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**The Potential of Using Authentic Topical Audio-visual Materials
in Teaching English Pronunciation at lower-secondary Schools**

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Prohlášení

Prohlašuji, že jsem závěrečnou bakalářskou práci vypracovala samostatně, pouze s použitím primárních a sekundárních zdrojů uvedených v seznamu literatury.

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Abstract

The bachelor's thesis explores the potential of using authentic topical audio-visual materials in teaching English pronunciation at lower-secondary schools. The aim of this bachelor's thesis is to determine how are audio-visual materials used when teaching pronunciation. A questionnaire was created for the purposes of this project. The analysis of the questionnaire survey showed that authentic topical audio-visual materials are indeed used when teaching and practising English pronunciation and the majority of respondents focus mainly on practising stress and rhythm with the use of different types of videos.

Introduction

Pronunciation has made many an innocent word sound like a doctor's orders for a stomach pump.

Zelda Fitzgerald

Human interaction is mostly dependent on oral communication. Without proper pronunciation, communication would be rather challenging. Pronunciation is undoubtedly an important element of speech and to ensure the most effective communication, and mutual understanding, one should not underestimate it.

In addition to appearance, people tend to notice the way how one communicates. Correct pronunciation may leave a positive first impression, while improper one may be a cause of undesired misunderstanding.

Nevertheless, the pronunciation aspect of the English language is frequently excluded from teaching at schools. A substantial number of teachers focus chiefly on grammar and vocabulary since as non-native speakers they may feel inexperienced in the pronunciation field.

To prevent teachers from omitting pronunciation teaching in their lessons and to help them with the process, authentic audio-visual materials are a significant help. Therefore, this project can possibly help overcome the concerns stemming from pronunciation teaching by highlighting the fact that teaching pronunciation through audio-visual materials is promising and helpful.

Numerous studies were conducted to investigate the importance of audio-visual materials in teaching English pronunciation and proved their influence. However, to use the full potential of the audio-visual materials, one needs to be aware of several factors.

This bachelor's thesis focuses on the potential of audio-visual materials used when teaching English pronunciation. The project is organized into two parts. The theoretical part deals with audio-visual materials, their benefits and negative factors, and English pronunciation and its features. The empirical part focuses on the analysis of a questionnaire survey.

The main aim of the thesis is to investigate how audio-visual aids are used in teaching pronunciation at lower-secondary schools. The following research objectives were formulated: to investigate whether audio-visual materials are used at all in teaching English pronunciation, to examine how audio-visual materials are used and to explore teachers' attitudes towards the use of audio-visual materials in teaching pronunciation.

Theoretical part

1 Audio-visual materials

In recent years, technology has expanded into the field of education (Espinoza, Cárdenas, et al., 2021) and audio-visual materials, technology in general, have started to be used for academic purposes. Over time, new developments have emerged and with them the intent of audio-visual materials becoming a necessary element of educative processes (Juma, 2021).

Using these specific teaching aids in lessons is time-saving, motivating and helps students encounter authentic language experiences. Moreover, audio-visual aids deepen comprehension and that is the reason why a substantial number of teachers have started incorporating them into their lesson plans (Daniel, 2013).

On the other hand, classic teaching tools are still a significant help (Daniel, 2013) and books will certainly be part of the educational process because according to Nalliveettil & Alidmat (2013), “technological aids should support the curriculum rather than dominate it.”

Audio-visual materials (AVMs) display numerous advantages and disadvantages, which will be described closely in the following chapters.

To have a full picture, the following chapters will concentrate on the types of AVMs, their effective usage, benefits and limitations, and the theoretical part will be concluded with examples of activities for practising pronunciation through AVMs.

1.1 Defining audio-visual materials

There are several definitions of audio-visual materials presented by different authors. At first, however, it is essential to define solely the term audio-visual.

Merriam-Webster dictionary defines audio-visual as “relating to both hearing and sight” (Merriam-Webster, 2022).

According to Cambridge Dictionary, the term audio-visual carries a meaning of “involving the use of recorded pictures and sound, or the equipment that produces them” (Cambridge University Press, 2022).

Having clarified the meaning of the term audio-visual, it is now necessary to discuss the definition of audio-visual materials.

Webster's Dictionary defines AVMs as "training or educational materials directed at both the sense of hearing and the sense of sight; films, recordings, photographs, etc., used in classroom instruction, library collections, or the like" (Webster's Dictionary, 2022).

Anderson (2019) adds that "audio visual materials are produced, distributed and used as planned components of educational programmes. It helps the processes of learning that is motivation, classification and stimulation" (Anderson, 2019, p.19).

Therefore, AVMs are multi-sensory aids used in the area of education, which strengthen the learning process.

People learn with the use of senses through sense organs. AVMs are featuring two of our senses, thus providing us with a realistic experience that is more concrete, dynamic, and effective than any other (Anderson, 2019, p. 20). For that reason, they are highly suitable for foreign language teaching and learning.

The AVMs are further divided into more specific categories, which are audio materials and visual materials.

2 Types of audio-visual materials

In the following chapters, we will describe more closely different types of authentic topical multi-sensory materials, such as video and film, which might be used when teaching the English language, including English pronunciation.

Generally, the use of different AVMs in teaching, not only pronunciation, makes learning more fun, and interesting, and as was stated before, they deepen comprehension (Dian, Sumarni, et al., 2014; Viswanath, Rao, 2016).

When sight and sound are involved, students are more attentive and chances of remembering received information are presumably higher (Klaus, 2018).

The film became popular in several fields immediately after its invention and received major interest from linguists. Films, with all their properties, have become a valuable teaching method, which provides additional knowledge, context and introduces new ways of learning and stimulating the imagination (Wang, 2009).

Similarly, video has seen rapid growth and its usage as an audio-visual medium in teaching is according to Cakir (2006), "one of the best materials that enables students to practice what they have learned through various techniques" (cited in Kurniawan, 2016).

2.1 Video

Bates (2019) describes the video as a “much richer medium than either text or audio, as in addition to its ability to offer text and sound, it can also offer dynamic or moving pictures” (Bates, 2019, p. 389).

Cakir (2012) adds that video is a “set of images that can be played on many devices such as computers, television, cell phones” (cited in Espinoza, et al., 2021).

It appears to be one of the favourite aids used to support English language teaching. Video as an educational tool provides students with possibility of accessing authentic materials (Juma,2021).

