method preferred in pronunciation teaching nowadays is the communicative approach which Celce-Murcia, Brinton and Goodwin (1996, p. 7) describe as the one emphasizing that the main purpose of language teaching, above all, is that learners should be able to communicate. To do so, they should, according to them, acquire what is called *intelligible pronunciation*. It means that when someone is speaking, the way he or she pronounces words and sentences should be comprehensible to the listeners. In this case, pronunciation can be described as a "tool" for successful communication. As setting realistic goals is of great importance within language learning, intelligible pronunciation, not native-like pronunciation, is what should probably be the aim of pronunciation teaching at primary and lower-secondary schools. The recently mentioned authors add that a realistic goal fot such learners is to "surpass the threshold level so that their pronunciation will not detract from their ability to communicate" (Celce-Murcia, Brinton, Goodwin and Griner, 2010, p. 9).

When learning pronunciation there are many factors affecting this process. As this could be, for the sake of its broadness, a single topic for a diploma thesis, only some factors influencing pronunciation learning have been chosen. These will be mentioned in the following lines.

2.2.1 Important Factors

2.2.1.1 Age

As has already been stated (chapter 1. Introduction, p. 12), age of a learner is claimed to play a role in second language learning. A justification for the different control of the phonology of a foreign language could be the existence

of so called *critical period* which, with regard to phonetics, proves that "people beyond the age of puberty do not acquire what has come to be called authentic (native-speaker) pronunciation of the second language" (Brown, 2000, p. 58). Supporters of Brown's theory (such as Leaver, Ehrmann, Shekhtman, 2005, p. 19) believe that children pick up sounds seemingly with much less effort than adults do. Thus, to make use of these facts, teachers should take into consideration that they should deal with pronunciation teaching as soon as possible. Instead, they sometimes claim that pronunciation is to be acquired naturally and do not engage in strategical and planned pronunciation teaching, which is a mistake. To stay objective, the CPH theory is due to the variety of reasons concerning the link between age and language learning / acquisition sometimes considered controversial. However; from the pragmatic point of view and irrespective of the scientific findings, it should be advantageous to learn / teach pronunciation from an early age in order to avoid dealing with potential difficulties later.

2.2.1.2 Exposure to the Target Language

Another factor influencing pronunciation learning is the degree of exposure to the target language that, according to Celce-Murcia, Brinton and Goodwin (2010, p. 18), besides other factors, determines learners' success in language learning. This means that the more often learners come in contact with the language they learn, the better their pronunciation skills should develop. Length of the L2 exposure plays a role. This has been, for example, proved by a research conducted by Trofimovich and Baker (2007, p. 257). This focuses on acquiring of L2 suprasegmentals by Korean children. The results have shown that after about a year of L2 experience the Korean children did not acquire any

of the suprasegemntal features tested. However; after approximately eleven years of exposure to the target language Korean adults (being exposed to L2 from childhood) produced almost all of the suprasegmentals tested with native-like accuracy.

Celce-Murcia, Brinton, and Goodwin (1996, p. 16-17) write in their publication that, according to Postovsky's, Asher's and Krashen's theories, language is acquired primarily from comprehensible input before starting to speak. Thus, when learning a language, one should listen to it first of all and only if this happens, he or she should able to produce sounds, words and sentences afterwards. Also Samantray (2005, p. 1) states that L2 learners must go through a period of listening and perceiving the target language without any pressure before they are required to speak. This period, according to her, "allows the learner to internalize the phonology and the sound system of the target language […]" (Samantray, 2005, p. 1). One should become aware of the fact that this finding is closely related to language teaching methodology. First, one should listen to the target language (this is what is called reception), after that imitation takes place. Subsequently, one should be able to discriminate particular sounds and production comes afterwards. These rules should be strictly observed, especially by the teachers, during the process of pronunciation teaching. Therefore, exposure to the target language is considered crucial factor in *language learning* or *language acquisition*. The difference between these two terms is that learning is a conscious process, whereas acquisition proceeds unconsciously. Therefore, it is beneficial to the learners to surround themselves with native speakers of the target language, listen to the music or watch movies

containing that language, read books, newspaper or other authentic materials, etc. representing the input.

2.2.1.3 Motivation

Generally, people learn better when they want to learn. And if they want to learn, they are *motivated*. Crookes and Schmidt relate this to second language learning claiming that "motivation has been consistently linked with attitudes toward the community of speakers of the target language, with an interest in interacting with such speakers, and with some degree of self-identification with the target language community" (1991, p. 470-471). Thus, it is optimal when language learners keep in touch with whatever concerned to the language they learn. What is more, it is also beneficial when they try to understand not only the language but also culture of that community and the community as such.

We can distinguish between two types on motivation – *integrative* and *instrumental*. According to Crookes and Schmidt, the integratively motivated learners can be characterized through "positive attitudes toward the target language group and the potential for integrating into that group, or at the very least an interest in meeting and interacting with members of the target language group" (1991, p. 471-472). The second group, instrumentally motivated learners, according to these authors (1991, p. 472), study a language for more functional reasons as getting a better job or passing a required examination. After defining the two terms, one may come to the conclusion that integrative motivation may be closely linked to intrinsic one and instrumental motivation may be connected with extrinsic one. The reason is that intrinsic motivation comes from within whereas extrinsic motivation is evoked by the conditions one is surrounded by. Ideally, language learners should be oriented rather integratively because,

generally, it should be always more effective to do something because *we* want it, and not because we are *supposed* to do it in order to reach whatever goals.

All in all, motivation is one of the key factors playing a role in successful learning of a second / foreign language. Oxford, for example, states that motivation "determines the extent of active, personal involvement in foreign or second language learning" (1999, p. 121). Contrarily, she adds, unmotivated language learners "are insufficiently involved and therefore unable to develop their L2 skills" (1999, p. 121).

2.2.1.4 Role of the Native Language

The process of learning / acquiring a second language (L2) may be greatly influenced by the nature of the learner's native language (L1). L1 may affect the use of grammatical structures, vocabulary choice or L2 sound. Thus, when hearing someone speaking a foreign language, it can be sometimes clearly recognized what his / her native language is.

This is due to the *interference* that is a process that "implies rearrangement of patterns that result from the introduction of foreign elements into the more highly structured domains of language, such as the bulk of phonemic system, a large part of the morphology and syntax, and some areas of the vocabulary" (Weinreich, 1979, p. 1). It means that within the language interference, aspects of one language, including pronunciation, may be transferred to another one, which may sometimes be undesirable. Weinreich adds (1979, p. 1) that the greater the difference between the two languages (L1 and L2) is, the greater the learning problem may be. To relate this more directly to the purposes of this thesis, it is important to make clear that the more differences there are between L1 (Czech) and L2 (English), concerning the phonological and phonetic system,

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the more prone the learners are to face difficulties in such areas where English and Czech are different. These differences may relate not only to language production (speaking abilities) but also to language perceprion (listening abilities).

In other words, phonological interference occurs because of L2 being filtered through the native language. This idea shapes a main principle of so called *Contrastive Analysis Hypothesis* (abbreviated CAH), which firstly appeared in 1970 as a title of a linguistic article written by Ronald Wardhaugh, who defined CAH as "the claim that the best language teaching materials are based on a contrast of the two competing linguistic systems" (cited in Robinson, 2013, p. 129). Of course it is beneficial to compare two languages before teaching. The reason is that when doing so, teachers find out where the differences between L1 and L2 are. These, logically, may cause difficulties to learners to learn. Thus, teachers should devote these areas more time and attention.

The influence of L1 on L2 can be either positive as well as negative. Celce-Murcia, Brinton and Goodwin (2010, p. 22) claim that L1 can facilitate language learning / acquisition in those areas where the target language is similar (this is called transfer) and interfere in those areas where the target language is different. Thus, interference occurs when a Czech speaker says /sʌm/ instead of /θʌm/. This pronunciation error occurrs on the basis of the Czech and English consonant system difference. In Czech, there is no /θ/, therefore it may be difficult for Czech speakers to pronounce. What they may do is to interchange /θ/ with another consonant existing in their language – for example /s/. Transfer, on the other hand, occurs when Czech speakers pronounce such

sounds or phonemes (or use suprasegmental features such as intonation) correctly and accurately that are the same in Czech as well as in English.

Thus, the more differences there are between the native and target language, the more apt the language learner is to struggle with difficulties based on L1 and L2 dissimilarities.

2.2.2 Differences between Czech and English as a Source of Difficulties for Czech Learners

The previous chapter demonstrates the importance of L1 when learning / acquiring L2. Primarily, the differences between the native and foreign language are of great importance because, as mentioned above, they may very likely be a source of difficulties for a learner. As this paper deals with teaching English to Czech learners, Czech and English language system will be described so that it comes out where the differences are and what problems Czech speakers may face when learning English. The differences between Czech and English do not involve only individual sounds (segmental level) but also suprasegmental features such as intonation.

2.2.2.1 Segmental Level

In English, as well as in Czech, we distinguish between vowels and consonants that are considered segmental sounds of speech, as opposed to suprasegmental sounds (these will be introduced in chapter 2.2.2.2 Suprasegmental Level).

2.2.2.1.1 Vowels

2.2.2.1.1.1 General Characteristics

According to Roach (2009, p. 10), vowels are considered "sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips".

These sounds are produced by resonances in larynx and pharynx, so it can be said, in Kelly's words, that they are produced by shaping voiced airstream "using tongue and lips to modify the overal shape of mouth" (Kelly, 2000, p. 29). Kelly (2000, p. 29) supports his definition by claiming that when pronouncing vowel sounds such as /ʌ/, /æ/, /ɪ/, /ɒ/ or /ə/, one should recognize the changing position of the tongue that in fact does not obstruct the airflow. In contrast to consonants, there is no friction when producing vowels.

Although, as Burleigh and Skandera (2011, p. 31) claim, in most languages there are more consonants than vowels, vowels may be considered predominant. The reasons are as follows. Vowels "carry most of the loudness, pitch, and tone of voice that we perceive in concrete utterances, and since their sound quality varies considerably from region to region, vowels make up most of the characteristics that distinguish different accents of the same language" (Burleigh and Skandera, 2011, p. 31).

As for vowels categorisation, it has become traditional to represent vowels by means of the four-sided diagram known as *Cardinal Vowel quadrilateral* (see Figure 1) that, as Roach (1991, p. 13) declares, is recommended by The International Association to do so.
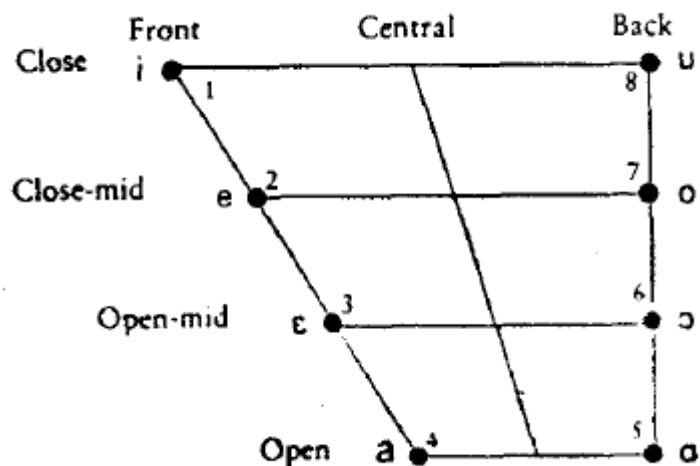
Figure 1 Representation of Vowels (Roach, 1991, p. 13)

As one can see, we distinguish between *close* and *open* vowels and also the mid-positions (close-mid / open-mid or in other terms half-close / half-open) according to "the distance between the tongue and the roof of the mouth" (Kelly, 2000, p. 5) within the process of their produciton. Kelly defines also *front*, *central* and *back* vowels claiming that these vowels "refer to the part of the tongue" (Kelly, 2000, p. 5) – specifically, whether the tongue is "pushed forward or pulled back" (Vowel Quality. Encyclopedia.com [online]). Thus, when one pronounces the vowel /i:/ he or she should realise that the tongue is placed close to the roof of the mouth (close vowel) and the tongue is pushed forward (front vowel).

Sounds consisting of a movement or glide – "a movement of the lips, tongue and jaw" (Kelly, 2000, p. 34) – from one vowel to another are called diphthongs (e.g. /eə/ or /aɪ/). The word diphthong has its origins in Greek, where *di* means two and *phthong* stands for a tone. Each diphthong is consisted of two vowels and their position plays a role. In English the first part of each diphthong,

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as Roach (1991, p. 20) states, is stronger and longer. Skaličková (1982, p. 98) states that duration of the first and the second element of an English diphthong is 2/3 : 1/3. Thus, the first part is twice as long as the second part. Kelly (2000, p. 34) adds it is also louder than the second part but it is not so in all languages. In Czech, for example, as Skaličková claims, "je artikulace obou složek [diftongu] plně dodržována a auditivní efekt se prakticky neliší od jejich samostatných realizací v jiných pozicích" (1982, p. 98) – the articulation of the vowel is always the same, no matter what the vowel position is. The articulation stays the same whether vowels occur individually or in a diphthong. She adds (1979, p. 98) that duration of the first and the second element of Czech diphthongs is 1/2 : 1/2; thus, both diphthong components are of the same length.

Unlike Czech, English also contains so called triphthongs (e.g. /aɪə/ or /aʊə/) that are combinations of three vowel sounds. Therefore, they are considered the most complex sounds of English. Similarly to diphthongs, each triphthong is a "glide from one vowel to another and then to a third, all produced rapidly and without interruption" (Roach, 2009, p. 18). Although diphthongs and triphthongs are sound combinations, Kelly (2000, p. 34) claims that they are considered one sound.

The concrete division of Czech and English vowel system (not including diphthongs or triphthongs) is represented through the following diagrams:
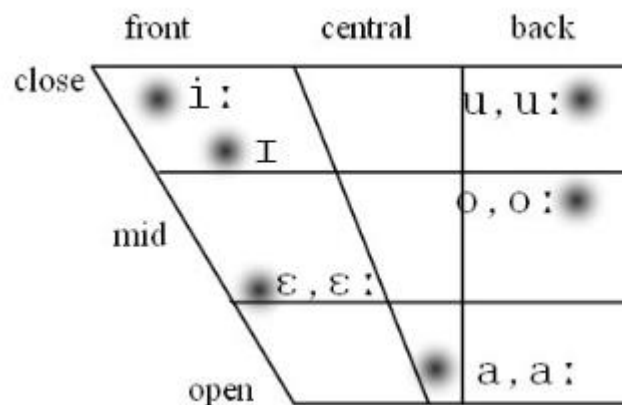
Figure 2 Czech Vowel System (Český vokalický systém. FruFru's PhonoWeb [online])
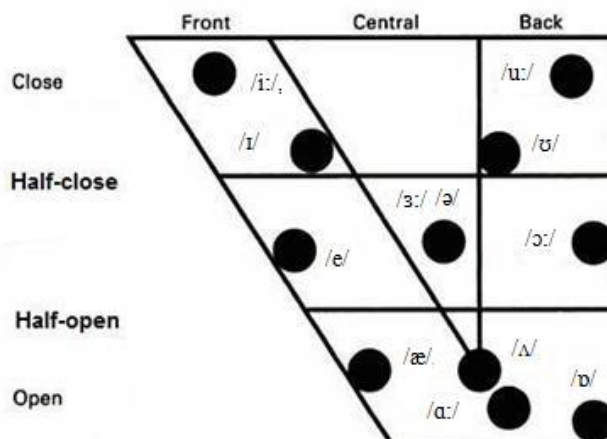
Figure 3 English Vowel System (Ashby, 2005, p. 28)

2.2.2.1.1.2 Czech Vowel System

The Czech vocalic system consists of ten vowels and three diphthongs. The five short vowel sounds are /a/, /e/, /i/, /o/, /u/, the long ones are /a:/, /e:/, /i:/, /o:/, /u:/. According to Skaličková (1982, p. 65), these are approximately twice as long as the short ones. The three diphthongs are /ou/, /au/ and /eu/ (Czech transcription has been used).

