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Teaching Pronunciation in Textbooks for Lower Secondary English Classes

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na vzdělávání

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Zásady pro vypracování:

Cíl

Cílem bakalářské práce je zjistit, jakým způsobem se výuka výslovnosti prezentuje/procvičuje v učebnicích pro základní školy a jak dané učebnice vedou k produkci výslovnostních aspektů. Výsledkem výzkumného šetření bude komparace jevu výslovnost v porovnání s vybranými dalšími jevy, a to z hlediska jejich kvantity a poměru a formy ve vybraných učebnicích anglického jazyka pro 2. stupeň základních škol. Výslovnost je při výuce jazyka velmi důležitá a tento výzkum může odpovědět na otázku, zda jsou učebnice vhodnou pomůckou při výuce výslovnosti a jestli ne, co se může v učebnicích zlepšit a přispět tak k celkovému zlepšení výuky tohoto fenoménu

Výzkumné otázky

1. Je ve vybraných učebnicích výslovnost prezentována a jakou formou?
1. Je ve vybraných učebnicích výslovnost procvičována a jakou formou?
1. Vede učebnice k produkci výslovnostních aspektů a jakou formou?
1. Jaké postavení má práce s výslovností ve vybraných učebnicích (ve vzájemném srovnání) vůči dalším vybraným jevům?

Metody

Teoretická část vychází z poznatků získaných z odborné literatury zaměřené na teorii práce s výslovností, tj. bude reflektován didaktický aspekt výuky výslovnosti a zasazen do kontextu prezentace, procvičování a produkce výslovnosti. Bude diskutována problematika analýzy učebnic, stejně tak jako pozice výslovnosti (v učebnicích) dle RVP (respektive schvalovacích doložek MŠMT pro učebnicové řady). Práce počítá i s kontextem CEFR a CEFR Companion Volume, tj. jaká jsou doporučení pro práci s výslovností pro určité jazykové úrovně na mezinárodním poli.

Praktická část je z pohledu metod založena na analýze učebnic anglického jazyka pro druhý stupeň běžných základních škol od převážně zahraničních autorů a nakladatelství. Kritériem pro výběr konkrétního vzorku učebnic bylo především jejich četnost užití při výuce na základních školách. Analýza učebnic je prováděna formou check-listů, ve kterých se porovnávají vybrané aspekty v jednotlivých učebnicích.

Výzkumný vzorek:

Hutchinson, T. (2013). Project 3 – Fourth edition. Velká Británie: Oxford University Press

Keddle, Starr, J. Hobbs M. Wdowczynová, H. Betáková, L. (2020). Your Space 2, Praha: Fraus

Soars, L. Soars, J. (2011). New Headway Fourth Edition Elementary Student's Book. Velká Británie: Oxford University Press

Falla, T. Davies, Paul A. (2017). Maturita Solutions 3rd Edition Elementary Student's Book. Velká Británie: Oxford University Press

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování práce:

tištěná/elektronická

Jazyk práce:

angličtina

Seznam odborné literatury:

Melen, D. (2010). *Výslovnost angličtiny na pozadí češtiny*. Praha: Big Ben

Baker, A. (2006). *Ship or Sheep?*. Velká Británie: Cambridge University Press

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Cunningsworth, A. (1995). *Choosing Your Coursebook*. Velká Británie: Macmillan Heinemann

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Společný evropský referenční rámec pro jazyky (CEFR). Dostupné z: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

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<https://docplayer.cz/6758773-Kriteriia-podle-nichz-ucitele-aj-vybiraji-ucebnice.html>

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Poděkování

Tímto bych chtěl v první řadě poděkovat vedoucí práce, paní PhDr. Ivě Koutské, Ph.D., za její cenné rady a připomínky a za její odborný a zároveň přátelský přístup při společných konzultacích v průběhu vedení bakalářské práce. Samozřejmě také děkuji celé své rodině a svým kamarádům, kteří mě během studia podporovali.

Anotace

Tato bakalářská práce se zabývá problematikou výuky výslovnosti anglického jazyka. Konkrétně jde o analýzu čtyř učebnic pro druhý stupeň základních škol. Cílem bakalářské práce je zjistit, jakým způsobem se výuka výslovnosti prezentuje/procvičuje v těchto učebnicích a jak dané učebnice vedou k produkci výslovnostních aspektů. Tato práce je rozdělena na dvě části, a to teoretickou a praktickou.

Teoretická část vychází z poznatků získaných z odborné literatury zaměřené na teorii práce s výslovností, je reflektován didaktický aspekt výuky výslovnosti a zasazen do kontextu prezentace, procvičování a produkce výslovnosti. V závěru této části je také diskutována role učebnice při výuce výslovnosti.

Praktická část je založena na analýze vybraných učebnic. Analýza je prováděna formou check-listů, ve kterých se porovnávají vybrané aspekty z jednotlivých učebnic. Každá učebnice je analyzována ve své samostatné kapitole a poté následuje souhrnné zhodnocení všech učebnic z hlediska vyzorovaných jevů, ke kterým se během analýzy učebnic dospělo. Výsledky výzkumu ukazují, že cvičení v učebnicích jsou určena především pro fázi procvičování a zaměřují se hlavně na rozvoj receptivních dovedností formou poslechu. Proto mohou učitelé pro výuku výslovnosti potřebovat i jiné materiály než pouze tyto učebnice.

Klíčová slova: výslovnost, výuka výslovnosti, analýza učebnic

Annotation

The bachelor thesis deals with the issue of teaching English pronunciation. Specifically, it is an analysis of four textbooks for lower secondary classes. The aim of the thesis is to find out how pronunciation teaching is presented/practiced in these textbooks and how the textbooks lead to the production of pronunciation aspects. This thesis is divided into two parts, namely theoretical part and practical part.

The theoretical part is based on the knowledge gained from the literature on the theory of pronunciation work, the didactic aspect of pronunciation teaching is reflected and placed in the context of presentation, practice and production of pronunciation. The role of the textbook in teaching pronunciation is also discussed at the end of this section.

The practical part is based on the analysis of selected textbooks. The analysis is carried out in the form of check-lists, in which selected aspects from each textbook are compared. Each textbook is analysed in its own chapter, followed by a summary evaluation of all the textbooks in terms of the observed phenomena attained during the textbook analysis. The results of the research indicate that the exercises in the textbooks are mainly designed for the practice phase and primarily focus on developing receptive skills through listening. Therefore, teachers may need additional materials beyond these textbooks for teaching pronunciation.

Key words: pronunciation, teaching pronunciation, textbook analysis

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1 Introduction

People express themselves through a language. To use it in a conversation, it is necessary to express themselves clearly and in the way that the other people understand. There are thousands of languages in the world and pronunciation training differ. Therefore, when one studies a foreign language to communicate with, it is beneficial to focus on pronunciation training, because it may enhance their intelligibility. Pronunciation as one of the language systems is an integral part of learning a foreign language, so it may be beneficial examine how textbooks, which are still one of the teaching materials used in English classes, work with pronunciation activities and instructions.

The theoretical aspect of this study draws upon literature concerning the theory of pronunciation instruction, focusing on the didactic aspects of teaching pronunciation. This theoretical framework will be contextualized within the presentation, practice, and production of pronunciation. Also, the recommendations outlined in the Common European Framework of Reference for Languages (CEFR), particularly in relation to A2 level, will be mentioned. At the end of this part, the role of pronunciation within textbooks will be examined.

Regarding the practical part, it involves an analysis of English textbooks for the lower secondary classes. The selected textbooks are mostly authored by foreign writers and published by foreign publishers and their analysis employs checklists to systematically examine selected aspects within each textbook. The research aims to provide insight into how these textbooks work with the pronunciation instructions.

Theoretical Part

2 Pronunciation

2.1 Definition

When the word pronunciation is said, one may have a gist or an idea what it is. What can be little bit harder is to define this phenomenon in a specific manner. In broad terms, pronunciation can be defined many ways. Dictionaries offer very similar definition when this term is looked up in there. For instance, Cambridge Dictionary gives a definition that “pronunciation is the way in which a word or letter is said, or said correctly, or the way in which a language is spoken” (Cambridge Dictionary, 2024). Very similar definition offers Collins Dictionary, where can be found that “pronunciation of a word or language is the way in which it is pronounced” (Collins Dictionary, 2024).

Dalton and Seidlhofer (2001) view pronunciation as the generation of meaningful sound of great significance because it forms an integral part of the language code being one of the language systems. Pronunciation refers to the creation and perception of speech sounds and it is utilized to convey meaning within specific communication contexts. Also, pronunciation facilitates effective communication (Dalton, Seidlhofer 2001, 3).

2.2 Aspects of pronunciation

To understand how something functions, it is often helpful to deconstruct it into its individual components. There are two main parts pronunciation can be divided into, segmental aspects (individual phonemes) and suprasegmental aspects (features of connected speech). The diagram below illustrates the key elements of pronunciation.

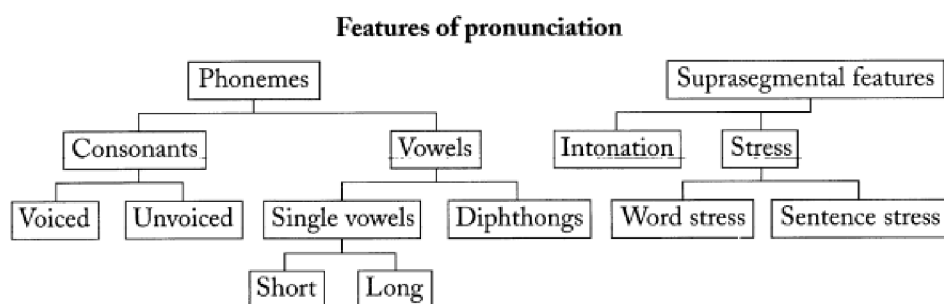


Figure 1: Features of pronunciation (Kelly 2000, 1)

Segmental aspects of pronunciation focus on individual phonemes. To Roach (2009), Phonemes are the distinct sounds that make up a language. Despite minor variations in how individuals pronounce these sounds, the production of each sound can be generally described quite accurately. When meaning is considered, it can be observed that substituting one sound for another can alter the meaning of a word. This concept helps us determine the total number of phonemes in a given language. For instance, the word "bad" contains the phonemes /bæd/. By changing the middle phoneme, we get /bed/, which forms a different word, "bed." (Roach 2009, 31).

To Kelly (2000), suprasegmental aspects, as the term suggests, are aspects of speech that typically affect groups of segments or phonemes. In English, the key suprasegmental aspects include stress, intonation, and the way sounds change in connected speech (Kelly 2000, 3). The author adds that the other features of connected speech include for example assimilation, elision, linking and intrusion, juncture and contractions (Kelly 2000, 113). This shows that pronunciation is a comprehensive area consisting of many aspects and its teaching should take this into account.

3 Teaching pronunciation

According to Peter Roach (2009), pronunciation teaching hasn't always enjoyed widespread popularity among teachers and language-teaching theorists. In the 1970s and 1980s, it was often viewed as outdated and not aligned with contemporary language teaching approaches. Critics argued that it promoted unrealistic standards, such as trying to emulate native speakers of Received Pronunciation and relied too heavily on

challenging and repetitive exercises (Roach 2009, 5). Also, according to Derwing and Munro (2005), there has been a lack of attention to pronunciation teaching in authoritative texts, resulting in limited knowledge about how to integrate appropriate pronunciation instruction into second language classrooms (Derwing, Munro 2005, 381).