The video can be easily integrated into language lessons and teachers are able to control the whole process by manipulating the video (Sukma, 2018). Also, presenting how native speakers of English sound is helping students experience “the natural English environment” (Daniel, 2013).

Other advantages, apart from the exposure to authenticity, are improved students’ attention, increased comprehension, and memorization (Juma, 2021).

McCrocklin (2012), in his study, discovered that the production of segmental and suprasegmental features of students’ English pronunciation was increased significantly when using videos in language classrooms (cited in Espinoza, et al., 2021).

Research conducted by Maharani (2017) displayed positive results in teaching pronunciation, particularly word-stress, with the use of videos.

Similarly, Hmaid, Shetwan and Eltaleb (2021) draw the conclusion in their study that the use of educational videos in a class has a substantial impact on students’ pronunciation. The reasons for the improvement were repetition, imitation and visual representation resulting from the exposure to the video as authentic material.

On one hand, videos are, in a way, means of change that help students with their learning and make them more engaged in the whole process. On the other, learners might feel overwhelmed with unnecessary information presented in videos (Juma, 2021).

2.2 Film

A film is “a series of moving pictures, usually shown in a cinema or on television and often telling a story” (Cambridge University Press, 2022). In this definition, the emphasis is placed on the adverb “usually”. The film is not only a source of entertainment appearing in

the cinema, on the TV or on one's computer, but can also serve as a teaching and learning aid at school.

In an online article, Donaghy (2014) listed various reasons why the film is a tremendous choice for a learning experience. The most important presented reason is using films as motivators. They are already part of one's life outside of school and people see them mostly as enjoyable, therefore, it is a good idea to incorporate them into the learning process. Especially when we talk about foreign language learning, motivation plays an important role.

The film, same as the video, is the source of authentic language, which gives us an example of "English used in real situations, outside the classroom" (Donaghy, 2014).

Kalean (2013) claims that using films as a teaching tool noticeably affects students' speaking skills, especially in the areas of fluency and accent (Kalean, 2013, p. 159).

Findings of research performed by Widyaningsih (2017) proved that using films, more specifically, animated films, could possibly enhance learners' pronunciation. In this instance, watching animated movies resulted in a better understanding of certain speech aspects such as stress patterns, intonation, or vowels (Widyaningsih, 2017, pp. 26-41).

There are certain considerations teachers must keep in mind when choosing a film for a language lesson. It should be gripping, yet suitable and informative for young learners. Checking the level of spoken English and deciding whether to play it with or without subtitles is another element, and many more (Wang, 2009). All these factors could negatively influence one's learning process.

Overall, films are an impactful tool with the power to educate and have enormous potential for teaching English pronunciation.

3 Advantages and disadvantages of using audio-visual materials

Why AVMs play a significant role in teaching pronunciation, and why, on the other hand, they may not be beneficial, is the focus of the following paragraphs. It is essential to weigh both pros and cons before deciding to incorporate AVMs into the curriculum.

3.1 Advantages

The implementation of audio-visual aids is an asset for educators and learners alike and their usage in teaching has been transformative and has made a difference to the entire education system (Farooqui, 2020).

One of the responsibilities of a teacher is to provide clear and understandable content for learners and with the help of AVMs, effective teaching can be achieved (Daniel, 2013).

The benefits, such as the stimulation of students and overall facilitation of the learning process, will be explained in more detail in the following paragraphs.

Most children, especially these days, respond favourably to technology. That is a commonly known fact. A study conducted by Kurniawan (2016) revealed a positive response from the majority of students to using AVMs as a teaching method.

When AVMs are involved, interest and curiosity are immediate responses. AVMs help capture learners' attention and contribute to the natural English environment. Due to all these aspects, teaching and learning become more effective, and even easier (Sukma, 2018).

Occasionally, language content, for instance, pronunciation or grammar can be quite challenging for some pupils to learn and comprehend. For that reason, AVMs are an instrument of assistance, which can possibly help with the reduction of the amount of learning time and clarification of discussed topics (Madhuri, 2013). Thanks to the visual representation and comprehensible language, it is much easier to remember and understand the chosen subject matter. AVMs can also encourage learners to pose more questions (Kurniawan, 2016).

An additional source of information is another benefit that comes from the AVMs. If the facts presented in a classroom are not enough for learners, they can easily access the information from the comfort of their own home, which can be considered another advantage (Dian, et al., 2014).

Research conducted by Maharani (2017) showed that based on the result scores from oral pre-test, and post-test, which was performed after teaching with AVMs, teaching through audio-visual aids is indeed effective and significantly improves students' pronunciation.

If selected correctly, AVMs are beneficial for everyone involved and can be a source of motivation.

3.2 Disadvantages

Despite the positive facts that were presented, unfortunately, AVMs have drawbacks as well. The disadvantages relate to potential technical difficulties, resources, and teachers' attitudes towards the AVMs.

Probably, one of the biggest limitations is a matter of finances. Audio-visual materials on their own are not expensive. Movies, clips, and short excerpts can be found online for free.

However, the equipment needed for those materials and internet access can be rather costly for some schools with limited resources (Klaus, 2018).

Technical problems go hand in hand with using the devices. Also, maintenance is occasionally required, and for those reasons, a school needs to have special employees (Morgan, 2017). Regardless of one's preparation or the equipment, there is a chance that something might go wrong, therefore, one should not rely solely on AVMs.

A study conducted by Nalliveetil & Alidmat (2013) showed that overuse and inappropriately or poorly chosen audio-visuals are potentially leading towards boredom and frustration on the part of the students. The reason for this is that some educators are not familiar with the technologies, and they do not know how to choose appropriate aid or content resulting in ineffective transitioning of information.

Although AVMs can be a considerable source of information, they can be, at the same time, a source of confusion and one can easily get overwhelmed by the new technology (Klaus, 2018).

Barski (2018) adds that when it comes to internet sources, an overload of information can cause problems in distinguishing important points from irrelevant ones and certain websites may not be valid.

3.3 Summary of advantages and disadvantages

In conclusion, AVMs voluminously and positively affect English language teaching and learning. Several conducted studies proved that using AVMs in English language classrooms results in improved students' performance. Students are more engaged in the process, enthusiastic, and properly motivated. Furthermore, learners' speaking skills and English pronunciation enhance significantly when using AVMs in lessons.