2.2.2.1.1.3 English Vowel System

The English vowel system lists seven short vowels (/æ/, /ʌ/, /e/, /ɪ/, /ɒ/, /ʊ/, /ə/), five long vowels (/ɑː/, /ɔː/, /iː/, /uː/, /ɜː/), eight diphthongs (/eə/, /ɪə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/) and also triphthongs (/eɪə/, /aɪə/, /ɔɪə/, /aʊə/, /əʊə/) that do not occur in Czech at all.

2.2.2.1.1.4 Czech and English Vowel System Comparison

Comparing the two vowel systems, the English one is much more complex than the Czech one. Therefore, in English there are such vowel sounds that Czech language does not contain. Specifically, these are /æ/, /ə/ (short vowels), /ɜː/ (long vowel), /eə/, /ɪə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/ (diphthongs) as well as all the triphthongs (/eɪə/, /aɪə/, /ɔɪə/, /aʊə/, /əʊə/). As stated before, sounds that do occur in L2 but do not exist in L1 may be difficult to pronounce for learners. This may be true about the above mentioned vowels, as well.

When looking at the sounds that exist in English but do not in Czech, we may conclude that some of them, in fact, do cause difficulties to Czech speakers. On the other hand, there are also such vowel sounds among them that should be easy to produce – like the following ones: /eɪ/, /aɪ/, /ɔɪ/. Although these diphthongs do not occur in Czech, they should not be difficult to articulate. The reason is as follows. Even though they are not considered diphthongs in Czech, unlike English, the individual sounds do occur in that language. Therefore, Czech speakers should be able to produce them without any problem.

2.2.2.1.2 Consonants

2.2.2.1.2.1 General Characteristics

As opposed to vowels, when producing consonant sounds, there is always an obstruction to the air flow as it passes from the larynx to the lips (Roach,

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2009, p. 10). The obstruction, that interrupts or causes limitations to the flow of air, is represented by various positions of tongue, teeth or lips.

Consonants can be classified according to voicing, manner and place of articulation. All consonants can be either voiced or voiceless according to whether during their production one's vocal cords – described by Denham and Loebeck as "two muscular bands of tissue that stretch from front to back in the larynx" (2009, p. 7) – vibrate or not. When they do, this process is called *voicing* and the consonants accompanied by voicing are voiced. If they are not accompanied by voicing, they are voiceless.

The *manner of articulation* refers to the way speech sounds are pronounced, "especially with respect to the airflow" (Denham and Lobeck, 2012, p. 78). Thus, we distinguish between plosives, fricatives, affricates, nasals, approximants and laterals. Celce-Murcia, Brinton, and Goodwin describe these kinds of consonants (1996, p. 46) as follows. When pronouncing plosives, the airstream is blocked or stopped before sound release. Fricatives are described as being produced by forcing the air "through a narrow passageway in the mouth or throat creating continuous friction" (1996, p. 46). Affricates begin as plosives and end as fricatives. Nasals can be characterised, according to these authors, by the air escaping through the nose. Approximants, are pronounced with rather no obstruction hindering the airstream to go out of the mouth so that no friction can be heard. Finally, when pronouncing laterals, according to Westermann and Ward (2013, p. 68), the air passage in the middle of the mouth is stopped and the air is allowed to escape along one or both sides of the tongue.

The last criterion is the *place of articulation* that refers to the place where "stricture, constriction or obstruction is created" and what articulators are

involved (Odisho, 2005, p. 36). As for this point of view, we distinguish between bilabial, labiodental, dental, alveolar, palato-alveolar, palatal, velar and glottal consonants. To define these, Brinton's (2000, p. 23-24) publication has been used as a source. Bilabial consonants are made by using the two lips. To produce labiodentals "the lower lip is brought up against the upper front teeth while the tongue is in the position" (Brinton, 2000, p. 23). Dentals are produced by the tip of the tongue touching the back of the upper teeth. Alveolar consonants are produced by the tip of the tongue on or near the alveolar ridge. Palato-alveolar consonants are produced by raising the tip of the tongue to an area located between the palate and the alveolar ridge. To produce palatal consonants, the front of the tongue must be brought up against the hard palate. Velar consonants are produced by the back of the tongue approaching the velum. When pronouncing a glottal, the last group of consonatns, the vocal cords make a brief closure – they function as articulators. To imagine how each group of consonant is produced and which articulators and body parts are included, an illustration has been included below.
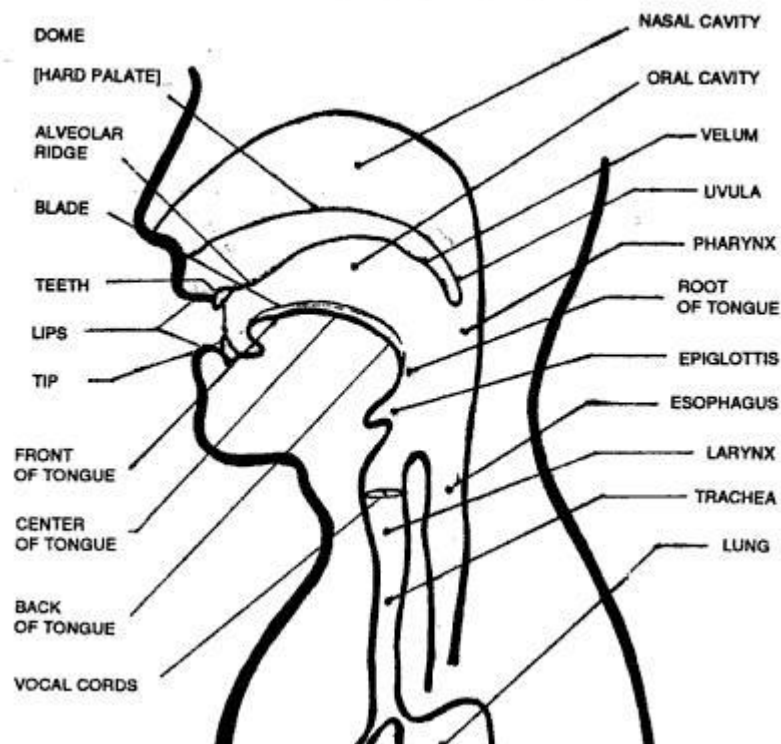
Figure 4 Speech Organs (Concepcion, De La Cruz and Enriquez, 1994, p. 18)

2.2.2.1.2.2 Czech Consonant System

The concerete Czech consonants categorisation can be seen below.

→ *Místo* / ↓ *Způsob*	Labi-ální	Labio-dentál-ní	Alveolární, postalveo-lární	Pala-tální	Velární	Glot-tální
Okluzívy	p b		t d	ť ď	k g	(ʔ)
Semi-okluzívy			c (dz) č dž			
Konstriktivy		f v	s z š ž	j	x (γ)	h
Semi-konstriktivy (nazály)	m		n	ň	(ŋ)	
l-ové a r-ové hlásky			l r (ř̯) ř			

Figure 5 Table of Czech Consonants (Skaličková, 1982, p. 108)

2.2.2.1.2.3 English Consonant System

Similarly, the concrete English consonants categorisation can be seen below.

Table 2. *Chart of English consonant phonemes*

		Place of articulation						
		Bilabial	Labiodental	Dental	Alveolar	Palato-alveolar (Post-alveolar)	Palatal	Velar	Glottal
Plosive		p b			t d			k g	
Fricative			f v	θ ð	s z	ʃ ʒ			h
Affricate						tʃ dʒ			
Nasal		m			n			ŋ	
Lateral					l				
Approximant		w				r	j		

Figure 6 Table of English Consonants (Roach, 1991, p. 62)

2.2.2.1.2.4 Czech and English Consonant System Comparison

When comparing the two consonant systems (the Czech and the English one), we come to the conlusion that each of the two languages is comprised of consonants that do appear in one language but do not in the other. Namely, these are:

ď /ɟ/, ch /x/, ň /ɲ/, ř /ṛ/, ť /c/ – These are consonants that do exist in Czech but do not in English.

/w/, /θ/ and /ð/ are consonant sounds that do exist in English but do not in Czech. Although the consonant "w" does occur in Czech, it is pronounced as /v/. Thus, both "v" (as in vlk, voda or vláda) and "w" (as in WC, western or whisky) are pronounced in the same manner – as /v/. However; in English, where both consonants do occur, too, the pronunciation of these is different. Consonant "v" is pronounced as /v/, which is a labiodental, and "w", which is a bilabial, is

pronounced as /w/. In conlusion, the fact that Czech contains both consonants "w" and "v", as well as English where, unlike Czech, these two are pronounced differently, may be the reason why Czech speakers may mispronounce "w" as /v/. The consonants that do not appear in Czech at all are /θ/ (as in think, thick or theatre) and /ð/ (as in weather, father or breathe). These may be uneasy to pronounce for Czech speakers.

There is also another thing, when comparing the Czech and English consonant system and focusing on pronunciation, that Czech learners of English should take into consideration. This is pronunciation of "-s" ending that appears at the end of regular plural nouns, verbs in third person and as a part of the possessive case; and "-ed" ending that appears in past tense, sometimes in adjectives as well as in some past participles. Thus, this issue should be rather relevant to Czech speakers learning English because due to the Czech and English differences in this area, they might be prone to face difficulties (as for their pronunciation). Before comparing Czech and English in this area, it is necessary to state that there are voiced and voiceless consonants, as has already been mentioned. Concretely, the English voiced consonants are (/b/, /d/, /g/, /v/, /ð/, /ʒ/, /dʒ/, /w/, /m/, /n/, /ŋ/, /r/, /l/, /j/) and the voiceless ones are (/p/, /k/, /s/, /h/, /f/, /θ/, /s/, /ʃ/, /tʃ/). In addition, in Czech, as well as in English, there are such voiced consonants that have their voiceless counterparts. The English ones are: /b/ and /p/, /d/ and /t/, /g/ and /k/, /v/ and /f/, /ð/ and /θ/, /z/ and /s/, /ʒ/ and /ʃ/ and finally /dʒ/ and /tʃ/. This is important to know due to the fact that in English the final consonants "-s" and "-ed" are sometimes pronounced as /s/ and /d/, as it is written (e.g. in stops /stɒps/ or begged /begd/) but sometimes as their

counterparts /z/ and /t/, although in the written form there is /s/ and /d/ (as in cumstoms /kʌstəm<u>z</u>/ or touched /tʌtʃ<u>t</u>/. This is because in English, it is important which sounds precede the "-s" or "-ed" ending. The rules are as follows. If the ending "-s" is preceded by the voiceless consonants /p/, /t/, /k/, /h/, /f/, /θ/, it is pronounced as /s/ (as in pets /pet<u>s</u>/). However; if it is preceded by the voiced consonants /b/, /d/, /g/, /v/, /ð/, /w/, /m/, /n/, /ŋ/, /r/, /l/, /j/ or by vowel sounds, it is pronounced as /z/ (as in things /θɪŋ<u>z</u>/). Finally, when the ending "-s" is preceded by /s/, /z/, /ʃ/, /ʒ/, /tʃ/ or /dʒ/ it is pronounced as /ɪz/ (as in beaches /biːtʃ<u>ɪz</u>/). As for the "-ed" ending, if it is preceded by the voiceless consonants /p/, /k/, /s/, /h/, /f/, /θ/, /s/, /ʃ/, /tʃ/ it is pronounced as /t/ (as in asked /ɑːsk<u>t</u>/). When it is preceded by the voiced consonants /b/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /w/, /m/, /n/, /ŋ/, /r/, /l/, /j/ or by any vowel sounds it must be pronounced as /d/ (as in judged / dʒʌdʒ<u>d</u>/). However; if the "-ed" ending follows the consonants /t/ or /d/, it is pronounced as /ɪd/ (as in started /stɑːt<u>ɪd</u>/). Thus, the sound preceding the mentioned endings is of great importance and influences the way they are pronounced. In Czech; however, all final consonants, both voiced and voiceless, which means that "s" and "d" as well, are always pronounced as voiceless (as in les /les/ or lez /les/, led /let/ or let /let/) and the sounds preceding them do not play a role.

2.2.2.2 Suprasegmental Level

2.2.2.2.1 General Characteristics

Next to the segmental phonological features – phonemes, segments – there are also suprasegmental phonological features that together form an acoustic side of the sounds of a language. Namely, these are for example stress,

intonation, rhythm or aspects of connected speech. These features can be described as "features of speech which generally apply to groups of segments" (Kelly, 2000, p. 3) in comparison with segmental phonological level that deals with individual sound segments. In other words, according to Krug, and Schlüter (2013, p. 244) suprasegmental phonological level comprises phonological units larger than individual speech sounds.

Since suprasegmental features go beyond individual phonemes (*supra* means *over* or *above*), they may be considered by language learners as something additional, extra and above the basic level of a language. Ottheimer (2012, p. 62) describes suprasegmental features of a language as *additional modifications* that every language makes use of. Certain aspects of suprasegmental level may sometimes be considered "not so important" for language learners to acquire. One of these may, for example, be word juncture (so called *linking*, an aspect of connected speech, that refers to a transition or link between sounds or words) that may rather indicate language proficiency or a good sense of musicality than cause cases of misunderstaning. To demonstrate this – one should be understood when saying "I_understand_that_you_want_to_buy_two_apples" instead of "I_/j/_understand_that_you_want_to_buy_two_/w/_apples." even though linking does not occur. Here, the omission of linking may not be considered crucial because even if it is not used, it should not come to incomprehension. However; Paltridge and Starfield claim that other suprasegmental features, as for example intonation and stress, "can lead to greater problems in communication than mispronunciation at the segmental level" (2012, p. 273). They emphasise the importance of stress and intonation (suprasegmental features) when they claim

that "too many unstressed syllables combined with regular reductions in rapid speech can reduce a sentence to something incomprehensible" (2012, p. 273). What is more, misplaced word stress can lead to confusion – compare /ˈrekɔːd/ (a noun) and /reˈkɔːd/ (a verb) or /ˈprezənt/ (a noun) and /preˈzənt/ (a verb). It is obvious from the previous example that the position of a word stress may be an important distinctive feature. Thus, ignoring suprasegmental aspects may sometimes be misleading.

It is important to mention that language learners may consider it difficult to acquire suprasegmental features without presence of a native model. Zhang claims that "the adoption of a native model was proven to be an effective means in helping students to become aware the importance of suprasegmental features to enhance intelligibility comunicability" (2004, p. 253). Thus, it may be even more difficult for leanguage learners to acquire suprasegmental pronunciation features without having a native model. In that case, it might be beneficial to make use of other possibilities to get in touch with English spoken by native speakers – as, for example, listening to CDs, watching documents, etc. The more difficult it may be not only for learners to acquire the target language without the native model but especially for nonnative teachers to teach it. A possible solution, according to Fraser (2000, p. 2), may be to take courses in pronunciation and especially have access to high-quality materials. These could be for example journals or pronunciation books, manuals or guides.

Celce-Murcia, Brinton and Goodwin (2010, p. 11) indicate that in ESL both segmental as well as suprasegmental level should be treated equally. The reason, according to these authors, is that "both an inability to distinguish suprasegmental features (such as intonation differences between yes / no and

alternative questions) and an inability to distinguish sounds that carry a high functional load (such as /ɪ/ in *list* and /i:/ in *least*) can have a negative impact on the oral communication – and the listening comprehension abilities – of nonnative speakers of English" (2010, p. 11). Imagine someone saying the following yes / no question. "They weren't at the party, were they?". Intonation used plays a role. When rising, it indicates that the speaker is uncertain about what has been said or a feels surprised. However; if intonation goes down, it shows speaker's expectation of agreement. Therefore, it is true that the ability to distinguish suprasegmental features may be crucial. The ability to distinguish between particular segmental features is important as well, as it is important to distinguish between /v/ and /w/ in the following sentences: "That's a beautiful veil." /veɪl/ and "That's a beautiful whale." /weɪl/. To draw a conclusion, teaching segmental and suprasegmental features of pronunciation is considered being important for learners' comprehension and comprehensibility.