However, there's been a notable shift in recent years, with a growing interest in pronunciation teaching. Roach (2009) says that renewed attention is evidenced by the emergence of numerous publications on the subject and the active participation of pronunciation teachers in professional conferences such as TESOL. This reflects a recognition of the importance of pronunciation in language learning and communication, as well as a commitment to exploring more effective and engaging teaching methods in this domain (Roach 2009, 6).

Another comment on pronunciation teaching can be seen in Harmer (2007). He claims that many teachers of English as a foreign language emphasize grammar and vocabulary study, functional dialogues, and participation in listening and reading activities to develop their students' language skills, neglecting pronunciation instruction. Nevertheless, teaching pronunciation last but not least contributes to improved comprehension and intelligibility, ultimately empowering students to communicate more effectively in English (Harmer 2007, 248).

3.1 Teaching segmental and suprasegmental aspects

Pronunciation teaching encompasses both segmental and suprasegmental elements of speech. It is crucial that teachers involve both these aspects into their lessons, because for example Sharma (2021) believes that it helps the learners produce intelligible pronunciation for the communication (Sharma 2021, 70).

To Harmer (2007), pronunciation materials and curricula tend to begin with small segmental elements and progress to larger suprasegmental features. However, critics argue that this linear approach overlooks the holistic understanding of pronunciation. Consequently, learners may struggle to grasp how these diverse elements integrate within spoken expressions (Harmer 2007, 369). Therefore, suprasegmental aspects should be

prioritized in pronunciation instruction, as they exert a more significant influence on overall intelligibility.

Finally, according to Celce-Murcia et al. (2008), on the segmental level teachers should focus on teaching phonemes in the second language that are absent or distinct from those in the first language, or addressing areas where differences in pronunciation may pose challenges. With regards to the suprasegmental and prosodic aspects of language, it is suggested by the author that they have a greater impact on intelligibility than individual segmental sounds. Therefore, it is proposed that an emphasis on suprasegmentals and prosody should precede or be integrated with any initial treatment of segmental contrasts in pronunciation instruction (Celce-Murcia et al. 2008, 323).

3.2 Why to teach pronunciation?

3.2.1 The importance of pronunciation

Many language learners may agree with the fact that pronunciation is a crucial aspect of language learning and communication, which plays an important role in speaking to express our ideas and also in reading, not only reading aloud, but also silent reading, where the way we hear the language is also important. To Prodanovska-Poposka (2017), pronunciation plays a crucial role in speaking, and insufficient pronunciation abilities can lead to significant drawbacks for speakers. These may include diminished self-confidence in speaking, reluctance to address groups, and decreased engagement in social interactions (Prodanovska-Poposka 2017; 778).

Pandia Disha (2018) claims that to foster effective communication, precise pronunciation is indispensable, as it exerts a significant influence on the comprehension of word meanings. Last but not least, good pronunciation can contribute to leaving a good first impression. Unfortunately, many individuals learning and using the English language often overlook the significance of pronunciation. Some underestimate and neglect it, believing that pronunciation holds less weight than speaking fluently or learning grammar and vocabulary. However, the reality is that pronunciation holds very significant importance (Pandia Disha 2018, 16-17).

Kelly (2000) offers similar point of view on the importance of pronunciation when he states that proper pronunciation is essential for successful communication and can lead to a better understanding of content and improvement in general language skills (Kelly 2000, 11). Therefore, it is very important that students interact with pronunciation during their studies, best from the very beginning. Otherwise, during communication may occur many inconsistencies.

3.2.2 The aim of teaching pronunciation

According to Morley (1991), the aim of pronunciation should not be based on achieving a perfect and flawless speaking skills like of a native speaker. Much more effective is setting realistic goals such as to develop functional intelligibility, communicability, increased self-confidence, and the ability to monitor and modify speech beyond the class. These objectives collectively strive to enhance the student's spoken English, making it easily understandable, tailored to their specific needs, and fostering a positive self-image as a foreign language speaker (Morley 1991, 500 - 506).

Also, Scrivener (2005) underscores the importance of understandable pronunciation as the ultimate aim of oral communication and the potential value of form-focused instruction and corrective feedback in pronunciation development (Scrivener, 286). Furthermore, it is important to recognize that intelligible pronunciation is crucial for understanding between native and non-native speakers, and that effective communication can be achieved without necessarily attaining native-like pronunciation (Pandya Disha 2018, 17). This highlights the importance of promoting intelligibility and effective communication over native-like pronunciation.

3.2.3 The role and position of pronunciation teaching according to curriculum documents

This section will explore the teaching of pronunciation within the framework of curriculum documents mandated by the educational system of the Czech Republic. The reason for that is to understand how the pronunciation is treated there in comparison to

other language systems, whether it stands out or it is considered a part of instruction of other systems, such as lexis.

The first to be discussed is called RVP ZV, which is Czech abbreviation, and the equivalent in English would be Framework Education Programme for Basic Education. RVPs are centrally processed pedagogical documents that are approved and issued by the Ministry of Education, Youth and Sports. Separate RVP is issued for each level of education. Concerning the lower secondary level, the main aim at this stage based on the information given by RVP is developing sufficiently intelligible pronunciation and ability distinguish the elements of the phonological system of the language by hearing, word and sentence stress, intonation and controlling the spelling of the acquired vocabulary (MŠMT 2023, 27). In this document, it might be worth noting that pronunciation is not mostly covered in the RVP ZV in a separate part, but it is embedded in other categories, especially while discussing vocabulary development with greater focus placed on the model's pronunciation. It may be evident in statements like:

- *Pupil understands information in simple listening texts when spoken slowly and clearly*
- *Pupil understands the teacher's instructions and questions, which are communicated slowly and with careful pronunciation*
- *Pupil understands words and simple sentences if they are spoken slowly and clearly and relate to the topic being taught*
- *Pupil understands the meaning of simple and clearly pronounced speech (MŠMT 2023, 26 - 28).*

Another very important documents for English as a foreign language or any other foreign language education are CEFR (Common European framework of Reference for Languages) and CEFR Companion Volume, a document updating the CEFR, which remains valid. These documents set international standards for describing language abilities and skills. In the following part, phonological competences on the level A2 will be listed, which respond to the lower secondary English classes.

- *Pronunciation is generally clear enough to be understood but conversational partners will need to ask for repetition from time to time.*

- *A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.*
- *Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.*
- *Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation*
- *Can recognise and reproduce sounds in the target language correctly if carefully guided.*
- *Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).*
- *Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.*
- *Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances (CEFR, 80).*

To conclude, these documents indicate that teachers should concentrate on phonemic recognition, articulation of limited phonemes, using prosodic features. Generally, the focus should be placed on overall phonological control with the aim to be intelligible enough, not necessarily one hundred percent correct.

3.3 What pronunciation model to teach?

According to Kelly (2000), English has evolved significantly beyond its origins, with diverse varieties spoken in regions like Britain, Ireland, the USA, Australia, and Canada. As it spreads globally, new variations emerge. This expansion presents challenges for English teachers, who must decide which pronunciation model to teach. Previously, Received Pronunciation (RP) was favoured in Britain, symbolizing status and education. However, its use is declining (Kelly 2000, 14). To Scrivener (2005), teaching an accent that differs from one's natural speaking style can indeed be challenging.

Therefore, it's important for students to focus on pronunciation that ensures their understanding in contexts where they are likely to use the language. In many cases, it's suitable and genuine to:

- a. teach the pronunciation the teacher naturally speaks;*
- b. acknowledge local variations that the teacher is aware of;*
- c. emphasize any accent differences present in the course material. This approach maintains authenticity while prioritizing effective communication for students (Scrivener 2005, 286).*

In conclusion, it's beneficial for teachers to instruct students in the English model most commonly used or heard in their local environment, rather than strictly adhering to Received Pronunciation. Additionally, teachers should introduce students to various English varieties to prepare them for real-world interactions, where they are likely to encounter diverse accents and dialects.

3.4 The role of a teacher in teaching pronunciation

In teaching pronunciation, the teacher assumes a specialized role characterized by Morley (1991) as that of a 'speech coach' or 'pronunciation coach.' Beyond correcting errors, the 'speech coach' is tasked with offering informative insights, providing periodic models, offering cues, suggestions, and constructive feedback on performance, setting high standards and providing overall support and encouragement to the learner (Morley 1991, 507).

A very similar opinion has, for example, Pandya Disha (2018), who believes that teachers play a crucial role in facilitating pronunciation improvement. Acting as both facilitators and correctors, teachers guide students through pronunciation challenges and provide necessary feedback. He adds that teachers must be attentive to students' pronunciation errors, as unchecked mistakes can compound over time. By addressing errors promptly and effectively, teachers prevent the reinforcement of incorrect pronunciation habits. Furthermore, teachers serve as motivators, encouraging students to actively engage in English pronunciation practice. By fostering a supportive and encouraging learning environment, teachers inspire students to take ownership of their pronunciation improvement journey (Pandya Disha 2018, 17-18).

3.4.1 Native or non-native model

When considering the impact of the teacher's native or non-native speaker status on pronunciation teaching, it is essential to mention again that the goal of teaching pronunciation should not necessarily be the mastery of native speakers' norms, but rather international intelligibility (Morley 1991, 500 - 506). According to Harmer (2007), the traditional emphasis on native speaker norms in pronunciation teaching is being challenged, and the focus is shifting towards comprehensibility and effective communication (Harmer 2007, 249).

To Kelly (2000), teaching models now tend to align more closely with teachers' own accents, because few teachers could consistently teach with an accent significantly different from their own, even if they wanted to (Kelly 2000, 15). Furthermore, it has been suggested that non-native English-speaking teachers can be good models for second language learners, although many may lack confidence in teaching pronunciation (Roach 2009, 5-6).

In conclusion, Brinton (2022) suggests that the native or non-native speaker status of the teacher may not be the determining factor in effective pronunciation teaching. The determinative factor whether the teacher is good in teaching this phenomenon may be rather their knowledge background and enthusiastic approach. He argues that most pronunciation experts today concur that the best pronunciation teachers (regardless of native or non-native speaker status) are those who have appropriate training, dedication, and are inspirational models for their students (Brinton 2022, 21).

However, the teacher is not the only language model in the classroom. To some extent, peers are also language models for one another. In pronunciation teaching, listening activities are widely used and audio files are also language model. Concerning the importance of listening in teaching pronunciation, Fadwa (2010) claims that it is especially important since it provides the perfect opportunity to hear voices other than the teacher's, enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation. The author adds that familiarity with different accents aids in comprehending pronunciation more effectively. Therefore, teachers should allocate class time to exposing students to the accents they are

likely to encounter beyond the classroom setting (Fadwa 2010, 8 - 9). Deduced from the statements above, listening to multiple accents, including also the non-native ones, is beneficial for students, because in real life they will hear many English varieties and they will not speak only to native speakers. Therefore, the audios do not have to be strictly recorded only by natives.