Nevertheless, AVMs have also their shortcomings. While technical difficulties and schools' limited resources are not in educators' control, the selection of AVMs and their effective usage is.

It is teachers' responsibility not to overburden students and secure problem-free implementation.

4 Incorporating audio-visual materials into teaching pronunciation

Pronunciation teaching has been influenced in the past by changing conceptions and approaches to the English language (Pennington, Rogerson-Revell, 2019, p. 120).

According to Espinoza, et al. (2021), pronunciation is “one of the most difficult skills of the language to master.”

However, a large number of teachers do not realise the importance of English pronunciation and do not pay sufficient attention to it (Gilakjani, 2016). Modejito (2008) supports this claim of pronunciation being a neglected aspect, even though he states that pronunciation is “one of the key elements of successful oral communication” (cited in Perdana, et al., 2019).

Gilakjani (2016) argues that pronunciation should be perceived as an important component of communication and teachers should set goals in classroom activities accordingly.

On the contrary, Anil (2015) claims that even though AVMs are valuable and can be used for teaching pronunciation, and other skills, their benefits are not being fully recognised and utilized in English language classrooms.

Kurniati (2016) states that it is essential to choose a suitable method for teaching pronunciation (cited in Espinoza, et al., 2021). Therefore, teachers may use videos, and films as supporting teaching aids.

Nonetheless, to meet the aim of the planned lesson and fully use the potential of AVMs, several factors must be taken into consideration when choosing the appropriate material for a pronunciation lesson.

Firstly, the selected material must be relevant to the content of the lesson (Kathirvel, Hashim, 2020). If the lesson’s focus is on, for example, intonation or word-stress, the material should be directly related to those areas.

In addition, when selecting appropriate material, educators should aim attention to the pronunciation aspect of AVMs rather than the visual one, so as not to place more emphasis on the video itself (Kathirvel, Hashim, 2020).

Overall comprehensibility is a key factor for teachers and students. AVMs need to be chosen with regard to the age of learners, the level of spoken English should suit everyone’s experience and at the same time, “should neither be too simple nor too complex” (Dian, et al., 2014).

Proper planning and research of possible pitfalls need to be done beforehand. In order for AVMs to be as effective as possible, teachers must be aware of these resources and suggestions because they have a substantial role in encouraging students' participation in class (Sukma, 2018).

5 Pronunciation

Pronunciation is “the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability” (Webster's Dictionary, 2022).

A simpler definition can be found in Cambridge Dictionary, which presents pronunciation as “the way in which a word or letter is said, or said correctly, or the way in which a language is spoken” (Cambridge University Press, 2022).

Pronunciation is an extremely important aspect of language, yet teachers are not very confident when it comes to teaching pronunciation (Scrivener, 2011, p. 271).

Speaking is one of the four language skills and proper pronunciation carries a significant role when comes to successful communication. Correct pronunciation ensures clear and understandable messages and according to Pennington and Rogerson-Revell (2019), it is a “crucial starting point for all spoken languages “and “is the foundation of messaging in speech” (Pennington, Rogerson-Revell, 2019, p.1).

Manner of speaking is not only about making the right sounds of language but other elements such as rhythm, intonation and stress need to be involved in the whole process (Ur, 2012).

Two important disciplines that need to be presented with connection to pronunciation are phonetics and phonology. Phonetics deal with the study of speech sounds, more precisely with their auditory, articulatory, and acoustic properties, while phonology focuses on the functioning of sounds within the system of a particular language (Cruttenden, 2014, p. 3).

Pronunciation can be divided into two aspects, which are segmental features, or phonemes, where vowels and consonants are the main components, and suprasegmental features, or prosodies, with intonation, stress, linking, and rhythm (Pennington, Rogerson-Revell, 2019, p. 3).

Apart from being a crucial feature in communication, proper pronunciation is, in a way, a sign of one's personality and image. On the other hand, poor pronunciation can be a cause of misunderstanding or miscommunication (Pennington, Rogerson-Revell, 2019).

Pronunciation underwent multiple changes and has been evolving throughout hundreds of years (Cruttenden, 2014, p. 4).

The following section is going to be focused on the aforementioned aspects of English pronunciation, so as teaching English pronunciation.

5.1 Segmental features of English Pronunciation

Learning to articulate and distinguish the individual sound elements, or phonemes is a request of language proficiency. These elements are making up a system of consonants and vowels, which is called segmental phonology (Pennington, Rogerson-Revell, 2019, p. 4).

The definition of phoneme given in Britannica is “the smallest unit of speech distinguishing one word (or word element) from another” (Britannica, 2022).

A set of symbols, called the International Phonetic Alphabet, have been designed to properly express all vowels and consonants (Reed, Levis, 2015, p. 69).

Vowels and consonants together create greater units called syllables. All syllables have commonly vowels as the nucleus, or head, which is the vital part of syllables. Onset and coda are constituents accompanying syllables’ nucleus (McMahon, 2002, pp. 104-105).

Given the confusing “nature of English spelling,” Roach (2009) claims that one should look at the English pronunciation from the perspective of phonemes and not letters of the alphabet (Roach, 2009, p. 2).

In the following paragraphs, we will continue by describing individual phonemes, consonants and vowels.

5.1.1 Consonants

Consonants are “sounds made with a lot of constriction in the mouth, so that the air coming up from the lungs gets squashed” (Knight, 2012, p. 9).

Rogerson-Revell adds that consonants “typically occur at the beginning or end of a syllable” (Kang, et al., 2018, p. 93).

Three important features must be mentioned with connection to the consonants, features such as voicing, place of articulation and manner of articulation (Low, 2015, p. 24).

Consonants can be either voiced or voiceless depending on whether the vocal cords are vibrating or not (Knight, 2012, p.18). One can recognize if a certain consonant is voiced or voiceless by vibrations when touching the larynx with fingers (Knight, 2012, p. 18).

Examples of voiced consonants are *b, v, d, m, n, r* and voiceless *p, f, s, t, k, h*. Each consonant

has its own symbol, which is part of the International Phonetic Alphabet (Knight, 2012, pp. 19-20).

Another consonant feature is the place of articulation. Zsiga (2013) states that the place of articulation “combines both the articulator that moves to make the constriction, the active articulator, and the location to which it moves, the passive articulator” (Zsiga, 2013, p. 24).