2.2.2.2.2 Suprasegmental Features Choice

There is a range of suprasegmental phonetic features comprising for example word and sentence stress, aspects of connected speech (such as linking, rhythm or elision), weak forms and others. This thesis; however, deals only with one single suprasegmental feature – intonation. The choice of this feature is based on the analysis of the textbooks and at the same time students' L2 level was taken into consideration. It has been considered that although features like linking or elision do not occur in the analysed set of textbooks, such features are too advanced for the target group to be occupied with, whereas intonation seems to be important to teach. Generally, Czech pupils often do not follow the English

intonation patterns. Therefore, this feature was considered suitable to deal with during the research.

2.2.2.2.3 Intonation

2.2.2.2.3.1 General Characteristics

Kelly (2000, p. 86) defines intonation as "the way voice goes up and down in pitch" during one's discourse. He claims (2000, p. 86) that it is an important way to express one's thoughts or attitudes. When teaching intonation in a language classroom, Kelly recommends to focus on practice rather than theory. By practising intonation, learners should realise how intonation determines meaning, attitude and shows one's opinion (Kelly, 2000, p. 86). Each language has particular intonation patterns that should be followed. Therefore, the situation may occur that L2 learners will "transfer the intonation habits of the L1 to the L2" (Kelly, 2000, p. 12), which is incorrect if the patterns are different. This may possibly result in misunderstanding, which is undesirable.

2.2.2.2.3.2 English Intonation

Wells (2006, p. 15) generalises that intonation is falling for statements, Wh- questions, exclamations and commands and rising for Yes / No questions. Moreover, he describes the types of intonation more precisely (distinguishing between high fall, low fall, rise-fall, high rise, low rise, mid level and fall-rise) but for purposes of this thesis, it is sufficient to distinguish between the two main types – rising (↗) and falling (↘). What is more, Wells, a professor of phonetics, describes which kind of intonation belongs to which sentence types in detail. However, for the purposes of this paper, again, it is enough to distinguish between the following: intonation in questions with "or", intonation in a list,

intonation in up or down tags, intonation in Wh- questions and finally intonation in Yes / No questions. These sentence types follow the following rules.

Intonation usually goes down at the end in questions with "or". Thus, when giving someone a question "Would you like potatoes or rice?", intonation should be falling at the end of a sentence. There are some examples: "Would you like potatoes ⬈ or rice ⬊?", "Are his eyes blue ⬈ or green ⬊?", "Are they eating in ⬈ or out ⬊ this evening?".

When talking about items in a list, English native speakers use a partial rise in their intonation in order to indicate the listener that they are not done giving a list or series of things in their speech (Intonation: Making Lists in English. elementalenglish [online]). In other words, intonation goes "up on the last strongly stressed word in each phrase, and down at the end" (Baker, 2006, p. 22). Here is an example sentence: "Yesterday I bought a skirt ⬈, a coat ⬈, a cap ⬈ and some T-shirts ⬊."

Another category is intonation in up or down tags. In fact, question tags are short questions that a speaker puts at the end of a sentence, particularly in spoken English (Question tags. British Council [online]). Intonation of these questions can be either rising or falling – if it is rising, the speaker shows a feeling of surprise ("You don't remember my name, do you ⬈?") or insecurity ("Paul was at work on Friday, wasn't he ⬈?") Usually, there is often a slight pause before an up tag. When the intonation in a question tag goes down it indicates that the speaker expects agreement ("They weren't speaking English, were they ⬊?"). Since intonation tags can signal the speaker's surprise, uncertainty or certainty toward his / her statement, it can be said that intonation in question tags has to do with pragmatics.

Intonation in questions beginning with a Wh- word is usually falling, as for example in "What time is it ⬇?".

In comparison with Wh- questions, intonation in Yes / No questions goes up at the end. Therefore, there is usually a rising intonation. There are some example sentences: "Were your new shoes expensive ⬆?", "Are you ready to go ⬆?" or "Are you angry ⬆?".

2.2.2.2.3.3 Czech and English Intonation Patterns Comparison

When briefly comparing the Czech and English intonation patterns, we come to the following conclusion. Since intonation in statements is generally falling in Czech as well as in English, Czech learners should not have problems in this area. As Skaličková (1982, p. 52 and 54) claims, English and Czech follow the same intonation patterns also in exclamatory sentences and commands ("What a handsome boy you are ⬇!" – "Ty jsi ale hezký kluk ⬇!", "Close the window ⬇!" – Zavři to okno ⬇!") where the intonation is falling. According to her, Wh- questions have falling intonation in both languages, too ("How old are you ⬇?" – "Kolik ti je let ⬇?"). She claims that in Yes / No questions there is a rising intonation both Czech and English ("Do you like sweets ⬆?" – "Máš rád sladkosti ⬆?).

Although English and Czech have a lot in common regarding intonation patterns, Czech speakers may seem not to follow the rules as required. Thus, intonation has been chosen as the suprasegmental feature that will be dealt with within the research.

2.2.3 Integrating Pronunciation into English Lessons

When teaching pronunciation, teachers should take both the students' needs as well as curriculum into consideration. Celce-Murcia, Brinton, and Goodwin (2010, p. 281) claim that since "pronunciation is not always explicitly included even in a speaking course, teachers need to find ways to integrate pronunciation into existing curriculum and textbook materials", which may not always be such an easy task. Many teachers, for example, often reason that they do not have enough time to devote pronunciation teaching. In such cases, Celce-Murcia's, Brinton's, and Goodwin's (2010, p. 282) suggestion to integrate pronunciation with practising skills such as speaking or listening might be a suitable and effective solution.

Not only the already mentioned authors describe recommendations for pronunciation teaching within the context of the communicative method of teaching that is, according to Gilakjani (2011, p. 10), employed in most ESL / EFL classrooms. In this respect, every syllabus should be designed to "teach pronunciation as an integral part of oral communication" (Gilakjani, 2012, p. 119). This may be an effective way to teach pronunciation because pronunciation is an inseparable aspect of each language that always occurs within spoken discourse.

Morley is one of the those who favours teaching pronunciation in a communicative context claiming that "a broadly constructed communicative-cognitive approach is more effective than a narrowly constructed articulatory phonetics approach" (Morley, 1998, p. 22). Afterwards, he specifies how to incorporate communicative pronunciation teaching into language teaching. He states that "the first step is to establish long-range oral communication goals of the language functions", the purposes for which we use it (e.g. expressing wish

or asking for a permission), "that learners will need in their English-speaking interactions; and to analyse both the spoken discourse (actual speech patterns) that learners need to accomplish and the language situations" in which particular pronunciation needs may occur (Morley, 1998, p. 22). The next stept, according to Morley, is to design a syllabus containing both communicative task and pronunciation activity. What is more, he emphasises the importance of setting realistic goals. The reason might be that too unrealistic goals could discourage the learner form further learning. In addition, the fact that one would not reach the (unrealistic) goals might negatively influence his / her self-confidence, which is undesirable. Morley states that setting realistic goals should lead to achieving so called *functional intelligibility* and *functional communicability*. He states that the functionally intelligible language is "easy to understand and not distracting to listeners, even though it is accented" (Morley, 1998, p. 22) while functional communicability refers to the fact that language should "effectively serve the learner's individual communicative needs" (Morley, 1998, p. 22).

Celce-Murcia, Brinton, and Goodwin describe the knowledge teachers must have, according to them, "to efficiently address pronunciation in the language curriculum" (2010, p. 43-44). The following diagram shows it.
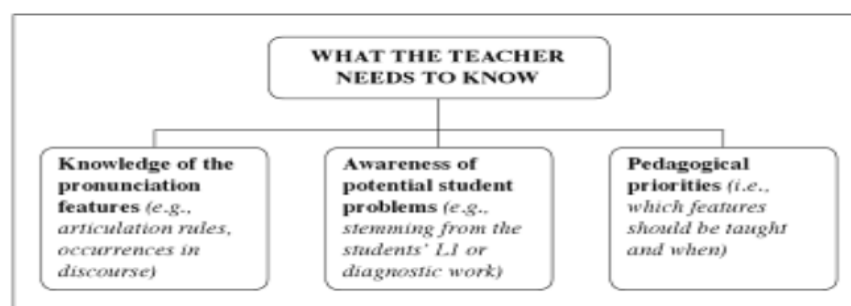
Figure 7 Required Knowledge Base for Teaching Pronunciation (Celce-Murcia, Brinton, and Goodwin, 2010, p. 44)

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2.3 Methodology of the Work and Pronunciation Teaching Methods

2.3.1 Methodology of the Work

Methodology of this paper includes an analysis of a set of primary and lower-secondary English textbooks (*Project*, Second Edition) from the phonetic point of view. On the basis of that analysis, potential supplementary pronunciation exercises will be provided, if needed. In that case, the author of the thesis will prove the effectivity of these exercises and activities by using them during the research conducted at primary and lower-secondary school. Finally, a conclusion will be drawn. For the purposes of this paper, a study of appropriate literature will be required.

2.3.2 Pronunciation Teaching Methods

When teaching pronunciation within the communicative approach that is, as has already been mentioned, employed in most ESL / EFL classrooms, teachers, Celce-Murcia, Brinton and Goodwin (1996, p. 8-10) suggest the following methods to do so – listening and imitation, phonetic training, minimal pair drills, contextualised minimal pairs, visual aids, tongue twisters, reading aloud / recitation or recordings of learners' production. The fact that pronunciation practice activities put the emphasis primarily on accurate pronunciation at the word level, which means giving priority to the segmental level, is, according to the recently mentioned authors, the reason why in the mid- to late 1970s the representers of communicative approach to language teaching refused most of the mentioned techniques and materials for pronunciation teaching, considering them as "being incompatible with teaching language as communication" (Celce-Murcia, Brinton and Goodwin, 1996, p. 10). Therefore,

they began to include also suprasegmental features (such as intonation, stress or rhythm) in pronunciation teaching. Nowadays, segmental and suprasegmental level is given rather the same attention.

When teaching pronunciation, teachers should be aware of so called *phonological processing skills*. These refer to different stages that take place when learning pronunciation. Their sequence is of great importance and should be taken into consideration in order to teach or learn pronunciation effectively. Kersner and Wright (2012, p. 101) describe and order the phonological processing skills as follows. First of all, the two authors name *speech perception* or *input processing skills*. These refer to the fact that learners must be given comprehensible input before they start speaking in a target language. Thus, first, they learn by hearing and understanding a message before language production. According to Kersner and Wright (2012, p. 101), the speech perception includes hearing, auditory discrimination and phoneme classification. Secondly, they name *memory and pattern recognition processing skills*. These refer to storage and retrieval. It means that language must be remembered so that it can later be used. Thirdly, Kersner and Wright (2012, p. 101) mention *speech production* or *output processing skills* that is the final stage when the language is finally produced. In other words, the process of learning sounds can only occur when a learner receives sufficient amounts of comprehensible input before he / she is required to speak. The sounds that one is able to hear are then stored so that they can later be successfully retrieved. Under these conditions, one should be able to produce sounds of the target language.

Generally, not only when teaching pronunciation but also when teaching other language aspects and areas, one should distinguish between productive and receptive skills. As for teaching pronunciation through receptive skills, students learn to differentiate between phonemes. It is important that learners practise receptive skills because they cannot say what they do not hear. As Kelly (2000, p. 15) claims, in the case learners are able to hear particular L2 sounds and distinguish between them, they should be able to produce such sounds afterwards. Therefore, the first lessons in pronunciation should involve learners listening and identifying particular sounds, rather than speaking – producing them. First of all, it is a good idea to deal with phonemes in isolation before learners recognise them in words. Finally, it is suitable to progress to sentence level. The biggest learners' success, then, is to be able to communicate accurately in a natural conversation.

According to Kelly (2000, p. 13), pronunciation teaching should be a planned issue. This is why he (2000, p. 13) claims that teachers must be able to plan a lesson or set a timetable of work to be covered. He adds that at the same time; however, it is necessary to employ so called *reactive teaching*, which refers to "the situation in which the teacher's choice of lesson objectives, lesson content and teaching strategy are determined by the teacher's perceptions of students' concerns or interests" (Cooper and McIntyre, 1996, p. 126). In other words, teachers should be able to both follow the syllabus and take the learners' particularities into account. Kelly adds (2000, p. 13-14) that teachers should anticipate the pronunciation features learners may struggle with in advance and take these assumptions into consideration when designing a lesson plan.

Regarding the way to teach learners' pronunciation features, Celce-Murcia, Brinton and Goodwin (1996, p. 52) emphasise the presentation of sounds to learners with providing them with appropriate description of how sounds are articulated. Concretely, teachers can inform learners about how particular phonemes are produced by providing them with pronunciation diagrams that depict positions of articulators during sounds production. Another possibility is to describe the position and then show the sound production to learners. Since sometimes learners are not able to see the position of articulators during particular phoneme articulation, they might find such diagrams or descriptions helpful. Such a pronunciation diagram describing how the vowel sound /æ/ is produced can be seen below (see Figure 8).
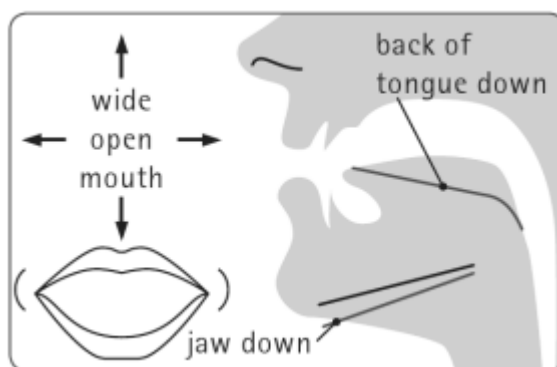
Figure 8 Articulation of /æ/ (Hancock, 2012, p. 12)

From the methodological point of view, it is important to mention that learners should practise distinguishing sounds from the similar ones and subsequently use them in first "more controlled and then more guided and communicative contexts" (Celce-Murcia, Brinton and Goodwin, 1996, p. 52). These authors and other methodologists emphasise the sequence of teaching activities that should progress from controlled practice to guided practice and subsequnetly to communicative practice. Celce-Murcia, Brinton and Goodwin

claim that *controlled practice* focuses primarily on monitoring accuracy and they describe controlled activities as those "where language production is typically limited to certain sound features, with learners' attention being dedicated to the accurate production of these features" (2010, p. 47). Concrete activities classified as controlled ones are, according to them, for example, repetition practice, oral reading, tongue twisters, rhymes or short poems. They define the next stage, *guided practice*, as the one where the context and much of the language is provided. The authors (Celce-Murcia, Brinton and Goodwin, 2010, p. 47) claim that the learners are expected to add specific information or express meaning besides the stuff that is given. Here, the focus is on accuracy as well as on fluency. As the authors claim (Celce-Murcia, Brinton and Goodwin, 2010, p. 47), some example activities belonging to the guided ones may be information-gap exercises or cued dialogues. They (Celce-Murcia, Brinton and Goodwin, 2010, p. 48) describe also the final phase, *communicative practice*, claiming that it includes activities that are rather real-life and authentic and the focus is primarily on fluency but the learners should pay attention to both form and the content of the discourse. Communicative tasks, according to them, require learners to "use the newly acquired phonological feature in genuine exchanges of information" (Celce-Murcia, Brinton and Goodwin, 2010, p. 48). Activities falling into the communicative practice can, according to Celce-Murcia, Brinton and Goodwin (2010, p. 48), be interviews, problem solving, storytelling, debate or role play.

An example pronunciation lesson within the communicative framework has been designed by Celce-Murcia, Brinton, Goodwin and Barry Griner

(teachingpronunciation.pbworks.com [online], 2010, p. 3). The first step, suggested by these authors, is sound description and analysis. For this purpose, teachers can use pronunciation diagrams or they can orally describe how sounds are produced. The second phase is listening and discrimination. Here, learners should improve their ability to discriminate particular sounds. What follows is a controlled practice. To do so, the authors suggest practising minimal pair sentences or short dialogues, and they emphasise that special attention should be given "to the highlighted feature in order to raise learners' consciousness" (teachingpronunciation.pbworks.com [online], 2010, p. 3). After doing this, guided practice should follow. What the authors suggest are structured communication exercises (for example cued dialogues or information-gap activities) that should enable the learner to "monitor for the specific feature" (teachingpronunciation.pbworks.com [online], 2010, p. 3). The final stage, according to them, is communicative practice that includes fluency-building activities that should make the learner aware of both form and content of discourse.