3.5 Challenges of teaching pronunciation

According to Harmer (2007), two common challenges may arise in pronunciation teaching and learning process:

- ***Auditory Perception:*** *Some students may struggle to hear and differentiate pronunciation features that instructors aim to teach. This difficulty can be particularly pronounced when speakers of different first languages encounter sounds not present in their native language. For instance, Czech language speakers may face challenges distinguishing between the English sounds /θ/ and /ð/.*
- ***Articulatory Familiarity:*** *Another challenge arises from the physical unfamiliarity students may encounter when attempting to produce certain sounds in a foreign language. While infants are born with the capacity to produce all human sounds, individuals tend to lose familiarity with certain sounds as they focus on specific languages during development. (Harmer 2007, 249-250).*

3.5.1 Comparison of English and Czech concerning pronunciation

Students' native language significantly influences their perception and production of English, particularly in the realm of pronunciation (Harmer 2007, 250). Many specialists, such as Harmer or Celce-Murcia, agree that first-language transfer plays a substantial role in pronunciation, wherein differences in phonological systems and phonetic inventories between languages lead students to substitute familiar sounds from their native language for unfamiliar sounds in the target language. To Celce-Murcia et al.

(2008), there should be placed more focus on teaching aspects in the second language that are absent or distinct from those in the first language, or addressing areas where differences in pronunciation may pose challenges (Celce-Murcia et al. 2008, 323).

The main differences between English and Czech phonological systems will be shown in the following table. The table focuses both on segmental and suprasegmental phonological features of these languages. In the first slot phonological aspect is indicated and differences are compared in the two following slots. The very last slot demonstrates implications for teaching, it means what should the teacher focus on when teaching that concerned aspect. The data are mostly retrieved from the book by Dušan Melen, *Výslovnost angličtiny na pozadí češtiny*, 2010, pages 12-52.

Table 1: Comparison of English and Czech concerning pronunciation

Aspect	English	Czech	Implications for Teaching
Segmental Features			
Vowels	- More vowels (20) including diphthongs	- Fewer vowels (10) with no basic contrast between short and long	Teach vowel quantity and articulation differences
	- Vowel length affected by following consonant	- Vowels relatively independent of surroundings	Focus on contextual variations affecting vowel length
	- Crucial importance of vowel quality and timbre	- Negligible impact of timbre on vowels	Provide exposure to various English accents and voices
	- Tongue position differs, not in contact with lower incisors	- Tongue typically in contact with lower incisors	Emphasize tongue position adjustment for English pronunciation
Consonants	- Absence of Czech sounds /ř, t', d', ň, x/	- Different consonant inventory, absence of /θ, ð, w/	Highlight differences in consonant inventory and pronunciation
	- Voiced vs. voiceless contrast affects vowel duration	- Contrast between voiced and voiceless consonants	Teach how voicing affects syllabic quantity in English
	- Aspiration of voiceless consonants (e.g., /p, t, k/)	- Lack of aspiration in Czech consonants	Focus on aspiration in English pronunciation
Suprasegmental Features			

Syllable	- Predominance of closed syllables	- Tendency for initial consonant clusters	Teach syllable division and patterns specific to each language
	- Stressed syllables differ in length, pitch, and vowel quality	- Stressed syllables always at beginning of word	Highlight differences in stress placement and syllable structure
	- Importance of last stressed syllable in intonation	- Gradual intonation patterns	Provide instruction on English intonation patterns and cadence
Word Stress	- Stressed syllables have longer duration, different pitch	- Stress fixed on first syllable	Teach differences in word stress patterns and its placement
	- Stress placement varies, influencing word meaning	- Stress does not change meaning	Address complexities of stress placement and its implications
Elision	- Common in fast speech, particularly after certain consonants	- Not a prominent feature in Czech	Teach awareness of elision for improved listening comprehension
Linking, Liaison	- Smooth transition between words	- Typically, separate pronunciation of neighbouring words	Focus on teaching linking for better understanding of connected speech
Rhythm	- Crucial for intelligibility of speech	- Rhythm less emphasized compared to English	Provide rhythm-focused exercises to improve pronunciation

3.5.2 The most common pronunciation mistakes of Czech learners of English language

In continuation with the previous topic on comparison of Czech and English phonological systems, the following table concentrates on the typical pronunciation mistakes of Czechs who learn English, because those are the phenomena which cause most difficulties and should be given priority for teaching and practice. The data are retrieved from the book by Dušan Melen, *Výslovnost angličtiny na pozadí češtiny*, 2010, pages 71-75.

Table 2: The most common pronunciation mistakes of Czech learners of English language

Pronunciation Aspect	Common Mistakes	Result
Vowels	Incorrect duration: Not differentiating between short, medium, and long vowels based on following consonants	Mispronunciation of short: "bit", medium: "bid", "beat", Long: "bead"
	Misplacing vowel quality in unstressed syllables	Indefinite vowel /ə/ or /ɪ/ in native words
	Neglecting length variation in diphthongs	Not observing longer duration in diphthongs influenced by following consonants
Consonants	Voiced consonants in final positions: Fully voiced or replaced by voiceless counterparts	Pronouncing "buzz" /bʌz/ as /bʌs/
	Incorrect assimilation of paired consonants	Pronouncing "backbone" /bækbəʊn/ as /bægbəʊn/
	Difficulties with /ŋ/ at the end of words or before vowels	Pronouncing "sing" /sɪŋ/ as /sɪn/ or /sɪŋk/
	Lack of aspiration in /p, t, k/	Pronouncing "cool" without aspirated /k/
	Incorrect articulation of /θ, ð/	Pronouncing /ð/ as /d/ or /dz/
	Interchanging /v/ and /w/	Exchanging "veal" for "wheel"
Rhythm	Not respecting quantitative relationships within words	Failing to distinguish length between English and Czech words
	Not reducing quantity in unstressed syllables within words	Violating rhythmic characteristics
Melody	Misplacement of stress in sentences	Incorrectly rising unstressed syllables at the beginning of sentences
	Inadequate intervals in sentence melody	Making English speech seem too monotone

4 How to teach pronunciation

4.1 Approaches to teaching pronunciation

In the pronunciation teaching literature, there are three significant approaches to teach pronunciation namely analytic-linguistic approach, intuitive-imitative approach and integrative approach. However, there are also another approaches, for instance deductive

and inductive. The mentioned approaches are associated with different methods of language teaching. They are discussed as follows.

4.1.1 Explicit and implicit pronunciation teaching

As Dalton and Seidlhofer (2001) state, explicit instruction is characterized by clearly stating the lesson's objective (e.g., learning specific phonological rules or vocabulary) to the learner. In contrast, implicit instruction does not explicitly disclose the lesson's goal. Nonetheless, learners in implicit instruction settings may still discern the goal despite the instructor's intentions. A key distinction between implicit and explicit instruction lies in the use of metalanguage. Explicit instruction employs metalinguistic terminology to formally describe rules, whereas implicit instruction generally avoids using such terminology (Dalton, Seidlhofer, 2001, 69).

To Harmer (2007), some educators may neglect explicit pronunciation instruction. These teachers argue that students seem to acquire adequate pronunciation naturally without formal instruction. However, the fact that some students develop reasonable pronunciation without explicit teaching shouldn't obscure the benefits of prioritizing pronunciation in lessons (Harmer 2007, 248). The author adds that the instruction of pronunciation not only raises students' awareness of various sounds and sound characteristics (along with their meanings) but can also significantly enhance their speaking abilities. Focusing on speech sounds, illustrating their articulation points in the mouth, guiding students to recognize word and phrase stress patterns, and explaining the mechanics of intonation - all these elements provide supplementary insights into spoken English. They contribute to the overall aim of improving students' comprehension and overall clarity in communication (Harmer 2007, 277). Therefore, pronunciation learning can be done through acquisition without any formal instruction, on the other hand, the instruction may be very beneficial for students, as it strengthens their speaking ability and comprehension.

4.1.2 Analytic-linguistic approach

Teaching pronunciation using an analytic-linguistic approach involves focusing on producing correct sounds in the target language, in addition to listening and imitation (Celce-Murcia et al. 2010, 2). This approach emphasizes detailed attention to suprasegmentals and voice-quality features, as well as their forms and functions in interactive discourse (Morley 1991, 488). Research has shown that pronunciation teaching benefits from understanding of the relationship between accent and pronunciation teaching (Derwing, Munro 2005, 383). Furthermore, a study on the effectiveness of teaching the pronunciation of inflection through the analytic-linguistic approach found it to be a promising method (Sharma 2021, 89). It indicates that there are specific aspects of pronunciation, such as suprasegmental ones, that would benefit from analytic-linguistic approach to teaching them than others.

Phonics

In teaching pronunciation with analytic approach, using phonics is one of the most used tools. Siqueira et al. (2016) describe the phonics method as a method of literacy which first teaches the sounds of each letter and then mix these sounds together to achieve the full pronunciation of the word. Especially, synthetic phonics, which emphasizes teaching the sounds of each letter and blending them to achieve the full pronunciation of words, has been recognized as an effective method for initial literacy. Also, this approach helps students form connections between words and their pronunciation, aiding in the acquisition of decoding and spelling skills (Siqueira et al. 2016; 84). The authors also mention embedded phonics, which is an approach to teaching reading that integrates phonics instruction directly within the context of authentic texts, rather than teaching it as a standalone skill. In this method, phonics skills are taught opportunistically as they are needed during the act of reading real literature or text. This approach aims to provide immediate application and reinforcement of phonics knowledge within meaningful reading experiences, enhancing both reading comprehension and phonics mastery simultaneously (ibid, 85).

In the context of ESL classrooms, the use of phonics for teaching pronunciation has gained attention over the years. Groff (1983) emphasizes that the systematic and

intensive teaching of phonics information, known as explicit phonics teaching, has been recommended as part of reading instruction for many years (Groff 1983; 218). Furthermore, phonological-based instruction, including phonological awareness and phonics instruction, has been found to be effective in enhancing early literacy skills among young learners (Pandya Disha, 15).

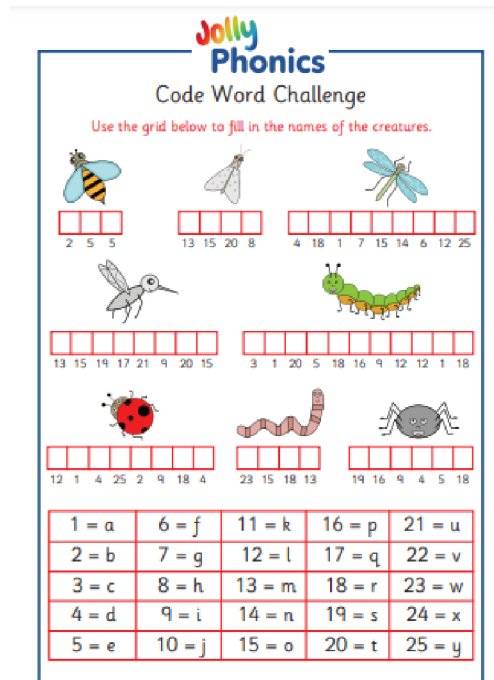


Figure 2: Example of phonics (Jolly Learning 2024)

4.1.3 Intuitive-imitative approach

Teaching pronunciation using the intuitive-imitative approach involves relying on learners' ability to listen to and imitate the rhythms and sounds of the target language without the intervention of explicit information (Celce-Murcia et al. 2010, 2). Research has shown that the intuitive-imitative approach involves extensive use of repetition and phonetic symbols to teach pronunciation, which are popular techniques in this method (Buss 2016, 1-3). Additionally, teachers tend to use intuitive-imitative approaches along with traditional techniques such as dictation, reading aloud, and dialogues in teaching pronunciation (Dalton, Seidlhofer 2001, 70). Therefore, these techniques go hand in hand with this approach, because repetition and productive activities are crucial for it.