According to Carr (2013), there are eight places of articulation. Glottal, bilabial, labio-dental, dental, palato-alveolar (or post-alveolar), alveolar, palatal and velar (Carr, 2013, pp. 37-41).

In order to understand how the individual consonants are formed, it is essential to briefly describe the places of articulation, starting with the glottal.

The place of articulation of consonant *h* is glottal, which suggests that “the narrowing that produces the friction noise is between the vocal folds.” One’s vocal cords move towards each other when producing *h* sound. Also, consonant *h* is in terms of phonetics a voiceless vowel because it is generally followed by vowels. In terms of phonology, *h* is a consonant (Roach, 2009, p. 42).

Carr (2013) describes sounds forming a narrowing between both lips as bilabial, between the lower lip and the upper teeth as labio-dental, and between the upper teeth and the tip of the tongue as dental (Carr, 2013, pp. 37-38).

In the case of velar sounds, “the back of the tongue articulates with the soft palate”, palatal “the front of the tongue articulates with the hard palate”, palato-alveolar “either the blade, or the tip and blade, of the tongue articulates with the alveolar ridge and there is at the same time a raising of the front of the tongue towards the hard palate” and alveolar “either the blade, or tip and blade, of the tongue articulates with the alveolar ridge” (Cruttenden, 2014, p. 29).

Lastly, the manner of articulation is another feature that helps distinguish individual consonants. The manner of articulation relates to the proximity of the articulators, precisely with the “degree of stricture in the vocal tract” (Knight, 2012, p. 38).

Knight (2012) lists five manners of articulation: plosives, fricatives, approximants, affricates, and nasals.

Plosives can be characterized as “a complete closure at some point in the vocal tract, behind which the air pressure builds up and can be released explosively” (Cruttenden, 2014, p. 30). In the English language, there are six plosive consonants: *p*, *t*, *k*, *b*, *d*, *g*, which can appear at the beginning, in the middle or at the end of a word (Roach, 2009, p. 26).

Fricatives *f, s, v, z, θ, ð, ʃ, ʒ*, can be produced when “the articulators are brought close together but not quite closed completely, creating a narrow slit or groove through which the stream of air is forced” (Zsiga, 2013, p. 22).

In the case of approximants, which are *w, j, l, r*, “a narrowing is made in the mouth but the narrowing is not quite sufficient enough to cause friction” (Cruttenden, 2014, p. 31).

According to Cruttenden (2014) affricates are produced with “a complete closure at some point in the mouth, behind which the air pressure builds up but the separation of the organs is slow compared with that of a plosive, so that friction is a characteristic of the second part of the sound.” There are only two affricates in the English pronunciation - *dʒ* and *tʃ*, which are pronounced the same as sounds at the beginning of the words *joke* and *cheese* (Cruttenden, 2014, p. 30).

Nasals can be simply defined as consonants, where “the air escapes through the nose” and “does not pass through the mouth.” Altogether there are three nasal consonants - *m, n, ŋ* (Roach, 2009, p. 46).

Czech people tend to make numerous mistakes when pronouncing English consonants. Between those mistakes, Melen (2010) includes switching *v* and *w*. As opposed to the English language, in Czech, these consonants do not have the ability to distinguish the meaning of words. Also, the consonants *θ* and *ð* are often taught poorly in Czech schools. The consonant *ð* is being replaced with *d*, which is tolerated or even taught that way by Czech teachers of the English language. Among other errors, the author includes articulation of the consonant *r*, incorrect linking of adjacent consonants or the tendency of Czech students to assimilate at every opportunity (Melen, 2010, pp. 73-74).

5.1.2 Vowels

Vowels are “produced with no restriction of the air passage from the larynx to the lips” (Low, 2015, p.28).

To differentiate one vowel from another, it is essential to identify certain qualities such as the shape and position of the tongue and the lip position. Vowels are further classified as long vowels, short vowels, and diphthongs (Roach, 2009, pp. 11, 13, 16-17).

Positions of the tongue differentiate vowels based on the tongue’s height, which can be changed, vowels are either in a close or open position. An example of a close vowel can be *i:* (as in see) and an open vowel *æ* (as in cat). Shape refers to “changing the shape of the tongue we can produce vowels in which a different part of the tongue is the highest point.” “A

vowel in which the back of the tongue is the highest point is called a back vowel” and vice versa. An example of a back vowel is *ɑ:* (as in *calm*), and a front vowel *æ* (Roach, 2009, pp. 11-12).

Lip position is either rounded, spread or neutral. The position of the lips for front and open vowels can be spread or neutral, while the rounded position of lips applies for the back vowel (Kang, et al., 2018, p.111).

There are seven short vowels in English, including a special short central vowel called the schwa. The International Phonetic Alphabet’s symbol for the schwa is *ə*, which can be heard at the beginning of a word *about*. The symbols for the other six short vowels are *ɪ* (as in *fish*), *ʌ* (as in *cut*), *ɒ* (as in *pot*), *ʊ* (as in *push*), *e* (as in *yes*) and *æ* (as in *man*) (Roach, 2009, p. 14).

The schwa is “the most common vowel in English”, which appears purely and invariably in unstressed syllables (Knight, 2012, p.71).

In English pronunciation, there are as well five long vowels. Long vowels can be recognized due to the symbol *:*, which represents the vowel length. The symbols for long vowels are as follows: *i:* (as in *meet*), *ɜ:* (as in *bird*), *ɑ:* (as in *car*), *ɔ:* (as in *saw*), *u:* (as in *soon*) (Kang, et al., 2018, p. 114).

The short and long vowels are single sounds, also known as monophthongs or pure vowels (Kang, et al., 2018, p. 114).

Moreover, vowels composed of two sounds are included in the English pronunciation as well. Those vowels are referred to as diphthongs. In total, there are eight diphthongs, and each symbol is composed of two parts because “the articulators move between two positions, and the sound changes between two qualities.” The symbols for diphthongs are: *eɪ* (as in *wait*), *aʊ* (as in *show*), *eə* (as in *hair*), *ɔɪ* (as in *boy*), *ɪə* (as in *here*), *aʊ* (as in *how*), *ʊə* (as in *cure*), *aɪ* (as in *my*) (Knight, 2012, p. 74).