It is important to remember that people are different and that is why learners may prefer various learning styles that are the the best for "intake and comprehension of new information" (Kelly, 2010, p. 116). The learning style is based on learners' strengths, weaknesses, and preferences. Concretely, one can distinguish between the following types of learners / learning styles – visual, auditory and tactile / kinesthetic. Visual learners learn best through seeing. Thus, in order to teach them pronunciation, Celce-Murcia, Brinton, Goodwin and Barry Griner (teachingpronunciation.pbworks.com [online], 2010, p. 24) suggest

to provide them with various pictures, diagrams, models, handouts or charts and emphasise colours when teaching. Compared to visual learners, auditory ones prefer learning by through listening and they might need to read something that is written aloud in order to remember and understand it. These learners, according to the previously mentioned authors (teachingpronunciation.pbworks.com, 2010, p. 24), may be best taught pronunciation by listen and repeat activities or presentations. Tactile / kinesthetic learners are according to Cassidy and Kreitner (2009, p. 198) those who best learn through feeling, touching and experiencing the material at hand as they prefer to use their bodies during the process of learning. Celce-Murcia, Brinton, Goodwin and Barry Griner (teachingpronunciation.pbworks.com, 2010, p. 24) suggest to teach tactile and kinesthetic learners pronunciation using hand signals, body movements, using hands as a model of the mouth, touching the throat when teaching particular sounds, etc., as they generally "need to be involved in activities that allow them to move and explore" (Cassidy and Kreitner, 2009, p. 198).

3.   Practical Part

     3.1 Introduction to the Practical Part

     I encouneterd various pupils during my teaching practice, whose pronunciation abilities varied from good to very poor, which sometimes even hindered them from being understood. In order to prevent such situations, which are, of course, undesirable, and help not only learners but also teachers, who often feel uncertain about pronunciation teaching, to cope with pronunciation, the author analyses a set of the textbooks (*Project*, Second Edition) and tries to

find such pronunciation features that could or should be practised more intensively. It is important to mention that the focus was given to the segmental pronunciation features because these are believed to be essential to acquire for the research participants. These studied the ninth grade of a lower-secondary school at the time of the research conduction. Not only the potential imperfection or incompleteness of the textbooks are used as a basis for the supplementary pronunciation exercises formation. Furthemore, such phonetic aspects that may cause difficulties to Czech speakers are taken into consideration. For that purpose, the author uses findings of her bachelor thesis summarised and introduced in chapter 3.2 Pronunciation Features Difficult to Acquire for Czech Speakers. The findings, which were obtained on the basis of a research, indicate the difficulties regarding pronunciation Czech learners of English may face and, thus, these should be emphasised when teaching English. The findings have shown that the research participants mispronounced the following vowels and consonants – /æ/, /ɜ:/, /əʊ/, /w/, /v/, /z/, /θ/, /ð/, /ŋ/. The author of the thesis also compares the two languages (English and Czech) to find out which aspects are different. These can be seen in the theoretical part of the paper (chapters called Czech and English Vowel System Comparison, Czech and English Consonant System Comparison). These may logically cause difficulties to the Czech learners, too. In addition, aspects concerning learners influence the choice of pronunciation features that should be practised more intensively, as well. These are learners' age (15 years), language proficiency (A2) and native language (Czech). All the above mentioned aspects play a role in list of the additional exercises completion and in the pre-test / post-test formation. Finally, the effectivity of the additional pronunciation exercises is evaluated.

Segmental as well as suprasegmental features are taken into consideration. Since, as has already been mentioned, the ability to be able to pronounce individual sounds appropriately is considered crucial to the learners attending primary and lower- secondary schools, it can be said that segmental level was given much more attention. As for suprasegmental features, only intonation was given attention because it is seen as appropriate to learners' language language proficiency. It has been concluded that other suprasegmental features such as linking, elision or dealing with weak forms are too advanced to be dealt with.

The aim of the thesis, as has already been mentioned, is to find out how the supplementary exercises are (not) effective. The order of individual stages of the research is as follows: Pupils are given a test (pre-testing). Afterwards, they are taught what was included in the test using the supplementary exercises (see chapter Additional Exercises and the Appendix C), and, finally, they are given the same test again (post-testing). Afterwards, the effectivity of the additional exercises is evaluated by comparing the pre-test and post-test outcomes.

3.2 Pronunciation Features Likely to Be Difficult to Acquire for Czech
    Speakers

When making a list of additional pronunciation exercises, one of the factors taken into consideration were difficulties Czech speakers learning English may face. These should be emphasised in language teaching so that learners could acquire them more easily.

For this purpose, the author uses her bachelor thesis *(An Analysis of the Most Frequent Czech Pronunciation Errors when Speaking English)* research findings. These concern the pronunciation problems Czech speakers may face.

The research was conducted at a Specialized Secondary School and Vocational School in Horky nad Jizerou and nearly sixty students of four-year courses were included in the research. It was necessary to find out what pronunciation difficulties the research participants have. Therefore, a text was chosen to be read by the students.

The research outcomes relevant to this paper concern vowel and consonant sounds. The findings have shown that the research participants had problems mostly with the following sounds: /æ/, /ɜ:/, /əʊ/, /w/, /v/, /z/, /θ/, /ð/, /ŋ/. Out of these, the vowel sounds /ɜ:/ and /əʊ/ and consonant sounds /v/, /w/, /θ/ and /ð/ have been chosen to be dealt with in the research. The sound /z/ was also given attention when dealing with final "-s".

3.3 Set of Textbooks Analysis from the Phonetic Point of View

This chapter deals with the analysis of the set of textbooks. The set contains four student's books (1-4) and four workbooks (1-4), the structure and contents of which (with focus on pronunciation) will be introduced in the following lines.

3.3.1 Project 1

3.3.1.1 Student's Book

Since pronunciation exercises are included in each of the six units in a form of so called "Pronunciation corner". Thus, it can be said that pronunciation is given attention in this textbook. For example, in Unit 4 there are pronunciation exercises focusing on practising /ə/ sound, /əʊ/ vs. /u:/, weak forms and intonation in Wh- questions. This might be considered quite a lot.

Regarding types of exercises, these are almost the same ones in the whole textbook – *Listen and repeat. Say the sentence.; Listen and repeat.; Say the*

sentence.; Listen and repeat and find ... sound(s).; Do you hear ... sound(s)?
From the methodological point of view, these kinds of exercises focus primarily on sounds reception and imitation. The reason is that first of all, learners should listen to the target language sounds and then imitation should take place. As Kelly claims, "students need to learn to hear the difference between phonemes […], particularly where such a contrast does not exist in their L1. Then they need to carry that knowledge into their production" (2000, p. 15). Thus, reception and imitation is what should be practised at the very beginning of the pronunciation teaching process. Sounds discrimination and production should be practised afterwards. The exercises occurring in the textbook fall into the category of controlled practice focusing on monitoring accuracy. While doing these exercises, learners practise first receptive skills (they distinguish between phonemes) and then also productive skills, as they should try to produce the sounds.

Although the subject matter of the textbook comprises both segmental as well as suprasegmental features, there are more exercises devoted to segmental pronunciation features practice. As for the suprasegmental features practice, intonation is the main aspect to be practised.

3.3.1.2 Workbook

The workbook contains exercises so that learners could practise the phonetics aspects discussed in the student's book. However, the exercises do not focus on a particular sound or two sounds as it was in the student's book. To show this, look at the following instructions appearing in the workbook – *Circle the words with a different vowel sound.; Which word has a different vowel sound?; Tick the pairs of words with the same vowel sound.*; etc. The exercises

focus primarily on sounds discrimination. Only segmental pronunciation aspects are practised in the workbook.

3.3.2 Project 2

3.3.2.1 Student's Book

This textbook, again, contains six units, each of which contains pronunciation practice in a form of the already mentioned "Pronunciation corner". The exercises are of the same kind and their extent is also similar.

The types of exercises are more diverse, as opposed to the Project 1. There the exercises were primarily focused on sounds reception and imitation. In Project 2 student's book, as opposed to Project 1, there is a large amount of exercises focusing on sounds discrimination. It can be clearly seen that the exercises smoothly moved from reception and imitation *(Listen and repeat.)* to discrimination *(Which word do you hear?; Put the words in the correct column.)* and production *(Try to say these tongue twisters fast!)*. Nevertheless; exercises focusing on reception and imitation practice still dominate and there are only a few exercises practising phonemes production. In this context, imitation refers to the process of listening to a particular sound or sounds and repeating it afterwards, whereas production refers to a process where learners are to produce a sound / sounds without hearing it before. Methodologically, the exercises are focused on controlled practice and both receptive and productive skills.

Each of the six units involves suprasegmental as well as segmental practice which is, again, more dominant. Suprasegmental exercises focus mainly on word stress practice.

3.3.2.2 Workbook

There are always no more than two exercises per unit containing the pronunciation aspects mentioned in the student's book. The exercises practise sounds discrimination.

3.3.3 Project 3

3.3.3.1 Student's Book

Student's book of Project 3 contains eight units. In comparison with the previous textbooks, the amount of pronunciation practice is lower. In fact, in each unit there is always one pronunciation exercise available.

As for the form of the exercises, these, as in Project 4, focus on reception, imitation, discrimination as well as on production. As opposed to the previous textbooks, there are more exercises focusing on production. Some of the activities focusing on production are for example tongue twisters. From the methodological point of view, all exercises are controlled and focus on practising receptive and productive skills. This is also true about Project 4 exercises.

The exercises focus primarily on phonetic transcription and both segmentals and suprasegmentals are included.

3.3.3.2 Workbook

The exercises focusing of pronunciation practice are available in so called "Progress check". Again, the exercises include subject matter practice discussed in Project 3 student's book and are focused on discrimination of sounds.

3.3.4 Project 4

3.3.4.1 Student's Book

Project 4 student's book contains also eight teaching units. As for the amount of pronunciation practice, there is one exercise per each unit.

Although the subject matter contains segmental and suprasegmental practice, segmental features are given more attention.

3.3.4.2 Workbook

The workbook, again, offers exercises to practise pronunciation features contained in the student's book. All the exercises are designed to practise discrimination.

3.3.5 Conclusion

An important fact that should be taken into consideration when analysing the set of textbooks was that pronunciation teaching was not the only language aspect to be taught. Thus, it is necessary to adjust the amount of pronunciation exercises to the books' extent. This fact was taken into consideration.

As for the arrangement and content of exercises, it has been concluded that these are based on a cyclical learning which refers to building upon earlier work. This means that a particular subject matter is being dealt with several times within the learning process. As they get back to a certain issue, it gradually becomes more and more complex. Thus, intonation, for example, is being dealt with several times in the textbooks but not at once. First of all, intonation as such is introduced and learners deal with intonation in Yes / No questions, Wh-questions and other types of intonation afterwards.

As for the choice of the pronunciation aspects to be practised, it has been drawn that the textbooks contain particular pronunciation features that are rather pointless to practice for Czech learners, such as exercises focusing on /h/ sound. As this sound is included in the Czech alphabet, Czech learners should not have difficulties with its production. On the other hand, it should be taken into

consideration that the *Project* textbooks are international ones, which means that these should be adjusted not only to Czech learners but also to English learners of other nationalities.

Vowel and consonant sounds are often presented by contrasting as for example /iː/ and /ɪ/, /ð/ and /θ/, /æ/ and /aː/, /əʊ/ and /uː/, /d/ and /t/, /tʃ/ and /dʒ/, etc. This might be a good way to teach vowels and consonants, especially because in English there is a lot of "minimal pairs" – pairs of words differing in only one phoneme as in *cat* /kæt/ and *cut* /kʌt/, as has already been mentioned before. Therefore, it is necessary to distinguish between individual sounds and care about their accurate pronunciation in order to prevent potential miscommunication. However; in the set of *Project* textbooks there are hardly any exercises dealing with minimal pairs.

It has been assumed that pronunciation teaching strategies were followed when designing the *Project* textbooks. When analysing the set of textbooks it was obvious that the pronunciation practice smoothly progressed from reception and imitation to phonemes discrimination and finally production, which is believed to be a suitable way to teach pronunciation as one can read in the previous chapters about methodology.

3.4 Research

The research has been conducted at Základní škola a základní umělecká škola Liberec, Jabloňová. This institution has been chosen for the research on the basis of positive responses to the pupils. A class of thirteen pupils (9th grade) participated in the research that took place in October 2014 and covered five forty-five minute lessons.

3.4.1 Class Pre- and Post-testing

Each pupil was given a pre-test where the focus was given to the following pronunciation aspects: diphthongs (/ɪə/, /eə/, /əʊ/), vowel sounds (/ɜː/, /ə/), consonant sounds (/v/, /w/, /θ/, /ð/), pronunciation of "-s" and "-ed" endings, intonation. As has already been mentioned, these pronunciation features have been chosen after considering the following factors: the set of textbooks analysis, difficulties Czech learners may face when acquiring English pronunciation features, Czech and English comparison, and finally age and language proficiency.

Concretely, the analysis has shown that, as for vowel sounds, /e/ and /ʊ/ practice does not occur. However, as these sounds do exist in Czech, these do not need to be practised. As for diphthongs, only /əʊ/ is given attention. Nevertheless, it has been included in the additional exercises because this diphthong might be uneasy to pronounce for Czech speakers as its first component, /ə/, does not occur in Czech. The other ones (/eə/, /ɪə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /aʊ/) are not included in the textbooks. It has been concluded that /au/ is not necessary to practice because it is included in Czech. It is also unnecessary to provide additional practice of /aɪ/, /ɔɪ/ and /eɪ/ because the individual components of these diphthongs do exist in Czech. Thus, these are not expected to cause Czech speakers any difficulties. /ʊə/ was not given any attention in the additional practice because there are not many English words including it. The aspects that were given attention in the additional exercises were the diphthongs /eə/ and /ɪə/ because these contain /ə/ that is not included in Czech. Other vowel sounds are given attention in the *Project* textbooks. Thus, these do not need to be practised any further. As for consonant sounds, it has been analysed that the

following sounds are not practised in the pronunciation exercises – /g/, /v/, /ʒ/, /m/, /n/, /ŋ/, /r/, /w/, /l/. It has been concluded that, out of these sounds, /v/ and /w/ should be practised more because such a situation might occur where, if these sounds were pronounced incorrectly, it might lead to miscommunication. To illustrate this, compare words *veil* and *whale*. The other consonant sounds were not given any further attention because these can be found in Czech consonant system.

Another factor influencing the choice of the additional exercises were difficulties Czech learners may face when learning English pronunciation. As mentioned before, the choice was based on the author's research conducted within her BA thesis. It has shown that its participants had mostly problems with the sounds /æ/, /ɜ:/, /əʊ/, /w/, /v/, /z/, /θ/, /ð/ and /ŋ/. Out of these, the vowel sounds /ɜ:/ and /əʊ/ and consonant sounds /v/, /w/, /θ/ and /ð/ have been chosen to be given extra attention. The sounds /əʊ/, /w/ and /v/ have already been chosen on the basis of the textbooks analysis. In addition to these, /θ/, /ð/ and /ɜ:/ have been chosen to be devoted attention because these do not occur in Czech. The sound /z/ was also given attention when dealing with final "-s". Pronunciation of final "-ed" has also been involved in the additional exercises because it might be easily mispronounced by Czech speakers. The reason is that in Czech, compared to English, all final consonants are in Czech pronounced voicelessly.

What also influenced the list of the additional exercises were learners' age and language proficiency. These aspects have influenced especially the choice of suprasegmentals out of which only intonation has been chosen to be dealt with in the additional exercises. The other suprasegmental features such as linking,

elision, liasion or rhythm are not given attention because it has been drawn that such aspects feature rather advanced English.

The last factor playing a role are differences between Czech and English language. These are described in the theoretical part of this paper in a chapter called *Differences between Czech and English as a Source of Difficulties for Czech Learners*.