However, it is important to note that the intuitive-imitative approach has also been subject to criticism. Some studies have indicated that this approach may result in a failure

to distinguish L2 sounds after considerable exposure to the sounds, and it may be comparatively less effective in pronunciation teaching than the analytic-linguistic approach (Buss 2016, 1-3). In conclusion, the intuitive-imitative approach to teaching pronunciation has been widely used and has shown effectiveness in certain aspects of pronunciation learning. However, it is important to consider its limitations and potential criticisms.

4.1.4 Integrative approach

In integrative approach, as Dalton and Seidlhofer (2001) state, pronunciation is viewed as an essential aspect of communication, integrated into meaningful task-based exercises rather than isolated drills. Students engage in activities that focus on pronunciation within context, enhancing their learning experience. Emphasis is placed on suprasegmental features like rhythm, stress, and intonation, explored through extended discourse rather than just phonemes and words (Dalton, Seidlhofer 2001, 71). What is more, Khan and Soomro (2022) describe its growing acceptance and use of the integrative approach to teaching English language, demonstrating its effectiveness in incorporating diverse teaching and learning qualities within the same classroom or session (Khan, Soomro 2022, 272). According to Pardede (2018), an integrative approach, which incorporates pronunciation practice with the teaching of other language aspects, and in communicative situations, has been recognized as beneficial (Pardede 2018; 143).

4.2 Teaching models

There are many teaching models which can be used in pronunciation teaching. Three of them will be discussed here for the purpose of this thesis. The TTT model, ESA model and PPP model.

The Test-Teach-Test (TTT) framework offers a structured approach to language instruction. It begins with a test to assess students' knowledge of a specific language point, followed by targeted teaching to address gaps or build on existing knowledge. A second test then measures the effectiveness of the instruction (Ontesol, 2024). The ESA (Engage, Study, Activate) framework offers an alternative approach to language teaching.

According to Harmer (2007), "Engage" involves emotional involvement to enhance learning. "Study" focuses on understanding the structure or form of a language concept. "Activate" prompts students to apply their language knowledge through communicative tasks (Harmer 2007, 66 – 67). The last model, PPP, will be discussed in the following paragraphs. There is put more attention to this model in the comparison with the two previous ones, because it will be exploited in the practical part.

PPP model

The Presentation-Practice-Production (PPP) model is widely recognized in the realm of language pedagogy. This model, comprising three integral stages – presentation, practice, and production – has gained widespread recognition and adoption within language teaching methodologies. For instance, Oryza et al. (2022) demonstrate the applicability of this model in language instruction. The author highlights the versatility of the PPP model in addressing various language components, including pronunciation (Oryza et al. 2022; 149-150). Rezvani et al. (2014) discuss the application of the PPP method in teaching speech acts, demonstrating its adaptability beyond grammar instruction to address pragmatic aspects of language use. This illustrates the flexibility of the PPP model in accommodating diverse language teaching objectives (Rezvani et al. 2014; 42).

In the teaching practice in the PPP model, according to Criado (2013):

- *in the presentation phase: educators introduce new language concepts, sounds, or structures to learners through various means such as audio-visual aids, demonstrations, or explanations. This initial exposure serves to lay the foundation for comprehension.*
- *Following the presentation, the practice stage comes, where learners engage in structured activities designed to reinforce their understanding and application of the newly introduced language components. These activities may include drills, exercises, or interactive tasks aimed at honing pronunciation skills and enhancing linguistic proficiency.*

- *Finally, in the production phase, learners are encouraged to actively utilize the language in authentic contexts. Through tasks such as role-plays, discussions, or presentations, students have the opportunity to demonstrate mastery of the language and express themselves fluently (Criado 2013; 99-100).*

On the other hand, PPP model may be criticized and have also its drawbacks. For instance, Criado (2013) sees the disadvantages as follows:

The traditional Presentation-Practice-Production approach, while widely acknowledged for its effectiveness in language teaching, has faced criticism for its tendency towards teacher-centered instruction, potentially hindering the establishment of a truly student-centered learning environment.[...]This high degree of teacher control may limit opportunities for student autonomy and active participation, thereby detracting from the development of critical thinking skills and learner independence (Criado 2013; 107).

Also, Harmer (2007) has a very similar opinion. He argues that PPP model restricts the autonomy of students and limits learning opportunities by primarily focusing on what the teacher imparts, with an underlying assumption that everything taught will be effectively learned (Harmer 2007; 66). This teacher-centredness is a problem for pronunciation teaching, because students may have limited opportunities to actively participate in the learning process.

Overall, the PPP model has been widely employed in language teaching, including pronunciation instruction, and its adaptability to various language components and teaching objectives underscores its significance in facilitating language learning and skill development.

4.3 Pronunciation instruction

As said above, there is a wide range of approaches in pronunciation instruction., The activities a teacher can exploit within pronunciation training differ according to the approach chosen and can range from e.g. highly focused techniques like drilling to more

expansive activities such as prompting students to actively observe specific pronunciation features within listening texts. Furthermore, Pronunciation teaching involves two key aspects: productive and receptive skills. For receptive skills, students must learn to distinguish between phonemes, especially when contrasts don't exist in their L1, and then apply this knowledge to their production. Drills are useful for both skill types, while noticing tasks with listening texts are particularly effective for developing receptive skills (Kelly 2000, 15). The techniques and activities will be discussed in the following paragraphs.

4.3.1 Listen-and-repeat Exercises

According to Foote and McDonough (2017), one of the most conventional approaches to teaching pronunciation is the listen-and-repeat method. In this approach, teachers provide learners with a model—such as their own pronunciation, an audio track, or a video—and have students repeat after it (Foote, McDonough 2017, 1).

To Scrivener (2005), prioritizing reception first and production afterward is the recommended approach to teaching pronunciation, because getting students to produce the sounds themselves can be challenging. It is essential to first raise their awareness that there is something to work on. The initial step is to help them hear the differences. Therefore, receptive awareness precedes productive competence (Scrivener 2005, 288).

To Harmer (2007), one of the main challenges in teaching pronunciation is that students often struggle to produce sounds they cannot distinctly hear. This makes it crucial for educators to develop students' auditory discrimination skills before expecting them to accurately produce the sounds. By focusing on receptive awareness, students learn to identify and differentiate between similar sounds in the target language. Once students can reliably hear the differences, they are better equipped to work on their pronunciation. This method not only makes students more aware of the specific sounds

they need to work on but also builds their confidence as they transition from recognizing to producing these sounds accurately (Harmer 2007, 250).



Figure 3: Example of listen-and-repeat exercise (Kedde et al. 2020, 52)

4.3.2 Shadowing

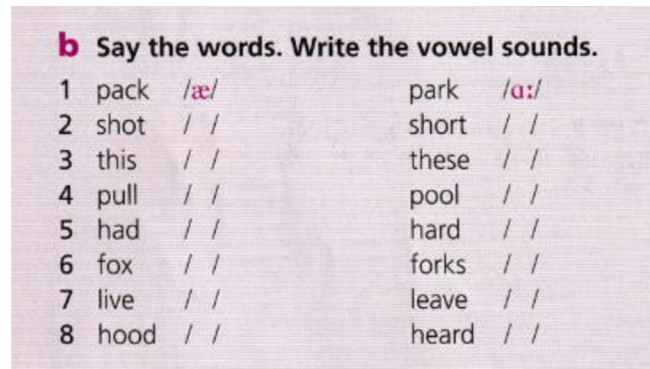
Shadowing is in Foote's and McDonough's words a long-standing pronunciation practice method resembling a listen-and-repeat exercise. However, instead of learners hearing a model speaker and then repeating afterward, they are encouraged to closely follow the speaker with only a brief delay. This results in the model speaker and the learner speaking simultaneously. Learners typically aim to mimic the speaker's speech style as closely as possible, including rhythm, stress, intonation, and other aspects of pronunciation (Foote, McDonough 2017, 1).

4.3.3 Drilling

According to Kelly (2000), pronunciation practice in the classroom commonly involves drilling as a primary method. At its simplest, drilling entails the teacher pronouncing a word or structure and the class repeating it. Drilling serves the purpose of assisting students in attaining improved pronunciation of language items and aiding them in retaining new vocabulary (Kelly 2000, 16).

Basuki (2018) also believes that drilling is fundamental method practiced in teaching-learning pronunciation. The author argues that to have a good mastery of pronunciation, repetition/drill to reception/hearing the correct sounds and rules of

pronunciation of language should be continued over as long a period of time as possible (Basuki 2018, 60).



b Say the words. Write the vowel sounds.

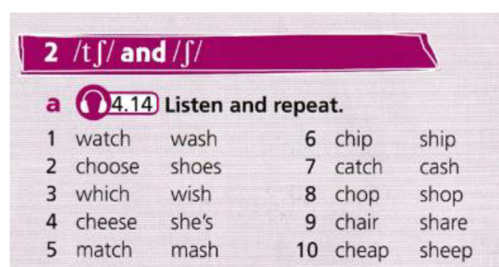
1 pack /æ/	park /ɑː/
2 shot / /	short / /
3 this / /	these / /
4 pull / /	pool / /
5 had / /	hard / /
6 fox / /	forks / /
7 live / /	leave / /
8 hood / /	heard / /

Figure 4: Example of drilling exercise (Hutchinson 2014, 80)

4.3.4 Minimal pairs

Minimal pairs refer to words or phrases that vary by only one phoneme. Kelly (2000) suggests that teachers can leverage minimal pairs effectively in the classroom to address pronunciation challenges encountered by students. By contrasting words that differ by a single sound, learners can pinpoint and work on specific phonetic distinctions, thereby improving their pronunciation skills (Kelly 2000, 18).

Additionally, Harmer (2007) claims that this technique is commonly used to direct learners' focus towards specific aspects of pronunciation. The process typically begins with students listening to pairs of words and practicing distinguishing between the two sounds. If students demonstrate proficiency with these sounds, the instructor may proceed to another pronunciation topic or simply conduct a brief review exercise as a reinforcement. However, if students encounter challenges in discerning between the sounds, the instructor may use other techniques or practice this phenomenon using more exercises of similar character (Harmer 2007, 252-253).



2 /tʃ/ and /ʃ/

a 4.14 Listen and repeat.

1 watch	wash	6 chip	ship
2 choose	shoes	7 catch	cash
3 which	wish	8 chop	shop
4 cheese	she's	9 chair	share
5 match	mash	10 cheap	sheep

Figure 5: Example of minimal pairs exercise (Hutchinson 2014, 81)

4.3.5 Spelling activities

According to Kelly (2000), Integrating pronunciation closely with spelling work is logical, as it allows exploration of the various ways sounds can be represented. Homographs and homophones offer valuable opportunities for such integration.

For instance, with homophones, students could listen to a sentence and select the word with the correct spelling from a list provided. Classroom exercises can also focus on the characteristics or impacts of specific letters within words, enriching students' understanding of spelling and pronunciation simultaneously (Kelly 2000, 20).