In conclusion, it is essential to add, which vowels the Czech people struggle with, and therefore, what is important to focus on when teaching English pronunciation.

Melen (2010) lists several issues the Czechs encounter when it comes to the pronunciation of English vowels. First, the author mentions the vowel length. For example, in the words *bit*, *bid*, and *bead*, it is important to pay attention to the vowel length because English vowels characterize the following consonants, which can even occasionally change the meaning of the utterance. Czech people also substitute the English diphthongs *eɪ*, *ɔɪ*, and

ai, for the Czech equivalents *ej*, *oj* and *aj*. This issue can be seen in the word *my*, which the Czechs would pronounce as *maj* (Melen, 2010, p. 71).

5.2 Suprasegmental features of English pronunciation

Suprasegmental features, or prosodic features, are including several aspects such as assimilation, linking, rhythm, stress, intonation, and elision, which all are parts of speech (Low, 2015, p. 76).

Nevertheless, the characterization of these prosodic features is rather challenging for linguists (Fox, 2000, p.1).

Firstly, the aforementioned factors, stress, rhythm and intonation will be covered in more detail, and then fundamental concepts of connected speech being, linking, elision and assimilation will be briefly described.

5.2.1 Stress

Each word has its own stress pattern and incorrect stress placement could severely affect one's understanding (Scrivener, 2011, p. 277).

Native speakers of English are able to correctly stress syllables without any knowledge about stress. This happens instinctively (Carr, 2013, p. 164).

Phonologists divided word stress into two categories, primary stress, and secondary stress. Primary stress is more prominent than secondary, which has a lower intensity in a certain word (McMahon, 2002, p.119).

Unstressed syllables of words are likely to be pronounced more silently (Scrivener, 2011, p. 277).

McMahon (2002) presents three determinants that indicate stress, being the higher frequency of the pitch, stressed syllables are noticeably longer, and louder (McMahon, 2002, p. 118).

Stress does not apply solely to individual words but whole sentences as well. Sentence stress, or prominence, is as equally important as the word stress (Scrivener, 2011, p. 278).

The carriers of stress in sentences are generally nouns, adjectives, verbs, and adverbs, also called lexical or strong words. Articles, prepositions, and conjunctions, also called grammatical or weak words, do not carry stress. Also, fluency is largely affected by sentence stress (Darn, 2011).

5.2.2 Rhythm

The English language is a stress-timed language, which means that certain words in a sentence or a phrase are stressed (Ur, 2012, p. 129).

Carr (2013) adds that people are placing so-called 'beats' in a systematic manner into their speech act, where these "rhythmic beats fall only on stressed syllables" (Carr, 2013, p. 163).

A foot is a unit of rhythm, which starts with "a stressed syllable and includes all following unstressed syllables up to the following stressed syllable" (Roach, 2009, p. 108). In the English language, each foot should take equal time to produce (McMahon, 2002, p.124).

Low (2015) lists five factors that have an impact on rhythm. One of the factors is word stress. Stress is affecting rhythm by "prominence given to a particular syllable in a word caused by increased length, loudness, higher pitch." Among other factors, the author includes accent, vowel quality, syllable structure and pauses (Low, 2015, pp. 98-99).

5.2.3 Intonation

Carr (2013) simply defines intonation as "the use of pitch variation in discourse" (Carr, 2013, p. 235).

Terms that need to be mentioned when speaking about intonation are pitch and tone. The pitch of one's voice is either high or low. Roach (2009) describes the pitch as "the rate of vibration of the vocal folds." The intonation is related to the changing pitch, which can be changed by altering the frequencies of the vocal cords (Knight, 2012, p. 229) and the tone is "the overall behaviour of the pitch" (Roach, 2009, pp. 120-121).

There are four tones in the English pronunciation, the falling tone, the rising tone, the rising-falling tone, and lastly the falling-rising tone. The falling tone is the "transition from a higher to a lower pitch" and vice versa for the rising tone. Rise-fall tone, where "the pitch rises and then falls" and fall-rise tone, where it functions the other way around (Carr, 2013, pp. 236-237).

5.2.4 Aspects of connected speech

Linking, also called liaison, is one of the aspects of connected speech. There are several ways to link words together to sound more natural. Linking a word that ends with a consonant to a word that begins with a vowel. Frequently used linking consonants are *j*, *w*, and *r*. Sometimes, adding the same consonants, which were mentioned before, needs to be

involved in the linking process, even though they are not part of a certain word (Low, 2015, p. 81). These added consonants are called intrusive (Cruttenden, 2014).

Another aspect is elision. Elision is “the deletion or loss of a sound” and occurs in rapid speech. In the phrase *last week*, the consonant *t* is omitted, in transcription, [lɑs wi:k] (Knight, 2012, p. 193).

Lastly, assimilation. Carr (2013) simply defines assimilation as “processes in which one sound becomes similar to an adjacent sound” (Carr, 2013, p. 54). This instance occurs frequently in quick, effortless speech and mostly affects consonants (Roach, 2009, p. 110).

6 Teaching pronunciation

As was stated before, teaching pronunciation at school is generally neglected, regardless of pronunciation being a major component of communication (Perdana, et al., 2019).

The particular reasons for the disregard may be teachers’ insecurity about their own skills, the insufficient time in class or concerns about whether to use Received Pronunciation or General American variety (Pennington, Rogerson-Revell, 2019, p. 126).

When teaching pronunciation, it is essential to set learning goals that will be a priority for students. The goal is based on the specific areas that students are seeking to improve (Pennington, Rogerson-Revell, 2019, p. 132).

Gilakjani (2016) claims that “understandable pronunciation is one of the basic requirements of learners’ competence.” On the other hand, students do not need to sound like native speakers of English (Ur, 2012, p. 128).

According to Maharani (2017), teachers’ pronunciation skills should be exemplary, otherwise students may reproduce incorrect pronunciation.

Teachers should also be aware of learners’ pronunciation mistakes. If mistakes occur educators should provide correct pronunciation (Perdana, et al., 2019).

Gilakjani & Sabouri (2016) state that mastering or improving English pronunciation is a long-term process and both learners and teachers should not feel discouraged if they do not see results immediately.

Pennington (2021) describes individual trends, which had an impact on pronunciation teaching over the years such as “pronunciation taught in specific communicative contexts”, “acceptance of the relevance of social and psychological factors to pronunciation”, or “continuing development and improvement of applications of electronic resources to pronunciation.”