The concrete pre- and post-test can be seen in the Appendices (see Appendix A). It can be seen that the tests contain nine exercises. Exercise 1 focuses on the two diphthongs /ɪə/ and /eə/. Here the research participants were to circle the words they hear. For each of the five sentences they were to choose between two minimal pair words containg /ɪə/ and /eə/. In Exercise 2 there were groups of four words (each group always contained the diphtong /əʊ/ on which the exercise focuses) and the participants had to circle the words with the different vowel sound. As opposed to the previous exercise, here the words were not read aloud. Thus, as they could not hear the words, it might have been more difficult to decide which one is different. What the participants could do was to read these words quietly for themselves or imagine their pronunciation in their minds. As for Exercise 3, an exercise focusing on /v/ and /w/ pronunciaiton, the learners listened for missing words in the sentences and wrote them down. Thus, they were to decide whether /v/ or /w/ words occur. Exercise 4 was intended to practice /ɜ:/ sound. Here /ɜ:/ words were to be distinguished from /ɔ:/ words. The learners had to decide which words are pronounced with /ɜ:/ and /ɔ:/ without hearing the words. In Exercise 5, focusing on /ə/ sound, they listened to the sentences and short phrases and were to circle the vowels which are not pronounced as /ə/. Exercise 6 was intended to practice /θ/ and /ð/ sound. They

were to circle the words containing /θ/ sound in order to find a way from start to finish. Here they could not hear the words. Exercise 7 was focused on pronunciation of final "-s". Here they had to decide if the ending of the underlined words in the sentences are pronounced as /s/, /z/ or /ɪz/. They had no possibility to listen to the words being pronounced. They had to do the same in Exercise 8. However; here the attention was devoted to pronunciation of final "-ed" and they were to decide whether it is pronounced as /t/, /d/ or /ɪd/. The final exercise, Exercise 9, was intended to practice intonation. Here they had to decide whether falling or rising intonation occurs. They could not hear the sentences.

After pres-testing pupils were taught the pronunciation aspects involved in the pre-test and were to do the additional pronunciation exercises and activities (see the following chapter). In order to prove how this all was effective, the pupils were given post-tests identical with the pre-tests. By doing so the author could find out if the pupils improved their outcomes or not.

3.4.2 Additional Exercises

After the pre-testing pupils were taught the pronunciation features involved in the pre-test and they were to do the additional exercises. For the purpose of teaching the particular pronunciation aspects, the author used the following things – projection screen, whiteboard, printed exercises and a CD recorder. How the teaching and practice proceeded will be described in five lesson plans. For each lesson (except for lesson five where only post-testing took place) there is also a reflection that summarises the lesson and contains what was good about each lesson and what could have been done differently. The teaching, as has already been stated, covered five forty-five minute lessons, each of which will be described in the following lines.

Lesson Plan 1

Date: 16th October 2014

Goals: Pupils write a pre-test. The sounds /v/ and /w/ are
                             introduced. Pupils practise production of these sounds
                             afterwards.

Learning Objectives: Pupils write a pre-test. They are able to distinguish
                             between the sounds presented and practised during the
                             lesson (/v/ and /w/) and will be able to produce them.

Level: Pre-intermediate (A2/B1)

Procedure:

                                                                          Timing:

Stage 1: Introduction

T (for *teacher*): "Good morning, everybody. As you know, I'm here to practice
pronunciation with you. I'd like to help you improve you pronunciation, which
is a topic of my diploma thesis."

Aim: To introduce the purpose of what is going to be done.

                                                                          2 min

Stage 2: Pre-test

T: "Before we start dealing with pronunciation as such, I'd like to test your
pronunciation abilities. I need to do this in order to conduct a research. Now,
everyone receives a test. Before completing the test, we will go throug it. I'll
explain the intructions and tell you how everything is going to proceed."

We go through the test and I explain the instructions and answer pupils'
questions.

Aim: To gain the data for the research.

<div align="right">27 min</div>

Stage 3: /v/ and /w/ Presentation

T: "First of all, let's look at pronunciation of /v/ and /w/ (T writes /v/ and /w/ on the board). First practice the sound /v/. To make /v/, your top teeth touch your bottom lip. Listen and repeat after me."

T: "Now, let's try to make /w/ by making your lips round. To make the sound /w/, your top teeth don't touch your bottom lip. Listen and repeat after me."

T: "Now, say /v/, /w/, /v/, /w/. Now listen and repeat the words that you hear. These can be seen on the projection screen" (see Appendix C, Minimal Pair Words /v/ and /w/). T plays a recording. The handout can be seen on the projection screen.

Aim: To present /v/ and /w/. Reception and imitation of these sounds.

<div align="right">4 min</div>

Stage 4: Paired Distinction

Pupils are given a "Paired distinction" handout (see Appendix C, Paired Distinction).

T: "Now you will work in pairs. You will take turns in reading lines of three words. You are supposed to recognise which sound is different. You have to write down the word with a different sound." An example is shown.

Aim: /v/ and /w/ discrimination and production.

<div align="right">5 min</div>

Stage 5: /v/ and /w/ Sentences

T: "Look at the projection screen (see Appendix C, /v/ and /w/ sentences). There are a few sentences containing /v/ and /w/ sound. Your task is to read these in

pairs and focus on /v/ and /w/ pronunciaiton." T walks through the classroom and monitors what is going on, checks and corrects pupils' pronunciation of /v/ and /w/.

Aim: Production of /v/ and /w/.

<div align="right">6 min</div>

Stage 6: Finishing

T: "That's all for today. We have learnt how to pronounce /v/ and /w/ sound. Next lesson we will deal with other sounds. Thank you for your attention and cooperation. Have a nice day."

<div align="right">1 min</div>

Reflection to the first teaching:

Since pre-testing covered almost thirty minutes of the lesson, there is not much to evaluate and analyse. Nevertheless; there are some positives about the lesson, as well as things that could have been done differently. It has been assumed that the following things were accomplished. When teaching how to pronounce /v/ and /w/ it was useful that pupils were provided with an explanation of how to make the target sounds. Although some people can hear the target sound, they might not be able to articulate it. For this reason, the description might have been useful. What could be assessed positively is the fact that the sequence of exercises and activities pupils were provided with respected methodoly. It has been mentioned in the theoretical part of the paper that the following steps are believed to be a right way to teach pronunciation: reception – imitation – discrimination – production. These steps were followed when dealing with /v/ and /w/. It could be also considered as positive that at the beginning of the lesson pupils were informed about the lessons' contents. Thus, they knew

what to expect. Similarly, summary of what has been done is also believed to be useful.

One of the things that could have been done differently is that before contrasting /v/ and /w/ by saying minimal pair words, pupils could have practised first saying words cotaining /v/ and then words cotaining /w/. Maybe it could have been better to contrast /v/ and /w/ minimal pair words afterwards. Another thing is that during the pairwork pupils might no have been monitored carefully because one person (a teacher) is not able to devote attention to each f the pupils at once. Thus, pupils could have mispronunced *v* or *w* without being corrected by a teacher. On the other hand, this is what pairwork is about. Pupils could correct one another, instead of being monitored and corrected by a teacher.

All in all, the first lesson is believed to be well-managed. It seems that there were no problems likes lack of understanding about what to do with exercises, etc.

Lesson Plan 2

Date:	17th October 2014
Goals:	/θ/, /ð/ and /ə/ is introduced to pupils. In addition, they are taught how to pronounce final "-s" and "-ed". Pupils practise production of these sounds afterwards.
Learning Objectives:	Pupils distinguish between the sounds presented and practised during the lesson (/θ/, /ð/, /ə/) and are able to produce them. They should also know how "-s" and "-ed" endings should be pronounced.

Level: Pre-intermediate (A2/B1)

Procedure:

Stage 1: Introduction

T: "Good morning. Today we are going to focus on English vowel and consonant sounds. Our aim is that you will be able to pronounce these after the lesson. What is more, we will deal with pronunciation of final '-s' and '-ed' in English."

Aim: To introduce the topic of the lesson.

1 min

Stage 2: /θ/ and /ð/

T: "Now, we will talk about the way to pronounce 'th' letters in English. These are pronounced as /θ/ or /ð/."

T: "To make the sound /θ/, put your tongue between your teeth. Blow your air between your tongue and your top teeth. Don't use your voice. Listen and repeat." T plays a recording so that pupils could hear the sound spoken by a native speaker. "Now listen and repeat these words: mouth, thumb, thick, think, path, thin, thirst."

T: "Now, let's focus on /ð/. Listen and repeat." T plays a recording. "Notice that in /θ/, there is no voice from the throat. In the sound /ð/, however, there is a voice from the throat. Now listen and repeat after me: than, they, there, either, those, weather."

Aim: Presentation, reception and imitation of the target sounds.

5 min

Stage 2: /θ/ and /ð/: Dates

An exercise (see Apendix C, Dates) can be seen on the projection screen.

T: "Please, look at the screen. As you can see, there are six famous people. I want you to match these people with the dates of birth."

T: "Now check your answers in pairs by saying your answers to your colleague. Focus on pronunciation of /θ/ and /ð/." While doing this, T monitors pupils and their pronunciation of /θ/ and /ð/ is corrected. After that some pupils are chosen to say their answers aloud. By doing this, they found out the correct answers.

Aim: Recognition and production of /θ/ and /ð/.

7 min

Stage 3: /θ/ and /ð/ Recognition

Pupils receive handouts containing a table containing /θ/ and /ð/ sounds (see Appendix C, /θ/ and /ð/ Maze).

T: "Look at your handouts. There are squares with words. Your task is to find a way from start to finish. You can pass a square only if the word in it contains the sound /θ/." The solution is shown afterwards.

Aim: /θ/ and /ð/ recognition

5 min

Stage 4: /ə/

T: "We will deal with the vowel sound /ə/. Listen to the target sound and repeat it." T plays a recording.

T: "Now I will say words containing /ə/ sound. These can be seen on the projection screen. Please, repeat after me: community, around, support, protect, leisure, camera, police, pizza, alone, machine."

Aim: Reception, imitation and recognition of the target sound.

2 min

Stage 5: /ə/ Practice

T: "You will receive a list of words containing the target sound /ə/. Please, underline the syllables pronounced as /ə/. Then we will check your answers."

Check answers. Finally, the whole class reads the words aloud in chorus.

Aim: /ə/ recognition and production.

3 min

Stage 6: Final "-s", Overview

T: "Now we will focus on pronuciation of '-s' ending. This often occurs in plural nouns and third person verbs. We should know that the final '-s' is not always pronounced as /s/. You will receive a handout with the rules how final '-s' is to be pronounced (see Appendix C, Final "-s" Overview)." Pupils go through the rules and they are given example words pronounced with /s/, /z/ and /ɪz/ at the end.

Aim: To introduce the subject matter pupils are going to deal with.

3 min

Stage 7: Final "-s", Practice

T: "Now we are going to use the rules. Look at the projection screen (see Appendix C, Final "-s" Practice). There is a short text containing '-s' ending. First of all, please write down all the verbs in the third person singular of the presents simple except *is, doesn't* and *isn't*. Then we will check your answers."

Check answers.

T: "You are supposed to put the verbs into three groups, according to whether the final '-s' is pronounced as /s/, /z/ or /ɪz/. Examples can be seen on the projection screen. I'll give you five minutes and then we will check your answers." See Appendix C, /s/, /z/ and /ɪz/. Check answers.

Aim: Application of rules.

Stage 8: Final "-ed", Rules

T: "We will devote attention not only to '-s' ending but also to final '-ed'. This ending can be found in past tense (regular verbs, e.g. *played*), sometimes in adjectives (e.g. *bored*) as well as in some past participles (*worked*). Final '-ed' can be pronounced as /t/, /d/ or /ɪd/. You will receive a handout with rules showing pronunciation of '-ed' ending." See appendix C, Final "-ed", Overview. Pupils go through the rules and they are given example words pronounced with /t/, /d/ and /ɪd/ at the end.

Aim: Application of rules.

3 min

Stage 9: Final "-ed", Practice

T: "Now we will use the rules. For this purpose, let's look at the projection screen." See Appendix C, Final "-ed", Practice. "In this exercise you are to write the verbs in past simple and put the verbs into three groups, according to whether the final '-ed' is pronounced as /t/, /d/ or /ɪd/. I'll give you five minutes and then we will check your answers." Check answers.

Aim: Application of rules.

7 min

Stage 10: Finishing

T: "That's all for today. Thank you for your work. We will devote our attention to other sounds next week."

1 min

Reflection to the second teaching:

Since there was no testing, as opposed to the first lesson, the whole second lesson, was intended to practise and deal with pronounciation.

The lesson starts with an introduction of the lesson's contents. This might be considered useful for pupils as after an introduction they know what is going to be done.

After an introduction pupils deal with pronunciation of 'th' letters, thus, attention is devoted to /θ/ and /ð/. Here, again, it is considered to be useful to provide pupils with a description of how to pronounce the target sounds. During the activity intended to practise /θ/ and /ð/ (stage 2) pupils were to work on their own and then work with their partners. Thus, when they worked in pairs some of them might not have been corrected appropriately by a teacher as it was not possible to devote attention to all learners at once. Therefore, for those who were not corrected when mispronouncing 'th' letters the activity might not have been useful. On the other hand, as has already been stated, learners could correct one another in pairs. Maybe, instead of the exercise in stage 3, there could have been an exercise focusing primarily on /θ/ and /ð/ production. Here from a list of words containing /θ/ and /ð/ sound pupils were to circle words containing /θ/. Although they could have pronounced the words in order to find out whether it contains the target sound or not, the majority of them did not so.

The next sound to focus on was /ə/. It has been concluded that it was useful that when listening and repeating words containing the target sound pupil had the possibility to see it on a projection screen. This might have helped them to connect its pronunciation with the written form. As for the exercise intended to practice /ə/ sound (stage 5), pupils had to underline syllables containing the target sound. However; it could be considered a shortage that they had no

possibility to hear the words. Thus, it might have been very difficult to realise where the target sound occurs.

The activities focused on pronunciation of final "-s" and "-ed" were of the same kind. First of all, pupils received handouts with rules so that they knew when final "-s" is pronounced as /s/, /z/ and /ɪz/ and when final "-ed" is pronounced as /t/, /d/ and /ɪd/. It has been concluded that it was a good idea to provide them with these handouts because these may be quite helpful. As for the exercises intended to practise "-s" and "-ed" ending, these were well-chosen but it was not good that pupils did not practice pronunciation of these endings as they were only to categorise words according to how their endings should be pronounced. Thus, as for final "-s" and "-ed", production was not practised. This could be improved by getting learners read the categorised words in chorus.

Generally, the sequence of the steps (reception – imitation – discrimination – production) might be considered positive. As for some negatives, it has been concluded that there were too many pronunciation aspects to focus on within one lesson.

Lesson Plan 3

Date: 23rd October 2014

Goals: /ɜ:/ sound and the diphthongs /ɪə/, /eə/ and /əʊ/ are introduced. Pupils practise production of these sounds afterwards.

Learning Objectives: Pupils distinguish between the sounds presented and practised during the lesson sound (/ɜ:/, /ɪə/, /eə/, /əʊ/) and are able to produce them.

70

Level: Pre-intermediate (A2/B1)

Procedure:

<div align="right">Timing:</div>

Stage 1: Introduction

T: "Good morning. Today we will continue dealing with pronunciation. My aim is to practice /ɜ:/ sound and the diphthongs /ɪə/, /eə/ and /əʊ/."

Aim: Introduction of the subject matter.

<div align="right">1 min</div>

Stage 2: /ɜ:/ Sound

T: "We will devote our attention to /ɜ:/ sound that appears, for example, in *girl*. Please, listen and repeat the target sound." T plays a recording with a single sound /ɜ:/.

T: "Now listen and repeat minimal pair words." Here the /ɜ:/ sound is contrasted with /ɔ:/ (as in *torn* and *turn*, *warm* and *worm*), /e/ (as in *ten* and *turn*, *bed* and *bird*) and /ʌ/ (as in *bud* and *bird*, *gull* and *girl*). T plays a recording. The minimal pair words can be found in Baker (2007, p. 43-45).

Aim: Reception and imitation of /ɜ:/.