Example 7: Sounds of *ou* Level: elementary

Students are asked to listen to a recording and see how many different pronunciations they can find for the *ou* spelling in words like the following:

could	rough
country	sound
foul	thought
ground	though
house	through
out	unconscious
round	young

Figure 6: Example of spelling exercise (Harmer 2007, 262)

4.3.6 Chaining

Chains represent according to Kelly (2000) unique drill formats wherein learners repeat a basic prompt provided by the teacher, augmenting it with additional word components. Various types of chains exist, including back chain, front chain or substitution chain.

For instance, back chaining proves highly beneficial for pronunciation learning and practice, particularly when learners encounter words or phrases that are too long or difficult to articulate. Moreover, back chaining directs attention to the phonemes

contained within the chosen word, facilitating focused phonetic practice (Kelly 2000, 16-17).

Back chain
The sentence is drilled and built up from the end, gradually adding to its length. Certain parts may be drilled separately, if they present problems. Each part of the sentence is modelled by the teacher, and the students repeat.
...told him.
...would've...
...would've told...
I would've told him.
If I'd seen him...
If I'd seen him, I would've told him.

Figure 7: Example of chaining exercise (Kelly 2000, 16)

4.3.7 Listening activities

Teaching pronunciation is closely connected with listening. Unlike speaking activities develop the productive skills, listening develops the receptive ones. Kelly (2000) stated that:

many listening activities in the classroom aim to replicate the authenticity of everyday communication, which can significantly aid students in noticing pronunciation features. For instance, before engaging in a listening task, students can be introduced to the meaning and pronunciation of a specific language aspect and practice it in controlled settings. Subsequently, the listening exercise can prompt students to focus on this area of language and its pronunciation within a narrative context. Alternatively, an extended listening session may precede a stage where students are prompted to elicit and drill pronunciation. Indeed, positioning the listening exercise first may heighten the importance of pronunciation elements for comprehension and increase the likelihood of students noticing them. Initially, students would need to listen attentively and interpret the use of the language and related pronunciation features selected for study in order to complete assigned tasks (Kelly 2000, 21).

Fadwa (2010) claims that listening is especially important tool in pronunciation teaching as it provides the perfect opportunity to hear voices other than the teacher's, which enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation (Fadwa 2010, 8). Listening

serves as a valuable tool in teaching English as a Foreign Language (EFL), as it sharpens learners' ability to discern various aspects of pronunciation and identify elements of target language sounds. Over time, students develop the capacity to differentiate between different sounds, recognize stress patterns, grasp intonation, and understand rhythm. Fadwa (2010) suggests that for example, listening to broadcasts proves particularly beneficial for enhancing students' pronunciation, intonation, and tone. Such activities offer exposure to authentic language usage and relevant topics, facilitating a deeper understanding of the target language (ibid, 11).

Finally, Hancock (2022) argues that even though pronunciation is commonly associated with speaking skills, yet its significance for receptive abilities should not be overlooked. He states that learning pronunciation is as essential for improving learners' listening comprehension as it is for enhancing their speaking proficiency. While learners might communicate clearly without employing connected speech features, they must also develop the capacity to understand these aspects receptively as listeners (Hancock, 2022).

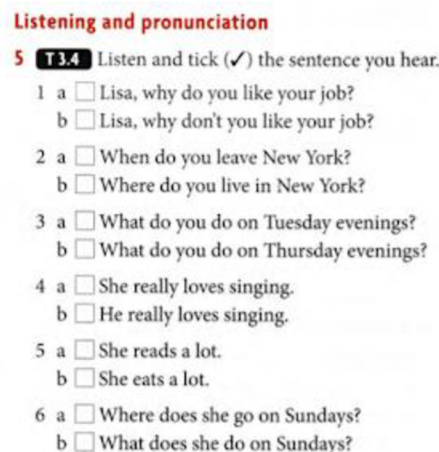


Figure 8: Example of listening exercise (Soars, Soars 2011, 23)

4.3.8 Reading activities

Even in reading activities where the primary medium is written text, pronunciation practice can be effectively integrated. Abimanto (2020) emphasizes the potential of reading aloud to enhance English pronunciation, particularly for non-English students. The author also claims that studies underscore the positive impact of reading aloud activities on pronunciation improvement (Abimanto 2020, 173). And as Kelly (2000)

claims, when a text is read aloud, whether by the teacher or the students, opportunities for pronunciation work naturally arise. Various types of texts, such as poems, rhymes, excerpts from plays, or song lyrics, can be utilized creatively in the classroom to provide ample scope for pronunciation exercises (Kelly 2000, 22). Therefore, it is evident that reading aloud activities play a significant role in improving pronunciation skills.

4.3.9 Teaching pronunciation using IPA

The International Phonetic Alphabet (IPA) is a set of symbols that linguists use to describe the sounds of spoken languages. For example, web Britannica says that “International Phonetic Alphabet (IPA) is an alphabet developed in the 19th century to accurately represent the pronunciation of languages. One aim of the International Phonetic Alphabet (IPA) was to provide a unique symbol for each distinctive sound in a language—that is, every sound, or phoneme, that serves to distinguish one word from another” (Britannica, 2024). According to Rajab (2013), the use of IPA in pronunciation teaching has been shown to be effective in improving the pronunciation skills of English as a Foreign Language (EFL) learners. The integration of IPA transcription codes using both audio and visual teaching methods has been found to enhance the speaking and writing skills of EFL learners (Rajab 2013, 654). What is more, according to Harmer (2007), when teachers introduce IPA symbols in language classroom and show students how to work with them, they can learn how to pronounce new words without the teacher’s help. He also adds that providing learners with terminology and tools like the phonetic alphabet can help them analyse and categorize English, aiding their understanding of language structure (Harmer 2007, 251).

Furthermore, the effectiveness of teaching pronunciation using IPA is influenced by the teaching approach adopted. As stated before, in the section 4.1.4., an integrative approach that combines pronunciation practice with teaching other language aspects in communicative situations is considered beneficial. (Pardede 2018, 143).

Below there is a table containing phonetic IPA symbols. Paired consonants are highlighted in bold.

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

Figure 9: International Phonetic Alphabet (Kelly 2000, 2)

Also, it is good to mention that for Czech learners can be used a simplified version of this transcription. As Fonetický ústav UK (2024) claims, “If the result of our transcription is intended for Czechs who are familiar with the sound system of Czech, we can "commit" certain simplifications.” (Fonetický ústav UK, 2024). Those simplifications are mostly used in transcription of consonants, when in the Czech transcription the diacritical marks which do not exist in IPA can be used. For instance, we can use symbols like /t̚ d̚ š ž č d͡z̚ ŋ/ in the Czech transcription (Fonetický ústav UK, 2024).

2 Phonetics revision

Sweet Sue has sent Smart Alec a secret message.
Can you work it out?

/aɪ θɪŋk ju: fʊd wɒtʃ ðə mju'zi:əm 'keəfəli. ðə θi:vz a:
'gəʊnɪ tə stɪ:l ðə 'treɜə ɒn ðə fɔ:θ əv 'dʒæŋjuəri./

I think ...

Figure 10: Example of exercise using IPA (Hutchinson 2014, 81)

5 Textbooks in pronunciation teaching

5.1 The role of textbook

According to Sikorova (2011), the concept of "The role of the textbook" refers to its expected functions in teaching and learning, as well as the characteristics it should have. To her, the role of the textbook remains relatively stable within a specific understanding of teaching and learning (Sikorova 2011, 2).

According to Cunningsworth (1995), textbooks should be viewed primarily as a tool to achieve pre-established aims and objectives based on learner needs. They serve multiple roles, including providing presentation materials, practice activities, reference material on grammar, pronunciation and vocabulary, inspiration for classroom activities, and support for both teachers and learners. However, it's crucial that coursebooks do not dictate course content or teaching methods. Instead, they should support the partnership between teacher and learner (Cunningsworth 1995, 7).

In teaching, teacher practice and textbook utilization are closely intertwined (Sikorova, 2011, 2). However, as Cunningsworth (1995) says it's crucial that coursebooks do not dictate course content or teaching methods. Instead, they should support the partnership between teacher and learner. The relationship between teacher and coursebook should be collaborative, with each side contributing its unique strengths towards shared goals (Cunningsworth 1995, 7).

The role of textbooks in teaching pronunciation is also important. Derwing and Munro (2005) claim that traditional ESL textbooks have been criticized for not explicitly incorporating research findings into pronunciation teaching, leading to a lack of formal preparation for ESL teachers in this area (Derwing, Munro 2005, 380). Furthermore, Derwing (2013) adds that there is a lack of specific focus on pronunciation in general-skills ESL textbooks, indicating a gap in addressing pronunciation in instructional materials (Derwing et al. 2012, 25). However, recent surveys indicate a positive trend, showing an increase in resources and materials dedicated to pronunciation teaching in textbooks. This suggests a promising shift towards the inclusion of pronunciation activities within textbooks (Derwing et al. 2012, 36-37).

Practical Part

6 Research Description

This research examines 4 selected textbooks for lower secondary English classes in terms of teaching pronunciation. The aim of this research is to find out how pronunciation teaching is presented/practiced in the textbooks and how they lead to the production of pronunciation aspects. The research investigation will result in an analysis of pronunciation exercises and the pronunciation phenomena contained in them, in terms of their quantity, proportion and form in selected English language textbooks. Pronunciation is very important in language teaching and this research can answer the question how textbooks work with this phenomenon.

In the pre-research phase, there was also an idea to work with audio files attached to the exercises. It is obvious that audio files are important aspects of teaching pronunciation, as they serve as language models. It would be beneficial to discover whether the textbooks offer a variety of English accents and language models. However, due to technical difficulties in finding software that could reliably assist with this, the final version of this research relies solely on the paper-based information from the textbook exercises.

6.1 Research Questions

For the aim of this research, these are the research questions which are the foundation for the later analysis:

1. Is pronunciation presented in the selected textbooks and in what form?
2. Is pronunciation practised in the selected textbooks and in what form?
3. Does the textbook lead to the production of pronunciation aspects and in what form?

6.2 Research Sample

In the following paragraphs the 4 selected textbooks that this research examines will be introduced.

1. Project 3

This English textbook is called Project 3. The author is Tom Hutchinson, and it was published by the Oxford University Press. This book is from 2014, the fourth edition.

2. Your Space 2

The English textbook called Your Space 2 was published by Czech publishing house Fraus in collaboration with Cambridge University Press. It is from 2020 (the second edition) and it is a Czech edition of the previous version published by only Cambridge University Press in 2013. The authors are Julia Starr Keddle, Martyn Hobbs and Helena Wdowczynová.

3. New Headway Elementary

This English textbook is called New Headway Elementary, and the authors are Liz and John Soars. This book is the fourth edition and was published in 2011 by the Oxford University Press.

4. Solutions Elementary

Solutions Elementary is an English textbook by authors Tim Falla and Paul A Davies. This book was published by the Oxford University Press in 2018 and it is the third edition.

Therefore, the research sample consists of English language textbooks for the lower secondary classes of general mainstream schools from mostly foreign authors and publishers. The criterion for selecting this particular sample of textbooks was primarily their frequency of use in elementary school teaching based on my own experience.