Undoubtedly, pronunciation has its role in the language curriculum, however, there are still discussions about what to include in pronunciation teaching, how to teach English pronunciation effectively, and what are individual effects of various approaches (Pennington, 2021).

7 Pronunciation activities featuring audio-visual materials

Now that the AVMs were defined, individual types described and pronunciation classified, it is useful to know how specifically AVMs can be applied in pronunciation practice. The theoretical part will conclude with specific examples of classroom pronunciation activities featuring AVMs.

Opportunities for presenting certain AVMs in the classroom are increased due to the accessibility of numerous technological devices and the Internet (Scrivener, 2011, p. 376).

Several studies referred to in the book by Low (2015) confirmed that *Computer-Assisted Pronunciation Teaching* using software applications can be applied to improving pronunciation features such as intonation, vowels and consonants, stress, and rhythm (Low, 2015, pp. 155-159).

YouTube is another tool which can be used in the context of teaching different varieties of English language for practising accents (Low, 2015, p. 161).

Pennington & Rogerson-Revell (2019) list several resources available for developing pronunciation skills that can be potentially incorporated into teaching. These include tools such as audio dictionaries, interactive learning websites, voice boards, where the focus is on the accuracy, or websites with online videos, apps which focus on fluency (Pennington, Rogerson-Revell, 2019, p. 266).

There are hundreds of websites with educational videos that teachers can use to help improve learners' pronunciation, for instance, *Cambridge English*. In the section Learning English, one can choose from diverse pronunciation activities divided by skill, level, and time. The website uses either short video excerpts or recordings on certain topics, for example, practising vowel sounds. The learners' task is to watch the short excerpt, listen and repeat what has been said. Then they must decide which word has a different vowel sound and select the correct answer. A suggestion to film themselves is included (Cambridge University Press & Assessment, 2022).

Pennington & Rogerson-Revell (2019) suggest an activity aimed at practising intonation using *YouTube* videos. The activity is called *Shadowing dramatic or powerful speech*. The student's task is to first rewrite a section of the speech and then mark intonation

aspects, such as stress placements, pauses and pitch movement. Students then shadow the speaker on the video by simultaneously reading their section aloud (Pennington, Rogerson-Revell, 2019, p. 267).

Peachey (2009), in his online article, describes an activity using video communication platforms. The activity is called an *Interactive video learning diary*. Students' task is to create interactive video journals, in which they could talk about what they have learned in classes or about various topics assigned by the teacher. Students then email the video to their teacher who will provide feedback. The videos serve as a learning tool and students can look back and hear the improvements in their own pronunciation.

One can find on the internet numerous examples of activities featuring AVMs, which can be potentially implemented into lesson plans. Those activities can also serve as an inspiration for students or teachers to create new activities.

The theoretical part is concluded by these examples of activities. The following chapters of the empirical part of the project will focus on the findings of the research.

Empirical part

8 Methodology

The empirical part of the project will deal with the methodology and analysis of the questionnaire survey, which was created for the purposes of this project. The reason for selecting this research method was to investigate how AVMs can be utilized in English language classrooms, particularly when teaching pronunciation, and what specific audio-visual materials teachers use. Therefore, a questionnaire was a suitable choice given the intended number of respondents.

The quantitative research was conducted at eight selected lower-secondary schools in the Moravian-Silesian Region, in the district of Frýdek-Místek.

The main aim of the project was to determine how are audio-visual materials used at lower-secondary schools when teaching English pronunciation.

8.1 Research method

For the empirical part of the project, a questionnaire was selected as a research method. The questionnaire consists of fifteen questions in total, with two open-ended, five close-ended and eight semi-closed questions.

The platform used for creating the questionnaire was Microsoft Word and the questionnaire was distributed personally, visiting the selected lower-secondary schools. For better comprehensibility, the questionnaire was constructed in the Czech language.

8.2 Respondents

Respondents for the questionnaire were teachers of the English language at chosen lower-secondary schools. The intended number of respondents was thirty, however, only twenty-six were able to participate in the research.

9 Analysis of the questionnaire

The results of the questionnaire survey will be presented in this chapter. Question items will be supported with graphs representing the answers of the participants.

The collected data were analysed by statistical analysis, counting individual responses. Subsequently, the responses were entered into the corresponding graphs. The answers to the open-ended questions were, in the first question, summarised into three main categories, and in the twelfth question, the most frequent answers were included in the graph.

Question No. 1

The first item of the questionnaire was designed to determine for how long the teachers have been working in the field of education, to see whether there will be any noticeable differences in overall responses. There were eight teachers whose years in education exceeded twenty years, eleven teachers who have been working at school from only half a year to ten years and the rest of the respondents fit into the category of more than ten, less than twenty years in education (see *Figure 1*).