<div align="right">3 min</div>

Stage 3: /ɜ:/, Practice

T: "Look at the projection screen (see Appendix C, /ɜ:/ Sound). There is a dialogue containing /ɜ:/ sound. Please, read it and underline all syllables pronounced as /ɜ:/. Then we will check your suggestions." After that, control takes place.

T: "Now please read this dialogue in pairs and focus on /ɜ:/ sound." T walks through the classroom, monitors, makes notes and corrects pupils if needed.

Aim: Discrimination and production of /ɜ:/.

Stage 4: /ɪə/

T: "Now we will deal with diphthongs. A diphthong is what we call dvojhláska in Czech. Although it consists of two vowel sounds, it is considered being one sound. Now we will focus on /ɪə/. First of all, say /ɪ/ as in *fish*. Now say /ə/ as in *above*. Now try to connect these sounds to make /ɪə/ as in *here*. Please, listen and repeat the following words after me: near, deer, atmospehere, year, clear."

T: "Now we will contrast /ɪə/ and /i:/. To do so, listen and repeat the following minimal pair words after me." These are, for example, *bee* and *bear*, *tea* and *tear*, *bead* and *beard* (these can be found in Baker, 2007, p. 70).

Aim: /ɪə/ reception and imitation.

3 min

Stage 5: /ɪə/ Practice, Rhyming

T: "Look at the handout you have received (see Appendix C, /ɪə/ Practice). You can see seven sentences. What you have to do is to decide whether the two underlined words in each sentence do rhyme or not. Let's look at the first sentence. The two words underlined are *pioneer* and *souvenir*. These do rhyme. Thus, we have to make a tick next to the sentence. If the words do not rhyme, make a cross next to the sentence. I will give you two minutes and then we will check your suggestions." Control takes place. A few pupils read a sentence aloud and the whole class discusses whether the words do rhyme or not. Then, pupils read the sentence aloud.

Aim: Discrimination and recognition of /ɪə/

5 min

Stage 6: /ɪə/ Practice, Number Dictation

On the board there are minimal pair words. Words containing /eə/ sound can be found in column one (*hair, bear, air, fair*) and the words containing /ɪə/ sound can be found in column two (*here, beer, ear, fear*).

T: "Look at the board. There are two columns. In the left column, column 1, there are words containing /eə/ sound. In the right column, column 2, there are words containing /ɪə/ sound. I will read four words that can be seen on the board and you have to decide whether these are from column one or column two" (adapted from Minimal Pairs Pronunciation Activities. *The Tiny TEFL Teacher* [online]). After that control takes place.

Aim: /ɪə/ recognition and discrimination.

4 min

Stage 7: /eə/

T: "Now the focus will be given to another diphthong: /eə/, as in *bear*. First of all, we will pronounce /e/ and /ə/ separately. Say /e/. Now say /ə/. Now try to connect these sounds together to say /eə/. Listen and repat the target diphthong sound (T plays a recording). Now listen and repeat the words you hear – these contain /eə/ sound: care, compare, scare, share, repair, swear, pear, hair, rare, chair."

Aim: Reception and imitation of /eə/.

3 min

Stage 8: /eə/ Practice

Pupils receive handouts (see Appendix C, /eə/ Practice).

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T: "Look at your handouts. There is a table with words. Some of them contain /eə/ sound. Your task is to find a way from start to finish by passing a square only if the word in it contains the sound /eə/." Control takes place.

Aim: Discrimination of /eə/.

Stage 9: /əʊ/

T: "Let's devote our attention to sound /əʊ/. First try to say /ə/. Now say /ʊ/. Now join the two sounds to make /əʊ/. Listen and repeat the sound /əʊ/ (T plays a recording). Now listen and repeat the words containing the target sound after me: bone, phone, home, arrow, joke, smoke, toast, window, tomorrow."

Aim: Reception and imitation of the target sound /əʊ/.

Stage 10: /əʊ/ Practice, Minimal Pairs Pronunciation Journey

Pupils are given handouts (see Appendix C, /əʊ/ Practice)

T: "Now look at the board. You can see that there are two columns – a right column and a left column. The left one includes four words containing /ɔː/ sound (caught, ball, bought, jaw), while the right column includes words containing /əʊ/ sound (coat, bowl, boat, Joe). Now look at your handouts. You can see that there is something like a map. Your task is to find a journey. For each of the numbered junctions you can turn left or right according to whether the word is from the left ort he right column. We start from number one. So, for example, if I said *coat*, you would turn right at junction number one because *coat* is from the right column and contains /əʊ/. However, if I said *caught*, you would turn left at junction number one because it is from the left column and contains /ɔː/. Finally,

you arrive at one of the destinations along the top of the map." T says the words and pupils mark their journey. Finally, they are shown the journey.

Aim: /əʊ/ recognition and discrimination.

9 min

Stage 11: Finishing

T: "That's all for today. Today we have dealt with an /ɜ:/ sound and with three of the English diphthongs: /ɪə/, /eə/ ad /əʊ/. Our next lesson takes place next Thursday. We will focus on English intonation. I'm looking forward to seeing you."

Aim: To summarise the subject matter of the lesson.

1 min

Reflection to the third teaching:

The third lesson was intended to practise /ɜ:/ and the following diphthong sounds: /ɪə/, /eə/, /əʊ/. As for dealing with /ɜ:/ sound, after recognition and imitation of a sound pupils were to underline all syllables in a dialogue containing the target sound. After that, pupils worked in pairs and were reading the dialogue in pairs. Thus, again, when some pupils mispronounced the target sounds, it might have happened that they were not corrected. On the other hand, this is what pairwork is about. One teacher is not able to devote attention to all pupils at once.

After dealing with /ɜ:/, attention was devoted to diphthong sounds. As for all three diphthong sounds, first of all, target sound reception and imitation took place. Pupils were to pronounce individual components of the particular diphthongs – as for /ɪə/, for example, they were to pronounce /ɪ/ and then /ə/ – after that they tried to join the individual sounds to make the target diphthong

75

sound. Words containing the target sound were practised afterwards. In addition, when practising /ɪə/, minimal pair words were drilled. It is believed that this was a suitable way to teach pupils how to pronounce the diphthong sounds. It seemed that their pronounciation was accurate when hearing them pronouncing the target sounds in chorus.

What could have been different, concerning the diphthongs practise, is the choice of exercises intended to practise the sounds. There was only one exercise intended primarily on production of the target sound – this was the exercise in stage 5 where pupils were to practise production of /ɪə/. However; as for /eə/, the exercise in stage 8 was not primarily focused on sounds production as learners were to find a way from start to finish by passing a square only if the word in it contains the sound /eə/. Though some pupils pronounced the words in order to find out whether the words contain /eə/ or not, not all pupils did so. Maybe it should have been emphasised that they should do so and in this case, the exercise would be focused primarily on sounds production. The exercise in stage 10, focusing on /əʊ/, was intended to practise recognition and discrimination, because learners were to find a journey on the basis of what they hear. It could have been said to do this activity in pairs (pupils would take turns in saying minimal pair words and drawing a journey). By doing so, this activity would focus also on sounds production.

Lesson Plan 4

Date: 30th October 2014

Goals: An introduction of chosen kinds of English intonation

                        (intonation in: questions with "or", a list, up or down

tags, Wh- questions, Yes / No questions). They are taught whether rising or falling intonation takes place. Pupils are provided with exercises designed to practise what has been learnt.

Learning Objectives: Pupils know and are able to use correct intonation patterns in questions with "or", Wh- questions, Yes / No questions. They are also able to use suitable intonation when naming a list of things. They also know when to use up and down tags.

Level: Pre-intermediate (A2/B1)

Procedure:

Timing:

Stage 1: Introduction

T: "Good morning. Today we are going to deal with intonation."

Aim: To inform about what will be done during the lesson.

1 min

Stage 2: Intonation in questions with "or"

T: "We will distinguish between rising ⬆ and falling ⬇ intonation. As for rising intonation, our voice goes up and in falling intonation it goes down. Now, we will focus on intonation in questions with 'or'. There is an example: *Would you like coffee ⬆ or tea ⬇ ?* In questions with *or* the word before *or* must be pronounced with rising intonation and the word after *or* is pronounced with falling intonation. If we have two things to choose from, the first thing should be pronounced with rising and the second one with falling intonation. Can you

repeat after me? *Would you like coffee ↗ or tea ↘ ?, Is your mother tall ↗ or short ↘ ?, What do you like more? Strawberries ↗ or raspberries ↘ ?*

Aim: To introduce the two types of intonation (rising, falling). To show intonation patterns concerning questions with "or".

<div align="right">3 min</div>

Stage 3: Intonation in Questions with "or", Practice, At a Restaurant

Pupils are given handouts (see Appendix C, Menu).

T: "To practice using correct intonation patterns in questions with 'or', you have received handouts. Imagine these are menus and you are in a restaurant. You will work in pairs. Imagine to be a waiter/waitress or a guest. Make conversations. If you are a waiter/waitress, ask your partner questions, e.g. *Would you like ... or ... ?* according to the menu and care about intonation. Your partner is a guest and he/she has to choose from the menu that you as a waiter offer. Take turns in being waiters and guests." T walks through the classroom, monitors, makes notes and corrects pupils when intonation is used improperly.

Aim: To practice the use of intonation in questions with "or".

<div align="right">6 min</div>

Stage 4: Intonation in a List

T: "Now, let's talk about intonation patterns when naming a list of things, as in: *Paul bought a cup ↗, some nuts ↗ and some honey ↘.* Can you repeat after me, please? *Paul bought a cup ↗, some nuts ↗ and some honey ↘.* When naming a list there is a partial rise in their intonation in order to indicate the listener that we are not done giving a list or series of things in our speech. Repeat after me: *I had a chicken steak ↗, potatoes ↗ and a glass of juice ↘ for lunch., I can speak German ↗, Spanish ↗ and English ↘.*

<div align="center">78</div>

Aim: To show intonation patterns concerning naming a list.

<div align="right">3 min</div>

Stage 5: Intonation in a List, Practice

T: "Please, make groups of four. Look at the projection screen (see Appendix C, Intonation in a List). As you can see, there is a list of things. Let's imagine you have got an aunt who went to the USA. She is very rich. Talk about the things she bought when she was in the USA. Your task is to choose any words from the list. You have to remember what the others have said and then add something to the list. Care about the intonation. For example: *My aunt bought a car ↘. My aunt bought a car ↗ and a pool for dogs ↘. My aunt bought a car ↗, a pool for dogs ↗ and a wellness hotel ↘.*" T walks through the classroom, monitors, makes notes and corrects pupils when intonation is used improperly.

Aim: To practice the use of intonation in a list.

<div align="right">6 min</div>

Stage 6: Intonation and Use of Up or Down Tags

T: "Now we will devote our attention to up and down tags. What are these? Tags are short questions that a speaker puts at the end of a sentence, as in *The weather's bad, <u>isn't it?</u>*. The tags can have either rising intonation (up tags) or falling intonation (down tags). When intonation in question tags is rising, a speaker shows a feeling of surprise, e.g. *You don't remember my name, do you ↗?*, or insecurity, e.g. *Paul was at work on Friday, wasn't he ↗?*. However, if intonation in a question tag goes down, it indicates that a speaker expects agreement, e.g. *They weren't at the party, were they ↘?*." Notes about what has been said (up and down tags) and examples can be seen on the projection screen.

Aim: To explain what question tags are. To show different meanings of up and down tags.

<div align="right">3 min</div>

Stage 7: Up and Down Tags, Practice

Pupils are given handouts (see Appendix C, Up and Down Tags).

T: "In order to do some practice, you have received handouts. Look at your handout. As you can see, there are six questions. You will listen to a recording. What you have to do is to note whether the intonation in a question tag is rising (the speaker is either suprised or not sure) or falling (the speaker expects agreement)." After completing the task. Control takes place. Pupils read the questions aloud in pairs afterwards in order to practice using up and down tags.

Aim: To be able to distinguish between up and down tags. To know that rising tags show speaker's suprise or insecurity, while falling tags show that a speaker expects agreement.

<div align="right">6 min</div>

Stage 8: Intonation in Wh- Questions

T: "Let's move to intonation in Wh- questions. Can you give me an example of a Wh- question?" Pupils answer.

T: "OK, look at the following Wh- question: *How did you spend your last summer* ↘*?* Intonation in Wh- questions goes down, it is falling. Thus, your voice must go gown at the end of a question. Please listen and repeat after me: *What is your name* ↘*?, When did he leave* ↘*?, Why do you say that* ↘*?, How old are you* ↘*?.*"

Aim: To show that intonation in Wh- questions is falling.

<div align="right">3 min</div>

Stage 9: Intonation in Wh- Questions, Practice

Pupils were given handouts with an exercise (see Appendix C, Wh- Questions).

T: "Please, look at your handouts. There are six sentences. Your task is to make Wh- questions about these sentences. There is an example available."

T: "Now make pairs and read your questions with your partner. Use falling intonation when reading the questions." T walks through the classroom, monitors and corrects pupils when needed.

Aim: To practice intonation in Wh- questions.

4 min

Stage 10: Intonation in Yes / No Questions

T: "Now we will focus on intonation in Yes / No questions. Can you give me an example of a Yes / No question?" Pupils respond.

T: "OK, let's look at the following Yes / No question: *Was the car expensive ⬀?* Intonation in Yes / No questions goes up, it is rising. Thus, your voice must go up at the end of a question. Please listen and repeat after me: *Do you play tennis ⬀?, Do you like pizza ⬀?, Does she live in Japan ⬀?, Are you married ⬀?.*"

Aim: To show that intonation in Yes / No questions is rising.

3 min

Stage 11: Intonation in Yes / No Questions, Practice

Pupils receive handouts (see Appendix C, Yes / No Questions).

T: "Please, look at your handouts. There are ten sentences. Your task is to make Yes / No questions about these sentences. I'll show you how to do it. Let's look at the first sentence: *He loves his town.* You have to make a Yes / No question about this sentence. Thus, it will soud like this: *Does he love his town?.*"

T: "Now, you will read your questions in pairs. Please, care about intonation that should be, as we have mentioned, rising." T walks through the classroom, monitors and corrects pupils when needed.

Aim: To practice intonation in Yes / No questions.

6 min

Stage 12: Finishing

T: "That's all for today. Today we learned about English intonation. Tomorrow it's our last meeting and we will write the same test as at the beginning. I'm looking forward to seeing you."

Aim: To summarise the subject matter of the lesson.

1 min

Reflection to the fourth teaching:

The fourth lesson was devoted to intonation – intonation in: questions with "or", a list, up or down tags, Wh- questions and Yes / No questions. Before dealing with intonation in the particular cases, rising and falling intonation was introduced. First of all, pupils were always given an example of where intonation occurs (e.g. questions with "or", Wh- questions, question tags, etc.). After that intonation patterns were shown on the examples. Finally, pupils were to listen and repeat more examples and concentrate on intonation patterns. After the "theoretical part" where rules were introduced and examples were given and learners were to listen and repeat (reception and imination), they were provided with an exercises intended to practise the use of intonation patterns (production).

Generally, the lesson proceeded smoothly and pupils carried out all tasks. Nothing that should have been made differently has been found.

Lesson Plan 5

Date: 31st October 2014

Goals: Pupils write a post-test that is needed to gain data for
                               the research.

Learning Objectives: Pupils write a post-test.

Level: Pre-intermediate (A2/B1)

Procedure:

Timing:

Stage 1: Introduction

T: "Good morning. Today it is our last meeting. As I told you yesterday, today
we will write the same test as at the beginning of our meeting. I need to do this
to find out how much you have learnt and if you have improved your
pronunciation abilities or not."

Aim: To inform about what will be done during the lesson.

1 min

Stage 2: Post-testing

Pupils receive post-tests (see Appendix A, Pre- and Post-test, Page 1 and 2).

T explains the instructions to the pupils.

Pupils write the post-test.

27 min

Stage 3: Finishing

T: "Thank you for your cooperation and participation in the research. I hope that
the lessons were useful and you have improved your pronunciation abilities. You
should know that pronunciation is an important area of a language because it can

be very difficult to understand someone whose pronunciation is bad. Thank you very much. Goodbye."