6.3 Method

The method used for the purpose of this research was textbook evaluation/assessment. According to Cunningsworth (1995), when evaluating a coursebook, we often form a general impression by quickly scanning its contents to assess its potential, strengths, and weaknesses. This initial overview allows us to gauge various features such as the quality of visuals, the layout's attractiveness and clarity and the sequencing of materials. This overview is best suited for a preliminary evaluation. However, this quick overview may not uncover significant omissions or weaknesses. Therefore, more detailed analysis and examination are necessary to ensure that the coursebook aligns effectively with the needs and goals of the learners and educators. (Cunningsworth 1995, 7).

In continuation with Cunningsworth (1995), one of the methods to assess a new coursebook is using checklists, focusing on factors such as how it addresses given criteria. Evaluating how the book deals with these items provides valuable insights into its suitability. Using checklists, there are many possibilities which criteria can be evaluated, and which questions can be asked. For instance, checklists may consist of questions such as:

- *Are there reference sections for grammar, vocabulary, pronunciation, etc.?*
- *Does the coursebook include material for pronunciation work? If so, what aspects of pronunciation are covered? Individual sounds, word stress, sentence stress, intonation, etc.?* (Cunningsworth 1995, 1-3).

The checklist-based approach was used for textbook review and analysis in the context of this thesis and research. The reason is that the study must be more thorough than relying just on a broad overview and an initial impression. One checklist was created for the purpose of this research. Firstly, each textbook is analysed individually and later there are presented data form all the textbooks showing the overall results.

In the textbook analyses, the exercises were categorized into stages based on the PPP model and the criteria were following. Firstly, to the presentation stage were classified exercises in which students are provided with an explanation, a model to apply to the concept. The example of such an exercise can be seen in the figure number 11. Secondly, the exercises which focus on learners being engaged in activities designed to apply presented phenomena to achieve accuracy were classified in the practice stage. Such an exercise can be seen in the figure number 12. Thirdly, the criteria for the

production phase were whether the exercise focuses on fluency, i.e. the free use of language in real-life situations. This stage was not found in the textbooks, because it is very difficult to measure based only on the paper-based information. This stage relies heavily on the teachers how they work with the exercises and the students. However, such an activity can be for example discussions, role-plays and many others. These criteria are based on the opinion of Criado (2013), mentioned in the theoretical part discussing the PPP model.

Listening Strategy
In connected speech, auxiliary and modal verbs (*have, can, want, do, etc.*), prepositions (*to, for, etc.*) and pronouns (*you, he, etc.*) are usually unstressed, and the sounds sometimes change. It isn't necessary to copy this pronunciation when speaking, but it is important to be able to recognise these words in connected speech.

3 **4.08** Read the **Listening Strategy**. Then match phrases (1–12) with the way they are pronounced in connected speech (A–L). Listen and check.

1 going to	5 are you	9 kind of
2 want to	6 do you	10 lots of
3 have to	7 did you	11 there are
4 can you	8 don't know	12 can I

A havta	E kinda	I wanna
B dunno	F dya	J thera
C didya	G cunya	K cuna
D gunna	H lotsa	L ah-ya

Figure 12: Example of an exercise classified in the presentation stage (Falla, Davies 2017, 99)

Pronunciation

3 **T 2.2** Listen and complete the chart. Practise saying the verbs.

/s/	/z/	/tʒ/
likes	comes	teaches

Figure 11: Example of an exercise classified in the practice stage (Soars, Soars 2011, 14)

7 Analysis of the Textbooks

7.1 Project 3

7.1.1 Pronunciation exercises

In this textbook, the exercises focusing on teaching pronunciation are not given attention in each unit, but there is dedicated own space on one double page in the final

section for them, which is indicated in the table of contents. This section is called "Pronunciation" and contains always two exercises per unit. The exercises are clearly divided into categories based on the phenomena presented in them, for example short vowels, long vowels, Diphthongs, etc. What is more, most of the exercises are divided into sections for extra practice. The instructions are clearly stated, so lower secondary students should not have any problems understanding them.

7.1.2 Analysis

Project 3 Analysis		
Total number of exercises: 12 (7 %)		

PPP Model		
In how many exercises?		
Presentation	Practice	Production
4 (33 %)	7 (58 %)	0 (0 %)

Analysing exercises of this book based on the PPP model, an indication of presentation can be seen in 4 of them, where there are given brief instructions about for example short and long vowels, diphthongs and consonants. However, the majority of the exercises belongs to the practice stage, when learners practice given phenomena through listening, repeating, writing, etc. Finally, there is no exercise that can be classified in the typical production stage. There are exercises developing productive skills, however, those exercises were not automatically classified in the productive stage for the purpose of this research. Speaking and writing is used only for practicing, not for achieving fluency. This is the reason why none of the exercises was classified in the production stage and these criteria apply for all the books.

Using IPA	
In how many exercises?	10 (83 %)

Concerning the use of IPA in the pronunciation exercises, it is present in 10 exercises, which is 83 %. Firstly, there are exercises containing phonological symbols for individual sounds, namely short and long vowels, diphthongs and consonants. These symbols are showed next to the words containing these sounds for presentation or these symbols should be identified by learners in given words and written to the slots next to them for practice. Secondly, there are also exercises focused on the phonetic transcription of whole words. These exercises are based on the same principal, which is that students are given a transcription of selected words, and they should recognize them and write them down.

Segmental and suprasegmental aspects	
In how many exercises?	
Segmental	Suprasegmental
12 (100 %)	0 (0 %)
What do the exercises focus on?	
<ul style="list-style-type: none"> • Short Vowels – 3 (75 %) • Long Vowels – 3 (75 %) • Diphthongs – 4 (66 %) • Voiced Consonants – 8 (66 %) • Unvoiced Consonants – 7 (58 %) 	

In this textbook, there is given attention only to the segmental phonological aspects, which means individual phonemes. Unfortunately, exercises on suprasegmental aspects, like word stress, intonation, etc. are totally missing. It is good to mention here that this does not correspond with the findings from the theoretical part, because it is

suggested by the authors that suprasegmental aspects have a greater impact on intelligibility than individual segmental sounds.

Speaking, writing, listening, reading			
In how many exercises?			
Speaking	Writing	Listening	Reading
10 (83 %)	7 (58 %)	11 (92 %)	12 (100 %)

It can be claimed that the exercises covered in this book contain both production and reception. There is an audio for almost each exercise, so the activities are based on listening, i.e. reception. There are some exercises that can be considered developing also productive skills, when the students are asked to repeat or write down the words, but again, this speaking and writing is used for practice, not for free use of language and achieving fluency.

Pronunciation phenomena difficult for Czech learners	
In how many exercises?	
	6 (50 %)

There are phenomena which may cause problems for Czech learners in 6 exercises out of 12. As mentioned previously, the suprasegmental aspects are missing, so, there is focus only on individual phonemes, for example /θ, ð, w, ə, ŋ, æ /.

7.1.3 Conclusion

To conclude, there are a total of 12 exercises on pronunciation, which is approximately 7 % of all the exercises of this book. If we consider that the book is used one or two years, the number is rather low in my opinion and extra activities and resources may be needed to find by the teachers using this book. There is focus only on the

segmental phenomena, on practicing individual sounds and phonemes, the suprasegmental phenomena are not present. The typical production exercises are missing. There is speaking and writing covered in the exercises, but as stated previously, it is speaking or writing only for practice. Concerning the PPP model, there are 4 exercises on presentation and all the rest, except one exercise, is for practise stage. Finally, in almost every exercise is present IPA. There are lots of phonological transcriptions and students can see how the transcription works, which may be beneficial for their future studies.

7.2 Your Space 2

7.2.1 Pronunciation exercises

In this textbook, the exercises on teaching pronunciation are given attention in 7 units out of 8. There is only one exercise in each of those units. The exercises are indicated in the content table in the beginning of the book, which is great for the orientation. All the exercises are indicated in the table of contents and they can be found under the name “Soundbite”. There is also indicated what the topic of the exercises is and again, all the exercises are divided into sections. In this book into section “a” and “b”, for extra practice. The instructions are clearly stated, so there should not be any problem with understanding them.

7.2.2 Analysis

Your Space 2 Analysis		
Total number of exercises: 7 (4 %)		

PPP Model		
In how many exercises?		
Presentation	Practice	Production

0 (0 %)	7 (100 %)	0 (0 %)
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Analysing based on the PPP model, all the exercises belong to the practice stage, when learners practice given phenomena through listening, repeating, writing, etc. Therefore, the presentation and production stages are completely missing here.

Using IPA	
In how many exercises?	6 (86 %)

Concerning the use of IPA, it can be found in 6 exercises. There are not exercises focused on the phonetic transcription of whole words, but there are symbols only for the individual phonemes practised in the given exercise, mostly indicated under the title “Soundbite” and followed by instructions.

Segmental and Suprasegmental Aspects	
In how many exercises?	
Segmental	Suprasegmental
5 (71 %)	2 (29 %)
What do the exercises focus on?	
<ul style="list-style-type: none"> • Short Vowels – 1 (14 %) • Long Vowels – 0 (0 %) • Diphthongs – 1 (14 %) • Voiced Consonants – 4 (56 %) • Unvoiced Consonants – 3 (42 %) 	<ul style="list-style-type: none"> • Word Stress – 1 (14 %) • Linking – 1 (14 %)

In this textbook, there is given attention to the segmental aspects in 5 exercises. Only one exercise practices a vowel sound and diphthong, the rest is on consonant sounds. Finally, one exercise focuses on the suprasegmental aspect, specifically word stress, where the stressed syllable should be underlined, and the last exercise focuses on linking in connected speech.

Speaking, writing, listening, reading			
In how many exercises?			
Speaking	Writing	Listening	Reading
7	3	7	7

Both reception and production are included in each exercise. There is an audio for each exercise, so the activities are based on listening. Students are asked to repeat what they hear or write down new words, but again, this speaking and writing are only for practice.

Pronunciation phenomena difficult for Czech learners	
In how many exercises?	6 (86 %)

What is good, almost every exercise contains phenomenon or phenomena which may cause problems for Czech learners. These are for example the sound of final “s” and “d”, or the difference between /w/ and /v/. Concerning suprasegmental aspects, there is given attention to word stress, which can be problematic, and also how to pronounce the structure “have to” in connected speech.

7.2.3 Conclusion

In conclusion, there are 7 exercises on pronunciation in the whole book (only 4 % from all the exercises), which is the lowest number, so in my opinion extra activities and resources might be needed to find by the teachers using this textbook. There is focus on both segmental and suprasegmental phenomena, which is positive. Concerning the PPP model, all the exercises are for the practise stage, so again, extra work of the teachers should be done if they wanted some materials for presentation or production stage. IPA is present in almost every exercise, but not as extensively as in Project 3, where the students were asked also to transcribe the words. Here, the IPA is used only for the indication what is practised in each exercise.

7.3 New Headway Elementary

7.3.1 Pronunciation exercises

In this textbook, the exercises focusing on teaching pronunciation are not indicated in the table of content at the beginning of the book, therefore, careful research must be done through all the units to look for them. It is not very practical, and it would be much better if they were indicated in the table. Also, the exercises are not given attention in each unit and neither they have any common title. What is more, in some cases, there is not written exactly in the instruction of the exercise what it focuses on, so it is necessary go through the exercise and deduce the topic. This could be problematic for some students, so the teacher should be prepared with their own instructions. The previous books had their exercises divided into two or more extra sections, the majority of the exercises in this book are not divided and each exercise has only one task to be completed. There are only two exercises containing two tasks.