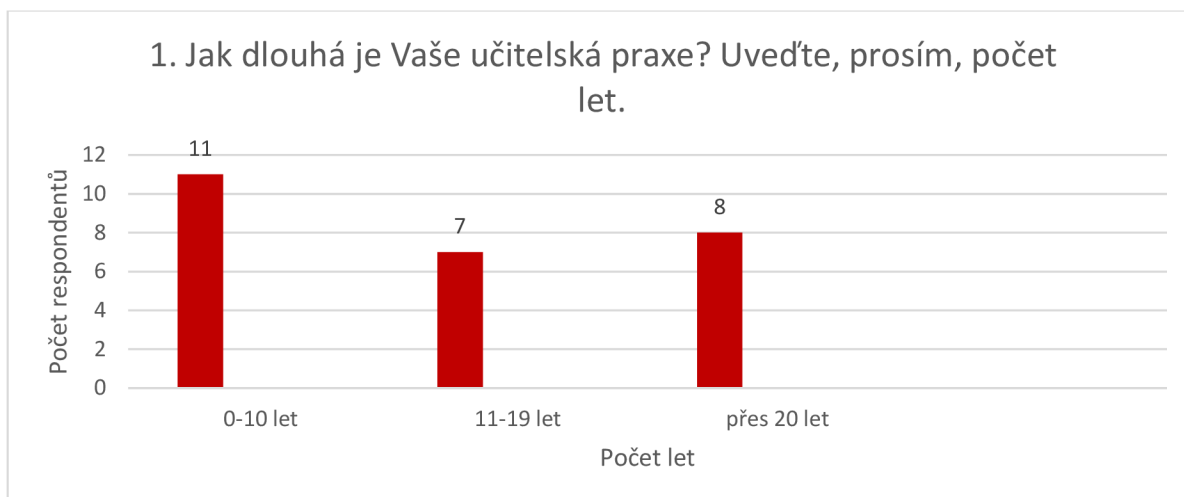


Figure 1 Years of Experience

Question No. 2

The second item was focused on the equipment that is needed for audio-visual materials to work and if the individual schools own the necessary equipment. The respondents were given several options to select from and an option of “other.” A possibility of selecting more than one option was included as well. From the results, it can be seen that every respondent has access to a computer at school, and almost everyone has access to a data projector and interactive whiteboards. Over half of respondents believe that television is not necessary as it was replaced with modernized equipment. Seven respondents selected the option “other”, where they stated that their school owns also tablets and laptops (see *Figure 2*). As the results showed, every school owns the necessary equipment, therefore teachers can use the equipment for presenting prepared AVMs.

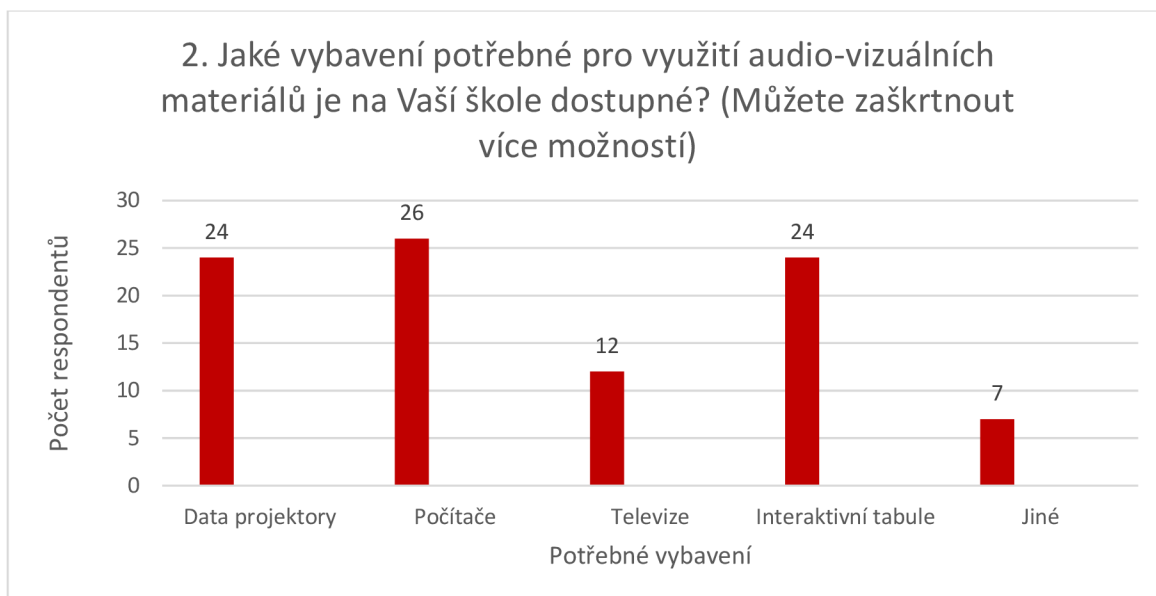


Figure 2 Availability of equipment at schools

Question No. 3

Is the equipment available in the classroom where you usually have lessons? was the third item of the questionnaire. Of the 26 respondents, only one does not have the equipment in his/her regular classroom (see Figure 3). Having the equipment in the classroom where one usually teach, saves time because there is no necessity to re-locate the whole class elsewhere. Teachers are generally familiar with the surroundings and functioning of their classrooms, thus potential problems can be easily avoided.



Figure 3 Availability of equipment in a classroom

Question No. 4

In the fourth item of the questionnaire, respondents were asked whether they include AVMs in their regular lessons. As mentioned in the theoretical part, AVMs have been integrated into the curriculum with new technological developments (Chapter 1). All respondents answered “Yes” to this question (see *Figure 4*), demonstrating that the aforementioned statement is in reality true.



Figure 4 Incorporation of AVMs into teaching

Question No. 5

The fifth question was aimed at the usage of specific AVMs where respondents could select more than one option. The individual answers are portrayed in *Figure 5*. All respondents stated that they used different types of videos in their regular classes, 21 of them also use films or excerpts from films. Teachers included interactive textbooks, TV series, PowerPoint presentations, DVDs, student-prepared videos, and the online tool, Wordwall among other options. The interactive coursebooks were the most prevalent response. The results reveal that there is a variety of AVMs, which can be implemented in the classroom to make learning more appealing, and teachers can choose a material that is most suitable for them and their students.



Figure 5 Usage of specific AVMs

Question No. 6

The sixth question is similar to the fifth. The same options were included, however, in this instance, respondents were asked to answer which audio-visual material they use most frequently by selecting only one option. The results have revealed that various types of videos seem to be the most popular and most utilized among the majority of the participants. Four respondents answered that film is the medium that they use most often, and other four respondents stated that they use mostly interactive coursebooks. As mentioned in Chapter 2.1, videos can be easily incorporated into the lessons and for that reason, videos are presumably the most utilized in classrooms. The results of the questionnaire confirmed this claim (see *Figure 6*).