3.4.3 Discussion of Findings

The effectivity of the chosen pronunciation aspects teaching and additional exercises and activities was evaluated by comparing pre- and post-test outcomes (see Appendix C). These can be seen below (see Graph 1). The graph shows pupils' average outcomes of the pre- and post-test. Black columns show pupils' average outcomes (expressed as a percentage) in the pre-test and black-and-white columns show their outcomes in the post-test.
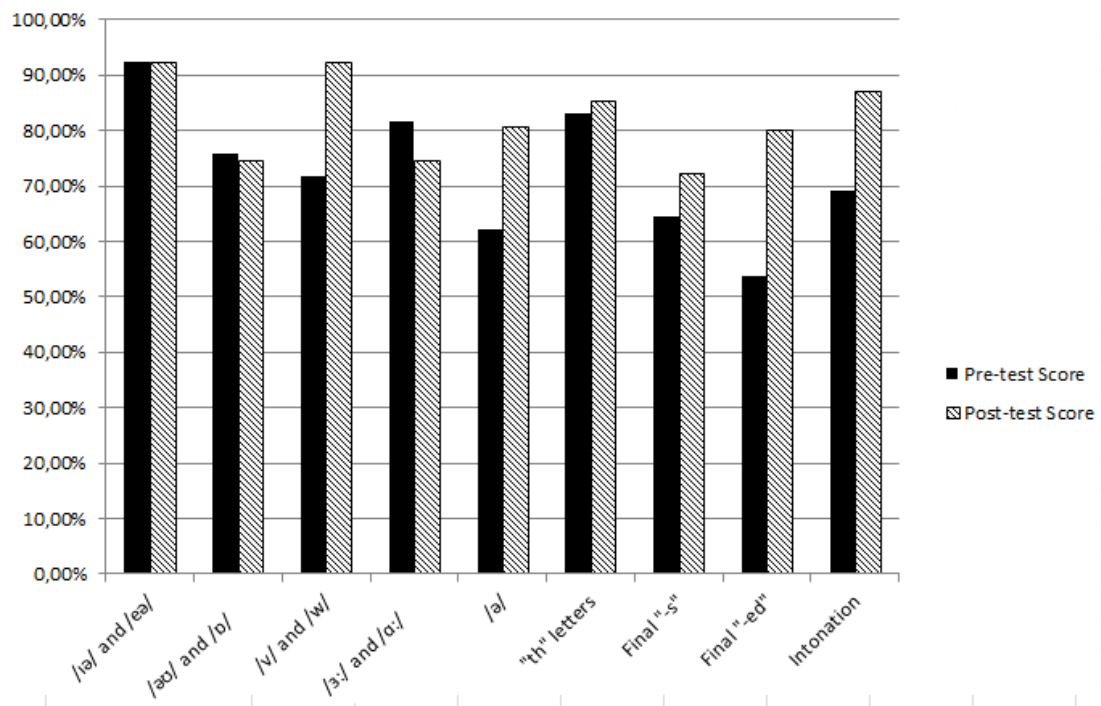
Graph 1 Pre- and Post-test Results

It must be emphasised that the pre- and post-test are focused on sounds perception and discrimination. Production was also tested but in a way that as in some exercises pupils were to decide how words are pronounced, they needed to say the words for themselves or imagine these being pronounced in their minds.

After this has happened, they answered. Therefore, it can be said that the tests involve reception, discrimination and also reception.

The pre- and post-test outcomes have shown that in Exercise 1 pupils were able to discriminate between the diphthongs /ɪə/ and /eə/ very well as they achieved more than 90% in both tests. Approximately 90% of pupils were able to distinguishe /ɪə/ sound from /eə/ sound. It might be quite surprising because, as one can see, /ə/ sound was not so easy to pronounce as only 62,1% of pupils recognised this sound in the test exercise. The reason why pupils achieved very good results could be that they had the possibility to hear the words. It often happens that learners are able to hear sounds (reception) but they are not able to say them (production). The task might be easy to complete because there were always two options to choose from.

As for /əʊ/ sound, in Exercise 2 almost 76% of pupils recognised this sound among other sounds – /ɒ/, /uː/, /ʌ/, /ɜː/ and /ɔː/ – in the pre-test. A little less pupils (almost 75%) were able to do so in the post-test. The reason that pupils were less successful in recognising /əʊ/ than in recognising /ɪə/ and /eə/ could be the fact that they could not hear the words in which /əʊ/ sound appeared. By contrast, in Exercise 1 the particular words were read aloud. Another reason why pupils were not so successful as in Exercise 1 could be that they did not know the words to choose from (e.g. flood). If they did not know a word, they also did not know how it is pronounced. Thus, this might be the reason why pupils reacher not so good results as in Exercise 1.

In Exercise 3 the respondents were to listen and choose one of the two minimal pair words for each sentence. Almost 72% of pupils chose correct words in the pre-test and much more respondents (92,3%) did so in the post-test.

Sometimes it was possible to derive the correct answer from the context, as in the following sentence: *Have you bought this beautiful _____ in _____ Lodon? (vest/west)*. Sometimes; however, the context did not indicate the correct answer as in *That's a beautiful _____. (whale/veil)*. Since the sentences were read aloud in the classroom, pupils could read from lips, which could have made the task easier to complete. Since /w/ is pronounced with rounded lips, whereas /v/ is not, they could have look and see how particular words are pronounced.

In Exercise 4 the pupils were intended to decide which sound, either /ɜ:/ or /ɔ:/, occurs in particular words. 81,5% did well in the pre-test and 74,6% did well in the post-test. The respondents did not have the possibility to decide on the basis of the spoken word, which might be the reason why this task might have been difficut to complete.

/ə/ sound was to be recognised in Exercise 5. Sentences or short phrases were read aloud and the pupils were to recognise two vowels which are not /ə/. Since it is rather unlikely that they use weak forms when speaking – considering their not very high language proficiency level – this task might have been uneasy to complete. They are probably used to use rather strong forms than weak forms, in which /ə/ sound occurred – e.g. *from Brazil to Cuba*. In this phrase "from" and "to" were used as weak forms – /frəm/ and /tə/. It might have been uneasy for the pupils, though, to recognise /ə/ in these function words as they may use rather strong forms while speaking – /frɒm/ and /tʊ/. On the other hand, they decided on the basis of a spoken word. Finally, pupils reached the score of approximately 62% in the pre-test, which is not very much, and nearly 81% in the post-test, which is much better

Exercise 6 was intended to practise pronunciation of "th" letters. Since these letters are pronounced as /θ/ and /ð/ sounds that do not appear in Czech, they might cause difficulties to Czech speakers of English. They may be prone to interchange /θ/ and /ð/ with other sounds of their language. Thus, /θ/ might be interchanged with /s/, /t/ or /f/ (/sʌm/, /tʌm/ or /fʌm/ instead of /θʌm/ – thumb; /sri:/, /tri:/, /fri:/ instead of /θri:/ – three) and /ð/ might be, for example, interchanged for /d/, /dz/ or /z/ (/deɪ/, /dzeɪ/ instead of /ðeɪ/ – they; /bri:z/ instead of /bri:ð/ – breathe). It might be quite surprising that the respondents achieved rather high score in both pre- and post-test – 83,1% and 85,4% although they did not decide on the basis of a spoken word. Although they did well in recognising "th" sounds, production of such sounds might be not so easy for them.

The pupils were supposed to recognise whether /s/, /z/ or /ɪz/ appears at the end of words in Exercise 7. In the pre-test the pupils reached the score of almost 65% and the score of approximately 72% in the post-test. This task is considered rather difficult to complete. There are two reasons. Firstly, pupils did not hear the sentences so that they could later decide which option to choose. Secondly, they did not have their cards with rules conderning pronunciation of final "-s". Nevertheless; one can see that improvement took place after the practice.

Similarly, in Exercise 8 they were to choose whether /t/, /d/ or /ɪd/ appears at the end of words. The improvement was even bigger than in Exercise 7. The respondents achieved almost 54% within the pre-testing and 80% within the post-testing. Again, the task is believed to be rather difficult to complete. There are the same reasons for this as those being stated above (relating to the previous exercise).

The last exercise, Exercise 9, was devoted to intonation. Here, the pupils had to decide whether rising or falling intonation occurs. The amount of 69,2% of correct answers appeared in the pre-test and approximately 87% in the post-test. The score in the post-test is quite surprising because the fact that pupils did not hear the sentences made the task more difficult to complete.

3.4.4 Conclusion

The aim of the thesis was to analyse the primary and lower-secondary English textbooks *Project* from the phonetic point of view and provide a list of additional pronunciation exercises. The reason of doing so was to facilitate the process of learning English pronunciation by Czech learners. To do so, not only the analysis was carried out, but also other factors were taken into consideration when choosing the additional exercises. These were possible problematic pronunciation aspects for Czech learners of English, differences between Czech and English, age and language proficiency.

When analysing the *Project* textbooks, it was taken into consideration that these are international. Thus, as for pronunciation, these should contain a universal course so that learners of various nationalities acquire accurate English pronunciation. Since the textbooks are international and, thus, do not emphasize such aspects of English pronunciation that might be uneasy to acquire for Czech learners, the analysis was carried out to do so. It was found out that the vowels /æ/ and /ɜ:/ could be practised more because these are not involved in the Czech vowel system and might be uneasy to pronounce. English dipthongs are also not to be practised in the textbooks. Only the diphthong /əʊ/ is given attention. Triphthongs are completely omitted and, as for consonants, the following ones

are not given any attention: /ŋ/, /w/, /r/, /b/, /g/, /v/, /ʒ/, /m/, /n/ and /l/. As for suprasegmentals, aspiration and linking is missing.

As has already been mentioned, when completing the list of additional exercises, possible problematic pronunciation features for Czech learners were also taken into cosideration. For this purpose, author's BA research was used. This focuses on possible difficulties for Czech learners of English. The research has shown that its participants had problems with pronunciation of the following vowel and consonant sounds: /æ/, /ɜ:/, /əʊ/, /w/, /v/, /z/, /θ/, /ð/ and /ŋ/.

Another factor playing a role were differences between Czech and English as a source of difficulties. These involve sounds that occur in English but do not occur in Czech. These are the vowel sounds /æ/, /ɜ:/, /ə/, diphthongs /eə/, /ɪə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/, all triphthongs and the following consonant sounds: /w/, /θ/, /ð/. In Czech there are also different rules concerning pronunciation of final "-s" and "-ed", which were given attention in the research.

The last two factors taken into consideration are age and language proficiency, which influenced the choice of the additional exercises.

It was concluded that the following pronunciation features should be involved in the list of additional pronunciation activities. The vowel /ɜ:/ was involved because it is not involved in the Czech vowel inventory and, thus, may be uneasy to pronounce. Also the author's BA research focusing on problematic aspects has shown that this vowel is not easy to pronounce for Czech speakers. What is more, /ɜ:/ is not given much attention in the textbooks. /ə/ was also involved because it does not exist in Czech language and, thus, might be uneasy to produce. The diphthongs /ɪə/, /eə/ and /əʊ/ were involved because these do not exist in Czech. Furhermore, these are not involved in the textbooks and the BA

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research has shown that these are rather problematic for Czech learners. /v/ and /w/ were contrasted in the additional exercises because Czech language contains only the phoneme /v/ but not /w/. Thus, /w/ is very often mispronounced as /v/. /θ/ and /ð/ were chosen because these do not exist in Czech and they are often mispronounced, which was proven also by the BA research. Pronunciation of final "-s" and "-ed" was given attention in the additional exercises because these require different pronunciation rules in Czech and English and therefore might cause difficulties to Czech learners. As for suprasegmental level, intonation was chosen to be practised. The reason is that although Czech and English have a lot in common regarding intonation patterns, Czech speakers often do not follow the rules as required. Considering age and proficiency level, some aspects were not chosen to be involved although they might be difficult to acquire for Czech learners (such as pronunciation of /æ/, /ŋ/, triphthongs, aspiration or linking). This is because these factors are believed to be too difficult to acquire for the target group of learners.

The consonant sounds /r/, /b/, /g/, /v/, /ʒ/, /m/, /n/ and /l/ that are not involved in the textbooks were not chosen because these should be easy to pronounce because they exist in learners' native language. The English diphthongs /eɪ/, /aɪ/, /ɔɪ/ were also not involved. Although Czech does not contain these diphthongs, their constituents do exist in this language. Therefore, these should be easy to pronounce. /ʊə/ was not involved because we hardly ever come across words with this diphthong.

The additional exercises were applied within the research and their effectivity was proven by comparing pre- and post-test results. There were nine exercises, out of which the respondents improved their results six times. The

outcomes were the same once and worse twice. Thus, it might be concluded that the additional pronunciation exercises and activities helped the learners to improve their pronunciation abilities. However; the results could have been even better. What might have hindered the participants to reach even better outcomes could have been the fact that there was too much to do within the time period available. Thus, disproportion between time and contents may be considered the most important drawback of the research. It is believed that careful consideration of time and contents might have resulted in better results achievement. It would have been better to make use of six forty-five minute lessons, instead of four and a half, so that there would be more time to practise the chosen prounciation features.

Undoubtedly, it is important that the research helped its participants to improve their pronunciation abilities. The most significant contribution, however, is the fact that it raised the learners' awareness of pronunciation importance and phonemic awareness. L2 learners should be aware of the fact that even a single sound can change meaning of a word, which may lead to a communication breakdown. In order to avoid such situations, which are undesirable, pronunciation should be understood as an inseparable part of a language.

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TEST (PRONUNCIATION)

Name: _____

Exercise 1

Which word do you hear?

1) John is rarely/really sad.
2) This tea/tear is salty.
3) That man wears a bead/beard.
4) His parents gave him a chair/cheer.
5) It was a small beer/bee.

Exercise 2

Circle the words with the different vowel sound.

Example: home – bone – want – go

1) soap – soup – stone – bowl
2) not – note – hot – box
3) coast – boat – go – cost
4) come – one – joke – flood
5) road – word – goat – hope
6) Paul – pole – goal – smoke
7) gold – grow – phone – job

Exercise 3

Listen for the missing words and write them on the lines below.

1) That's a beautiful _____. (whale/veil)
2) Have you bought this beautiful _____ in _____ Lodon? (vest/west)
3) My father is a _____. (vet/wet)
4) Do you prefer beef, pork or _____? (veal/wheel)
5) This country has a delicious _____. (vine/wine)

Exercise 4

Find 10 more words in the puzzle (every word is used once) and write them in the correct part of the table. The words are written horizontally (→) or vertically (↓).

Example: work /ɜː/, horse /ɔː/

Words with /ɜː/	Words with /ɔː/
work	horse

b	p	u	r	p	l	e
i	w	ə	ɾ	k	s	w
r	ɦ	d	m	f	m	a
t	ə	o	o	o	a	t
h	ɾ	o	r	u	l	e
d	ɵ	r	e	r	l	r
a	e	l	e	a	r	n
y	a	b	r	o	a	d
p	e	r	f	e	c	t

Exercise 5

Listen. In each sentence or phrase there are two vowels which are not /ə/. Circle them.

Example: a lemon and a banana

/ə lɛmən ənd ə bəˈnaːnə/

1) from Brazil to Cuba
2) The hamster was clever.
3) He was nervous.
4) a spider and a turtle
5) to send a letter
6) forget to call her
7) a brother and a sister

Exercise 6

Appendix A Pre- and Post-test, Page 1

Find a way across the river form START to FINISH using the stepping stones. There is only one route across the river. You may use the stepping stone only if the word on it contains the sound /θ/.
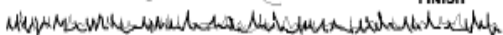
/θ/ - example word: _thin_

To cross the river, you are allowed to step from one stone to the next one horizontally (→) or vertically (↓). The following diagram illustrates the moves that are allowed.

START

think	sink	sick	weather	pass	sin
faith	mouth	mouse	dare	dose	mother
face	bathroom	breath	three	tree	team
there	southern	breathe	thought	fourth	thief
another	pass	than	taught	force	thirsty
tense	father	other	those	tanks	thanks

FINISH

Exercise 7

Decide whether the ending of the underlined word is pronounced as /s/, /z/ or /ɪz/. Circle the correct answer.