7.3.2 Analysis

New Headway Elementary Analysis
Total number of exercises: 14 (6 %)

PPP Model		
In how many exercises?		
Presentation	Practice	Production
6 (43 %)	13 (93 %)	0 (0 %)

Analysing exercises of this book based on the PPP model, an indication of presentation can be seen in 6 of them and the percentage is the highest compared to other books. Mainly suprasegmental aspects are presented, for example, intonation is presented using rising and falling lines above the sentences. However, the vast majority of the exercises belongs to the practice stage, when learners practice given phenomena through listening, speaking/repeating and writing. Finally, there cannot be found any exercise which would belong to the production stage.

Using IPA	
In how many exercises?	5 (36 %)

Concerning the use of IPA in the pronunciation exercises the number of them using IPA is not very high. It is used in only 5 exercises out of 14. In two exercises transcription of whole words can be found, the rest of the exercises contains only transcriptions of individual phonemes which are practised there.

Segmental and Suprasegmental Aspects	
In how many exercises?	
Segmental	Suprasegmental
4 (29 %)	10 (71 %)
What do the exercises focus on?	

<ul style="list-style-type: none"> • Short Vowels – 4 (29 %) • Long Vowels – 4 (29 %) • Diphthongs – 4 (29 %) • Voiced Consonants – 4 (29 %) • Unvoiced Consonants – 4 (29 %) 	<ul style="list-style-type: none"> • Word Stress – 6 (42 %) • Intonation – 6 (42 %) • Assimilation – 2 (14 %)
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In this book, there is given attention to both, segmental and suprasegmental phonological aspects. However, this is the first book where there are more exercises on suprasegmental aspects, specifically on word stress, intonation and assimilation, than the exercises on the segmental ones. It is good to mention here that this finally corresponds with the findings from the theoretical part, mentioned also while analysing Project 3.

Speaking, writing, listening, reading			
In how many exercises?			
Speaking	Writing	Listening	Reading
10	3	14	14

All exercises from this book are focused on reception. There is an audio for almost each exercise, so the activities are based on listening. Like in the previous books, after listening comes repeating and practising the given phenomena, so the productive skills are also developed to some extent. What is new here, there are four exercises which focuses only on the receptive skills. The purpose of them is only listen to the audio and there are no other tasks such as repeating the words heard. Therefore, the activities develop mainly receptive skills.

Pronunciation phenomena difficult for Czech learners	
In how many exercises?	9 (64 %)

There are phenomena which may be considered to cause problems for Czech learners in total of 9 exercises. It is mostly about the suprasegmental aspects like intonation and word stress, which are used differently in Czech. From the segmental aspects, the most problematic could be the schwa sound /ə/. Beneficial for Czech students is also the practise of final suffixes “-s” and “-ed”, which can be both voiced or voiceless.

7.3.3 Conclusion

To conclude, there are a total of 14 exercises on pronunciation (6 % of the all exercises). The number is higher than in the previous two cases, but the percentage is not very different. Still, in my opinion, extra activities may be needed to include by the teachers. There is focus on both phonological aspects, but what is good that the suprasegmental are given priority and are more present in the exercises. Concerning the PPP model, again, the vast majority of the activities belongs to the practise stage, 6 of the exercises have some aspects of presentation, and finally, there is no exercise that could be classified in the production stage. The main difference between the previous two books is that here there is not very common the use of IPA. There are only few symbols or transcriptions, but the reason may be that there is given more attention to the suprasegmental aspects. Finally, phenomena difficult for Czech learners can be found in 9 out of 14 exercises, which is more than a half.

7.4 Solutions Elementary

7.4.1 Pronunciation exercises

In Solutions, the exercises on teaching pronunciation are not given attention in each unit and like in New Headway, they are not indicated in the content like for example exercises of grammar. Therefore, it is needed to go through every page and look for them. Some exercises are given the title “Pronunciation”, but there are also exercises on pronunciation which do not have this title. Some exercises also work with an additional box, which explains the theory before later practise. This box is called “LOOK OUT” in

one case, in another cases “LEARN THIS” or “Listening strategy”. So, there is not any general sign how the pronunciation exercises are indicated, which could be confusing. On the other hand, the instructions are simple and clearly stated, and there is only one task to focus on in each exercise.

7.4.2 Analysis

Solutions Elementary Analysis	
Total number of exercises: 22 (5 %)	

PPP Model		
In how many exercises?		
Presentation	Practice	Production
9 (41 %)	20 (91 %)	0 (0 %)

Analysing the exercises concerning the PPP model, 9 exercises can belong to the presentation stage and the percentage is almost the same in comparison with the New Headway. These exercises give instructions about the individual sounds, i.e. segmental aspects, but the majority of them present information about connected speech, mainly with reference to listening. Nevertheless, like in all the previous books, the vast majority of the exercises belongs to the practice stage, when learners practice given phenomena through listening, repeating or writing. Finally, no exercise can be classified in the typical production stage.

Using IPA	
In how many exercises?	6 (27%)

IPA is present in 6 exercises, which is 27 %. In comparison with other books, the percentage is the lowest. Two exercises include transcription of whole words, and the rest of the exercises contain only symbols for individual sounds, in all cases of consonants. Lastly, these symbols are used only in the instructions, therefore students themselves do not have to use or write them.

Segmental and Suprasegmental Aspects	
In how many exercises?	
Segmental	Suprasegmental
10 (45 %)	12 (55 %)
What do the exercises focus on?	
<ul style="list-style-type: none"> • Short Vowels – 6 (27 %) • Long Vowels – 5 (23 %) • Diphthongs – 5 (23 %) • Voiced Consonants – 5 (23 %) • Unvoiced Consonants – 5 (23 %) 	<ul style="list-style-type: none"> • Word Stress – 8 (36 %) • Linking – 1 (5%) • Elision – 3 (14 %)

This textbook is the second one where the suprasegmental aspects exceed the segmental ones. Specifically, 55 % of the exercises focus on them, which is more than half. Therefore, this textbook also meets with the theoretical findings mentioned also in the analysis of the previous books.

Speaking, writing, listening, reading			
In how many exercises?			
Speaking	Writing	Listening	Reading
10	1	20	22

Based on the analysis, the exercises covered in this book are more focused on reception. Lots of exercises contain an audio file, so the activities are connected with listening. Unlike in the previous books, the productive skills are not developed so much, speaking or repeating is present in 10 exercises and writing is only in 1 exercise. The reason can be that there are more presentation exercises which focus more on the theory than the practice.

Pronunciation phenomena difficult for Czech learners	
In how many exercises?	16 (73 %)

There are phenomena which may cause problems for Czech learners in 16 exercises, which is really positive. The majority of them focuses on suprasegmental aspects, such as word stress patterns, elision and general features of connected speech. Concerning the segmental aspects, the focus is on the sounds of final suffixes, such as final “-s” or “-ed”.

7.4.3 Conclusion

In conclusion, there are 22 exercises on pronunciation (5 % of the all exercises). This book has the highest number of them, however, considering the percentage, the number does not stand out. So, even in this case extra materials would be needed to prepare by the teacher. There is bigger focus on the suprasegmental aspects than the segmental, which is positive discovery. Concerning the PPP model, 41 % of the exercises contain presentation, which is also better than in the other books. The rest is for practise stage, which means that again, the production stage is missing. On the other hand, IPA is used here less, in only 27 % of the exercises. Finally, 73 % of the activities practise phenomena which may cause problems for Czech students, which is very positive.

7.5 Overall analysis of the textbooks

Overall Analysis	
Total number of exercises: 55 (5%)	

PPP Model		
In how many exercises?		
Presentation	Practice	Production
19 (36 %)	47 (85 %)	0 (0 %)

Analysing all the exercises concerning the PPP model, 19 exercises can belong to the presentation stage. These exercises mostly give instructions about connected speech, mainly with reference to listening. Nevertheless, the vast majority of the exercises belongs to the practice stage, when learners practice given phenomena through listening, repeating or writing. Finally, no exercise from all the books can be classified in the typical production stage.

Using IPA	
In how many exercises?	27 (49 %)

IPA is present in 27 exercises, which is 49 %. Some books use transcription of whole words in their exercises, however, some of them use only symbols for individual sounds, in most cases of consonants. In some books the transcription is practiced in the exercises, nevertheless, some use phonetic symbols only in the instructions, therefore students themselves do not have to use them or write them down.

Segmental and Suprasegmental Aspects

In how many exercises?	
Segmental	Suprasegmental
31 (56 %)	24 (44 %)
What do the exercises focus on?	
<ul style="list-style-type: none"> • Short Vowels – 14 (25 %) • Long Vowels – 12 (22 %) • Diphthongs – 14 (25 %) • Voiced Consonants – 21 (38 %) • Unvoiced Consonants – 19 (35 %) 	<ul style="list-style-type: none"> • Word stress – 15 (27 %) • Linking – 2 (4 %) • Intonation – 2 (4 %) • Assimilation – 2 (4 %) • Elision – 3 (5 %)

Generally, there is given attention to segmental phonological aspects in every book from this research and the content is more or less the same. Concerning the suprasegmental phonological aspects, their quantity and content are not the same in the books. For example, Project 3 is the only book which does not include them in its exercises and New Headway Elementary is the only one who works with intonation. Word stress and aspects of connected speech are in all books which include the suprasegmental aspects. Overall, there are more exercises focused on segmental aspects than the suprasegmental ones in all the books.

Speaking, writing, listening, reading			
In how many exercises?			
Speaking	Writing	Listening	Reading
37 (67 %)	14 (25 %)	52 (95 %)	55 (100 %)

In general, all the books are more focused on reception. The books use an audio for almost each exercise, so the activities are focused on listening. Typically, after

listening comes repeating and practising the given phenomena, which means that the production is also present in some extent. Only in New Headway, there are four exercises which focus only on the reception. The purpose of them is only listen to the audio and there are no other tasks. To conclude, the activities develop mainly receptive skills.

Pronunciation phenomena difficult for Czech learners	
In how many exercises?	37 (67 %)

There are phenomena which may cause problems for Czech learners in 37 exercises, which is 67 % of all exercises. They focus on segmental aspects, such as final “-s” or “-ed” suffix sounds and also phonemes like /θ, ð, w, ə, ŋ, æ /. Great number of exercises focuses also on suprasegmental aspects, such as word stress patterns, elision and general features of connected speech.

7.5.1 Conclusion

To conclude all the textbooks, there are 55 exercises on pronunciation in them and the overall percentage is 5 %. This indicates that the textbooks treat pronunciation almost identically considering the proportion of the exercises. Concerning the PPP model, 36 % of the exercises belong to the presentation stage. Only one exercise from all the books belong to the production stage and the rest, 85 % of the exercises, is for practise stage. Therefore, this indicates that the authors of textbooks put most focus on the practice stage. IPA is used in 49 % of the exercises, which is not excellent, but also not so bad. Overall, there is bigger focus on the segmental aspects, but the suprasegmental aspects are not so much behind, the difference is only 7 exercises, 12 %. Concerning reception and production, more focus is placed on developing the reception, because there is lot of listening activities. Finally, 67 % of the activities practise phenomena which may cause problems for Czech students. Taking into consideration that only one book is published by Czech press, the fact that more than half of the exercises are helpful for Czech students with phenomena difficult for them, is very positive.

8 Summary

Now comes the final summary. The theoretical part of this thesis deals with general knowledge concerning pronunciation and the largest part deals with its teaching. Topics such as what is the role of textbook in pronunciation teaching, what kind of language model learners could be exposed to, what role the teacher has in teaching pronunciation, what challenges may arise in teaching pronunciation, and many others have been discussed. The theoretical part also describes what kind of teaching model can be applied in the classroom, what can be the approaches to teaching pronunciation and the most important part describes pronunciation instructions.

The practical part involves the analysis of English textbooks for the lower secondary classes. The analysis was done through checklists to systematically examine selected aspects within each textbook. The aim of the analysis of these textbooks was to find out whether and how pronunciation is presented and practised in the textbooks. It was also investigated whether the exercises lead to the production of pronunciation phenomena (not only just their reception), whether the textbooks use The International Phonetic Alphabet, whether segmental or suprasegmental elements are given more priority, and whether the textbooks contain phenomena that are problematic for Czech learners of English.

From the analyses, it was found that the greatest emphasis with regard to the PPP model is placed on the practise phase. The vast majority of the exercises, 85 %, belong to this phase and in my opinion this phase is adequately represented in the textbooks. However, the same cannot be said about the other two phases. In total, only 36% of the exercises were devoted to presentation. The implication of this is that if a teacher wants to work conscientiously with pronunciation, they must find their own materials and resources for this phase when working with these textbooks. The typical production phase was hardly covered at all and the reason may be that the production phase is difficult to measure in this research. There is some speaking and writing in the exercises, however, they serve only for further practice, so they do not lead to the free use of language and achieving fluency. Also, it depends on the teachers how they work with the exercises and their students, therefore, an idea for further research can be to observe the real-life classes

and focus on how teachers work with the production phase in them. As for the use of IPA, some textbooks use it extensively, such as Project 3 or Your Space 2, others don't use it as much in their exercises. So, it probably depends on whether the use of IPA is important for the school when choosing a textbook. The overall analysis also suggests that more attention is paid to the segmental elements of pronunciation than to the suprasegmental ones. Again, this may mean that teachers would have to find their own materials to practise the suprasegmental elements. Research has also shown that more exercises work more with receptive skills than with productive skills, as they focus a lot on listening. What is positive, especially if we take into account the fact that the textbooks were published mostly by foreign authors, is that more than 60% of the exercises practice phenomena problematic for Czech students. Therefore, from this point of view, the textbooks should be suitable for the Czech ESL environment and can help Czech students with their pronunciation of phenomena problematic for them.

Finally, further work could be done on this research and topic. For example, the textbooks could be taken into real classes and recommendations for practice could be made from any perceived shortcomings.

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Appendix 1: Check List for Textbook Analyses

Title			
Total number of exercises:			

PPP Model		
In how many exercises?		
Presentation	Practice	Production

Using IPA	
In how many exercises?	

Segmental and Suprasegmental Aspects	
In how many exercises?	
Segmental	Suprasegmental
What do the exercises focus on?	

Speaking, writing, listening, reading			
In how many exercises?			
Speaking	Writing	Listening	Reading

Pronunciation phenomena difficult for Czech learners	
In how many exercises?	

Appendix 2: Project 3 - Sample of Pronunciation Exercises

c 4.10 Listen, check and repeat.

2 Voiced and unvoiced consonants

a 4.11 Listen and repeat.

Voiced			Unvoiced		
/b/	bull	cub	/p/	pull	cup
/g/	game	bag	/k/	came	back
/d/	do	bad	/t/	two	bat
/v/	view	of	/f/	few	off

b 4.12 Listen. If you hear the word with the voiced consonant, clap your hands.

1	bull	pull	5	do	two
2	cub	cup	6	bad	bat
3	game	came	7	view	few
4	bag	back	8	of	off

Unit 3

1 Consonants

a Most consonants in the phonetic alphabet are the same as normal letters. Look.

p = /p/ m = /m/ d = /d/

b Find the words. Use the list of vowel sounds in the phonetic alphabet on page 79.

1	/bʌs/	6	/ɑ:ftə'nu:n/
2	/drɒp/	7	/'brækən/
3	/taʊn/	8	/fæn'tæstɪk/
4	/dæm/	9	/'reɪlweɪ/
5	/gʊd/	10	/ə'raʊnd/

c 4.7 Listen, check and repeat.

Unit 2

1 Diphthongs

a 4.5 Some English vowel sounds have two parts. We call these diphthongs. Listen and repeat.

/eɪ/	make	/aʊ/	down	/eə/	where
/aɪ/	nine	/əʊ/	those	/ɪə/	near
/ɔɪ/	boy				

b Write two more words for each sound.

Unit 4

1 Silent letters

a The phonetic alphabet only shows the sounds. Silent letters are not shown. Look at these words. Which letters are silent?

1	lamb	/læm/	5	know	/nəʊ/
2	two	/tu:/	6	plague	/pleɪg/
3	when	/wen/	7	under	/'ʌndə/
4	friend	/frend/	8	walk	/wɔ:k/

b Write the words.

1	/hu:/	4	/ni:/	7	/wɒt/
2	/'saɪəns/	5	/'ɑ:nsə/	8	/'kemɪst/
3	/'letə/	6	/pɑ:k/	9	/bɪld/

c 4.10 Listen, check and repeat.

1 Short vowels

a 4.2 These are short vowel sounds. Listen and repeat. Close your left hand each time.

/ɪ/	rich	/æ/	bad
/ɒ/	clock	/ə/	centre
/e/	bed	/ʌ/	mum
/ʊ/	book		

b Write two more words for each vowel sound.

Appendix 3: Your Space 2 – Sample of Pronunciation Exercises

Soundbite

/s/ /z/ /z/

a 1.13 607.223 Listen and repeat.
 1 eats works sleeps
 2 reads goes listens
 3 watches finishes loses

b 1.14 607.224 Write the words in the correct columns. Then listen and check.
 spends collects starts catches plays
 pushes likes wears washes surfs
 brushes cycles uses talks phones

/s/	/z/	/z/

Soundbite

/t/ /d/ /d/

1.32 607.255 Listen and repeat the verbs.
 1 talked finished
 2 arrived played
 3 started decided

1.33 607.256 Listen to the verbs.
 Are they 1, 2 or 3?
 sailed 2 watched travelled stayed
 followed worked lived cooked studied

Soundbite

/ʃ/ /s/

a 2.07 607.299 Listen and repeat several times.
 She sells seashells on a seashore.
 The sun shines on a shop sign.
 Shannon's sometimes shy.

b 2.07 607.300 Listen again and circle the /ʃ/ sounds and underline the /s/ sounds.

Soundbite

/b/ /əʊ/

a 2.22 607.322 Listen and repeat.
 1 Don't drop litter, take it home!
 2 There's a photo of a bottle on my mobile phone.
 3 Yoghurt pots can get stuck on their bodies.
 4 I want to go swimming at my local beach.

b 2.22 607.323 Listen again. Circle the /b/ sounds and underline the /əʊ/ sounds.

Soundbite

Word stress

a 2.33 607.335 Listen and repeat.
 bookshop sports shop
 shoe shop music store
 tennis racket memory card
 swimming pool computer game
 changing room newsagent's

b 2.33 607.336 Listen again and underline the stressed syllables.

Appendix 4: New Headway Elementary – Sample of Pronunciation Exercises

Pronunciation

4 **T 6.6** Listen to three different pronunciations of *-ed*.

/t/ worked
/d/ lived
/ɪd/ started

5 **T 6.7** Listen and write the Past Simple verbs in the chart. Then practise saying them.

/t/	/d/	/ɪd/

2 **T 8.10** Listen to the words. Write them in the correct column.

● ●	● ● ●	● ● ● ●	● ● ● ● ●	● ● ● ● ● ●
aspirin				

T 8.10 Listen again, and repeat the words.



Pronunciation

3 **T 1.9** Listen and tick (✓) the sentence you hear.

- a He's from Italy.
b She's from Italy.
- a What's his name?
b What's her name?
- a Your English is good.
b You're English. Good.
- a Where's she from?
b Where's he from?
- a His teacher is from England.
b He's a teacher in England.
- a You aren't English.
b We aren't English.

Stress and intonation

4 **T 2.7** Listen and respond to eight sentences about Darcey and David. Correct the wrong sentences.

Darcey comes from London.

Yes, that's right.

She lives in England.

No, she doesn't. She lives ...

T 2.8 Listen and check. Practise again.

3 **T 5.18** Listen and repeat the requests.

Notice how the intonation falls and rises.

Can I have a coffee, please?

Could you tell me the time, please?

Practise the conversations in exercise 1.

Appendix 5: Solutions Elementary – Sample of Pronunciation Exercises

Listening Strategy

Unstressed words can be difficult to catch in natural speech. Being able to recognise the unstressed form of words will help you to understand them when you hear them.

4 **2.20** Read the **Listening Strategy**. Then listen. How are the italicised unstressed words pronounced?

- | | |
|-------------------------------|---------------------------------|
| 1 Pizza's <i>from</i> Italy. | 5 I'm going to the café. |
| 2 Here <i>are</i> two apples. | 6 salt <i>and</i> pepper |
| 3 Where's <i>your</i> cup? | 7 Here's <i>some</i> cheese. |
| 4 I <i>can</i> help you. | 8 This apple is <i>for</i> you. |

4 **DICTIONARY WORK** Look at the dictionary extracts below. How are the stressed syllables indicated?



5 **2.07** Underline the stressed syllables in these words. Use a dictionary to help you. Then listen and check.

- | | | |
|--------------|-------------|---------------|
| 1 collection | 5 dangerous | 9 wonderful |
| 2 pyjamas | 6 magazine | 10 twenty-one |
| 3 understand | 7 audience | 11 computer |
| 4 disaster | 8 amazing | 12 seventeen |

7 **2.09** Underline the stressed syllables in the highlighted words. Then listen again and check.

- Good **afternoon** everyone, and welcome to the show!
- We are proud to **present** an **exciting** new **designer**. Zizi Malek!
- Our first **models**, Tonya and Stella, are **coming** down the **catwalk** now.
- His trousers are **difficult** to **describe**. They look a bit like **pyjama bottoms**!
- The **reporters** are taking lots of **photographs** of him.

7 **1.14 PRONUNCIATION** Listen and repeat these third person singular verb forms. Pay attention to the sound of the endings.

A: /z/ or /s/ knows loves visits works
B: /ɪz/ finishes washes uses

8 **1.15 PRONUNCIATION** Listen and repeat these third person singular verb forms. Do they have ending A or B?

comes dances goes likes lives shares
teaches watches

4 **3.07** Listen, check and repeat. Copy the pronunciation.

LOOK OUT! Past simple endings

! You may not hear the past simple ending very clearly in connected speech if the following word begins with a consonant.

We played tennis yesterday. can sound like
We play tennis yesterday.

I cooked dinner last night. can sound like
I cook dinner last night.

However, we can usually identify past tense forms from the context or from other words in the sentence.