Example: The car stops. A) /s/ B) /z/ C) /ɪz/

1) Laura talks a lot. A) /s/ B) /z/ C) /ɪz/
2) These animals are very dangerous. A) /s/ B) /z/ C) /ɪz/
3) Susan's boyfriend is a successful businessman. A) /s/ B) /z/ C) /ɪz/
4) My brother uses his computer very often. A) /s/ B) /z/ C) /ɪz/
5) My best friend wants to be a singer. A) /s/ B) /z/ C) /ɪz/

Exercise 8

Decide whether the ending of the underlined word is pronounced as /t/, /d/ or /ɪd/. Circle the correct answer.

Example: John received an interesting book from his friend. A) /t/ B) /d/ C) /ɪd/

1) The car stopped in the middle of the road. A) /t/ B) /d/ C) /ɪd/
2) When I pushed the gas pedal, the car accelerated. A) /t/ B) /d/ C) /ɪd/
3) Alice cooked dinner for her family last night. A) /t/ B) /d/ C) /ɪd/
4) The artist framed the picture. A) /t/ B) /d/ C) /ɪd/
5) Jane called her mother yesterday evening. A) /t/ B) /d/ C) /ɪd/

Exercise 9

Decide whether the underlined words have a rising (↗) or falling (↘) intonation.

Example: Would you like coffee ↗, tea ↗ or milk ↘?

1) What do you want ?
2) Was that T-shirt cheap ?
3) Would you like veal or pork ?
4) Where's my book ?
5) I bought an apple , some nuts and a banana ?
6) Is he a policeman ?

Pre- and Post-test, Page 2

Yнamoba

OUTCOMES EVALUATION

TEST 1   (Pre-test)

(Post-test)   TEST 2

① 1) x
  2) ✓
  3) ✓
  4) ✓
  5) ✓

② 1) ✓
  2) ✓
  3) ✓
  4) ✓
  5) ✓
  6) x
  7) x

③ 1) ✓
  2) ✓   ✓
  3) x
  4) ✓
  5) ✓

④ 4/4   5/6

⑤ 1) x   x
  2) x   ✓
  3) ✓   ✓
  4) x   x
  5) ✓   ✓
  6) x   ✓
  7) x   x

⑥ 8/10

⑦ 1) ✓
  2) x
  3) ✓
  4) ✓
  5) ✓

⑧ 1) ✓
  2) ✓
  3) x
  4) x
  5) ✓

⑨ 1) ✓
  2) ✓
  3) ✓   x
  4) ✓
  5) x   x   ✓
  6) ✓

TEST 2 (right column)

1) x
2) ✓
3) ✓
4) ✓
5) ✓

1) ✓
2) ✓
3) ✓
4) ✓
5) ✓
6) x ✓
7) ✓

1) ✓
2) ✓   ✓
3) ✓
4) ✓
5) ✓

2/4   2/6

1) x   ✓
2) ✓   x
3) ✓   x
4) ✓   ✓
5) ✓   x
6) ✓   x ✓
7) ✓   ✓

8/10

1) ✓
2) x ✓
3) ✓
4) ✓
5) ✓

1) ✓
2) ✓
3) ✓
5) ✓

1) x
2) ✓
3) ✓   ✓
4) x
5) ✓   ✓ ✓
6) ✓

Appendix B Outcomes Evaluation
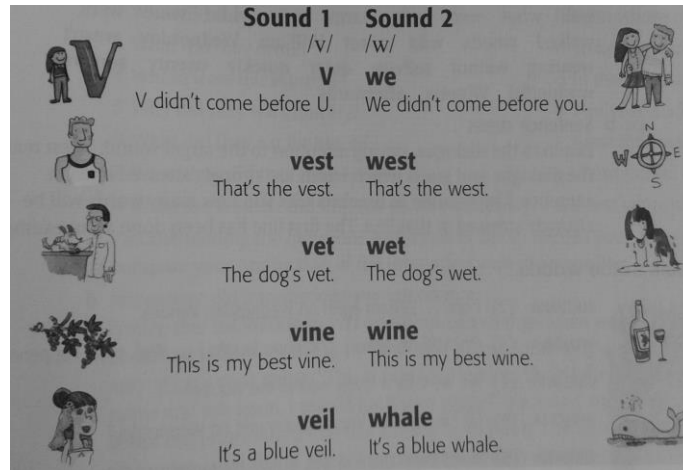
Appendix C Minimal Pair Words /v/ and /w/ (Baker, 2007, p. 139)

Paired Distinction (adapted from English Pronunciation/Listening. The New Okanagan College [online]).

- We never watch television.

- Why would anyone live in a caravan?

- Wendy very obviously loves her work.

- Have you travelled all over the world?

- Twenty of our visitors want wine.

- I'm wondering whether to have a shower.

/v/ and /w/ Sentences

Can you match these famous people with their dates of birth from the box?

- Michael Jackson   8th January 1935

- Barack Obama   28th October 1967

- Brad Pitt   18th December 1963

- Elvis Presley   23rd November 1992

- Julia Roberts   4th September 1961

- Miley Cyrus   29th September 1958

Dates (adapted from Bowler, 2002, p. 15)

Find a way from Start to Finish. You may pass a square only if the word in it has the sound /θ/. You can move horizontally (↔) or vertically (↕) only.

START

north	northern	either	weather	breathe	those
south	bath	bathe	thought	breath	youth
southern	third	their	through	though	thumb
Thailand	cloth	path	fifth	with	worth
month	clothes	these	brother	that	teeth
throw	thing	author	other	they	wealth

FINISH

/θ/ and /ð/ maze (Hancock, 2012, p. 43)

Underline the syllables pronounced as /ə/. Say the words.

perhaps	adore	colour
understand	annoy	support
contain	around	picture
pilot	machine	murder
away	achieve	sailor
allow	agree	Canada
amount	measure	
computer	Africa	

/ə/ Practice

Final "-s"

/s/ vs. /z/ vs. /ɪz/

/s/ after voiceless consonants (/p/, /t/, /k/, /h/, /f/, /θ/)

/z/ after voiced consonants (/b/, /d/, /g/, /v/, /ð/, /w/, /m/, /n/, /ŋ/, /r/, /l/, /j/), after vowel sounds

/ɪz/ after /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/

Final "-s", Overview

> Irene Redmond and her husband Ken live in Hamilton Gate in Queensland, Australia. They have three children.
>
> In the summer, when it's hot, Irene _gets_ up at six o'clock and _tries_ to do all the housework by eight. Ken makes breakfast. He's a good cook.
>
> At eight o'clock Ken's boss calls him on the radio. After Ken goes to work, Irene does the rest of the housework. Most days Irene _washes_ the clothes.
>
> At ten o'clock Irene puts the baby to bed and teaches her eldest daughter. Usually she manages to do two hours of classes a day with her. They eat at twelve. Irene always bakes her own bread and cakes. She doesn't go shopping, but orders food on the Internet. In the afternoon she spends time with the children.
>
> The nearest town is Tibooburra. It's 100 miles away. Irene isn't lonely, but she misses her family. Sometimes she drives into Tibooburra to see a friend. The nearest neighbour lives 35 miles away. She invites him to tea every week.
>
> In the evening Irene surfs the Internet, reads or plays cards with Ken. Usually Ken loses. They don't have a TV.
>
> Irene likes living in Hamilton Gate. Ken loves it and hopes to stay there for the rest of his life, but Irene isn't sure.

Final "-s" Practice (Bowler, 2002, p. 10)

Group 1 /s/	Group 2 /z/	Group 3 /ɪz/
gets	tries	washes

/s/, /z/ and /ɪz/ (Bowler, 2002, p. 10)

"-ed" endings

/t/ vs. /d/ vs. /ɪd/

/t/ after voiceless consonants (/p/, /k/, /s/, /h/, /f/, /θ/, /s/, /ʃ/, /tʃ/)
/d/ after voiced consonants (/b/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /w/, /m/, /n/, /ŋ/, /r/, /l/, /j/, after vowel sounds
/ɪd/ after /t/, /d/

Final "-ed", Overview

answer	laugh	show	believe
walk	mend	try	start
plan	watch	wash	carry

Write the past tense form of each verb in the correct column below. (Take care with the spelling!)

/t/	/d/	/ɪd/
	answered	

Final "-ed", Practice (Bowler, 2002, p. 13)

Read the dialogue and find all the syllables pronounced as /ɜː/.

A: Would you like to have a drink? I'm very thirsty.
B: Oh, I've noticed you're quite nervous. OK, let's go. Kirsty and Shirley could go with us.
A: Well, I'm afraid the're at work.
B: Never mind. Where do you want to go? I suggest The Burn's.
A: No, that's the worst bar in the world! Let's go to the Pearl's bar.
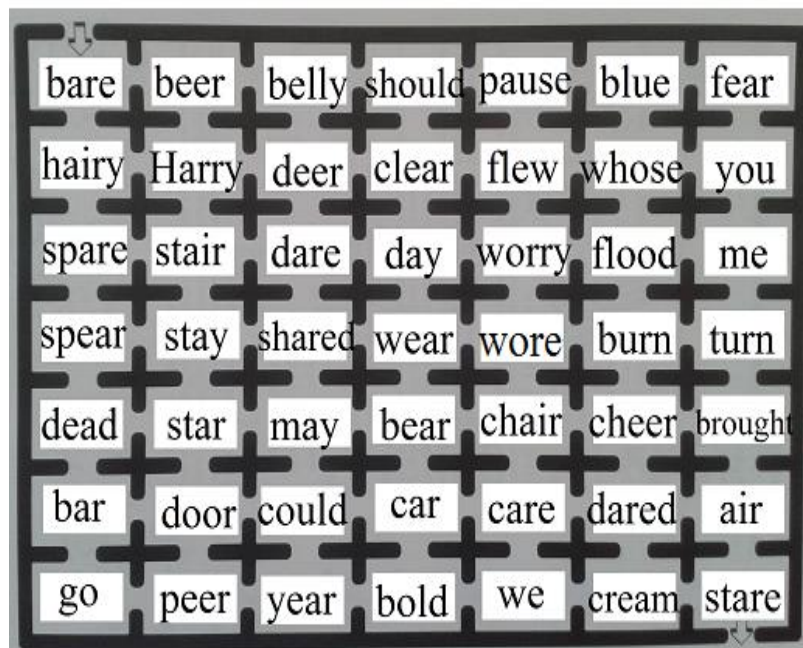B: OK, Let's go.

/ɜː/ Sound (adapted from Bowler and Parminter, 1999, p. 38)

Look at these sentences. Tick (✓) the box if the underlined words rhyme. Cross (x)
the box if the underlined words do not rhyme.

1. That <u>pioneer</u> bought a beautiful <u>souvenir</u>. ☑
2. I wasn't able to <u>hear</u> <u>her</u>. ☐
3. She said to me: "No <u>fear</u>, my <u>dear</u>." ☐
4. The sky is <u>clear</u> tonight, <u>Clare</u>. ☐
5. <u>Where</u> did you start your <u>career</u>? ☐
6. Barbara bought a new <u>spear</u> last <u>year</u>. ☐
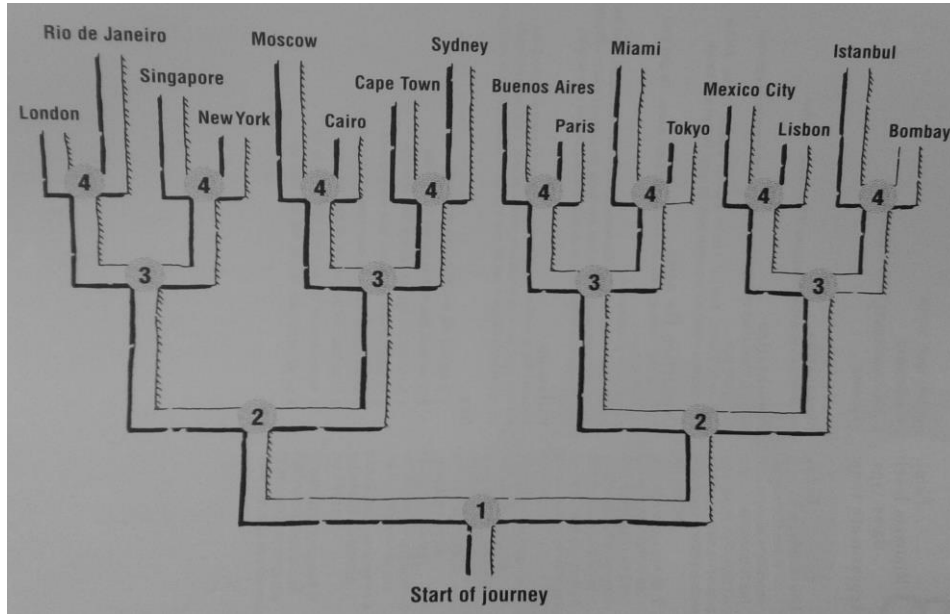7. I can't <u>hear</u> you, my <u>dear</u>! ☐

/ɪə/ Practice

START

bare	beer	belly	should	pause	blue	fear
hairy	Harry	deer	clear	flew	whose	you
spare	stair	dare	day	worry	flood	me
spear	stay	shared	wear	wore	burn	turn
dead	star	may	bear	chair	cheer	brought
bar	door	could	car	care	dared	air
go	peer	year	bold	we	cream	stare

FINISH

/eə/ Practice (adapted from Hancock, 2003, p. 43)

/əʊ/ Practice (adopted from Hancock, 1995, p. 66-67)

Menu (adapted from Baker, 2007, p. 5)

Practise this game with a group of five people. Choose any words from the list below.
EXAMPLE: My aunt went to the USA last year and she spent a lot of money. She bought a Chinese restaurant ⌐ and a car ⌐.
Each player remembers what the others have said and then adds something to the list.

a Chinese restaurant	coffee table aquarium
a car	a romantic fireplace
a private jet	an indoor pool
an expensive coffee machine	a projection screen
a professional digital camera	a pool for dogs
a wellness hotel	

Pupils may come up with their own items and add these to the list using appropriate intonation patterns. For example: I've bought a camera. I've bought a camera and a T-shirt. I've bought a camera, a T-shirt and a lamp., etc.

Intonation in a List (adapted from Baker, 2007, p. 22)

Up or down?
Listen and mark intonation arrows on the tags: ⌐ (expects agreement) or ⌐ (not sure). Number 1 has been done.

1 They weren't <u>walking</u> to work, <u>were</u> they? ___not sure___
2 Those dirty shirts were Nurse <u>Turner's</u>, <u>weren't</u> they? _____
3 The wards weren't <u>dirty</u>, <u>were</u> they? _____
4 They weren't speaking <u>German</u>, <u>were</u> they? _____
5 Those nurses were <u>thirsty</u>, <u>weren't</u> they? _____
6 The Colonel and Sir Herbert were the worst patients in the <u>ward</u>, <u>weren't</u> they? _____

Up and Down Tags (Baker, 2007, p. 47)

Say the following statements.
Whitney went for a walk.
Wayne heard something surprising last week.
William went to work at the same time all week.
Will had dinner at a restaurant.
Wanda went abroad on holiday.
Make Wh- questions about the statements above. Make sure your voice falls in the questions.
e.g. Whitney went for a walk. (Where …?) → Where did she go ⌐ ?
Wayne heard something surprising last week. (What …? When …?)
William went to work at the same time all week. (What time …?)
Will had dinner at a restaurant. (Which …? When …? What …?)
Wanda went abroad on holiday. (When …? Where …?)

Wh- Questions (adapted from O'Connor and Fletcher, 1989, p. 65

Transform these sentences into a Yes / No questions.

1. Amanda loves Paris.

2. Paul likes ice-hockey.

3. My father can drive a lorry.

4. They were angry yesterday.

5. They went to the cinema with him.

6. She bought an expensive coat yesterday.

7. Joan decided to leave her husband.

8. She wakes up late.

9. Peter worked hard on Wednesday.

10. He was born in London.

Yes / No Questions (adapted from Grammar Exercise - Yes or No Questions. My English Page [online])