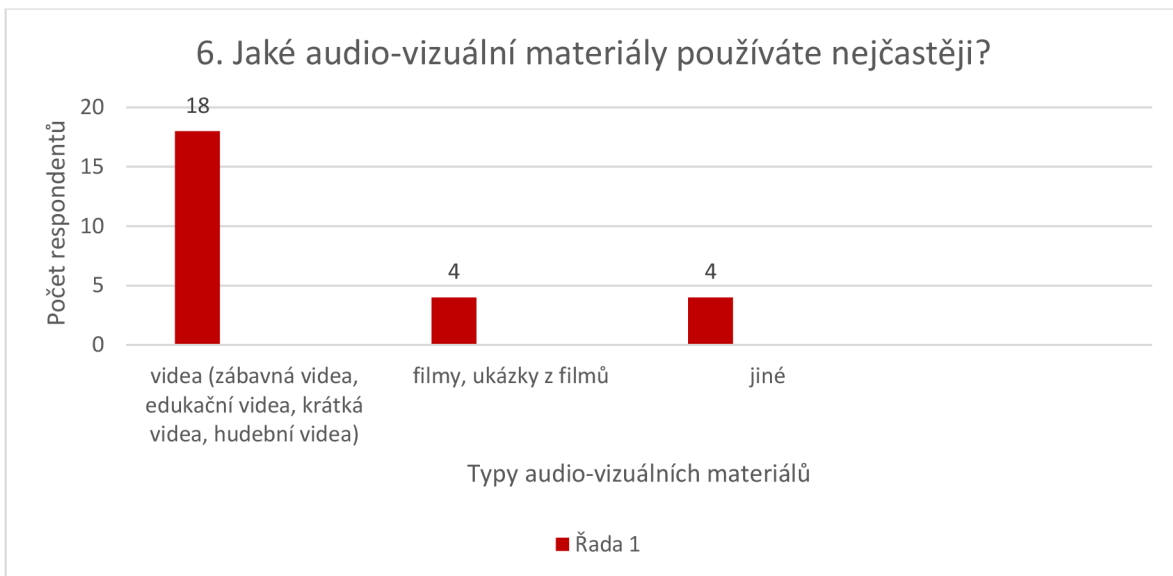


Figure 6 The most frequently used AVMs

Question No. 7

In the seventh item of the questionnaire, respondents were supposed to provide an answer to the question of whether they use AVMs in teaching and practising pronunciation. Two out of 26 respondents do not use AVMs when teaching pronunciation (Figure 6), therefore, there will be only answers from 24 respondents analysed in the following five questions. Several studies mentioned in the theoretical part proved that using AVMs can potentially improve learners' pronunciation (Chapters 2.1, 2.2). This questionnaire item is crucial in the research as it helps to determine teachers' attitudes to pronunciation teaching, practice and whether they consider AVMs to be a beneficial tool.



Figure 7 The use of AVMs when teaching and practising pronunciation

Question No. 8

Respondents could answer questions eight to twelve only if they had chosen "Yes" in the previous question. The eighth item of the questionnaire was created to investigate which pronunciation features teachers practise using AVMs. Some respondents marked all pronunciation features, as they believe that they are all equally important. Others selected specific features that they pay attention to in their lessons. In addition, one respondent stated that among given pronunciation features, he or she also focuses on the differences between American and British English. Overall, most attention is paid to stress (see *Figure 8*), arguably as it should be, as misplaced stress can affect mutual understanding (Chapter 5.2.1).

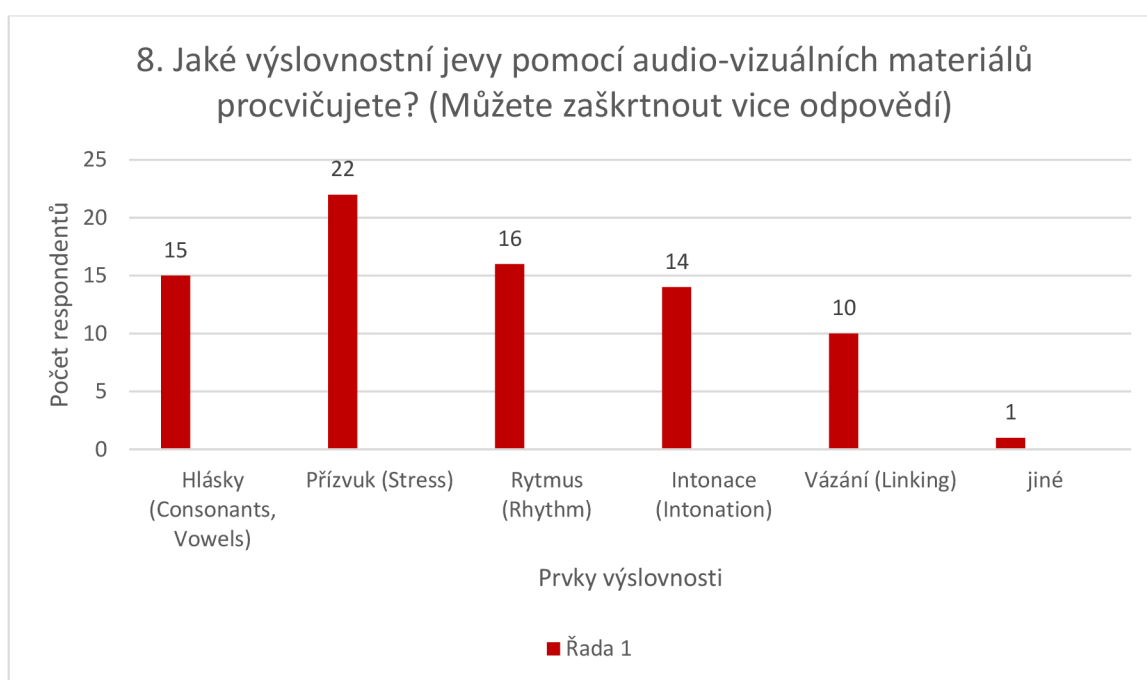


Figure 8 Practising specific pronunciation features

Question No. 9

The ninth item of the questionnaire was aimed at how often English language teachers at selected schools use AVMs in class. The following options were every lesson, several times per week, several times per month and several times per year. Although the importance of AVMs in teaching is increasing, teachers should not overuse them in classes due to potential drawbacks (Chapters 1, 2.1, 3.2). Eleven respondents chose the option of several times a week and ten respondents chose the option of several times a month (*Figure 9*), which indicates that AVMs are used to support regular foreign language teaching.



Figure 9 Frequency of used AVMs when teaching pronunciation

Question No. 10

The tenth question was focused on the factors, which the teachers are taking into consideration when selecting appropriate AVMs for a lesson (Chapters 2.2, 4). They could select more than one option. The majority of respondents believe that relevance to the content of a lesson (16 respondents) and the interest factor of AVMs (15 respondents) are essential when selecting appropriate material (see Figure 10). Eleven respondents chose topicality as one of the determining factors, and five respondents stated that they also take into account the age of learners, continuity with the literature covered in the US and UK or following textbooks' instructions. To ensure the effectiveness of pronunciation teaching, all factors should be included in the decision-making process.

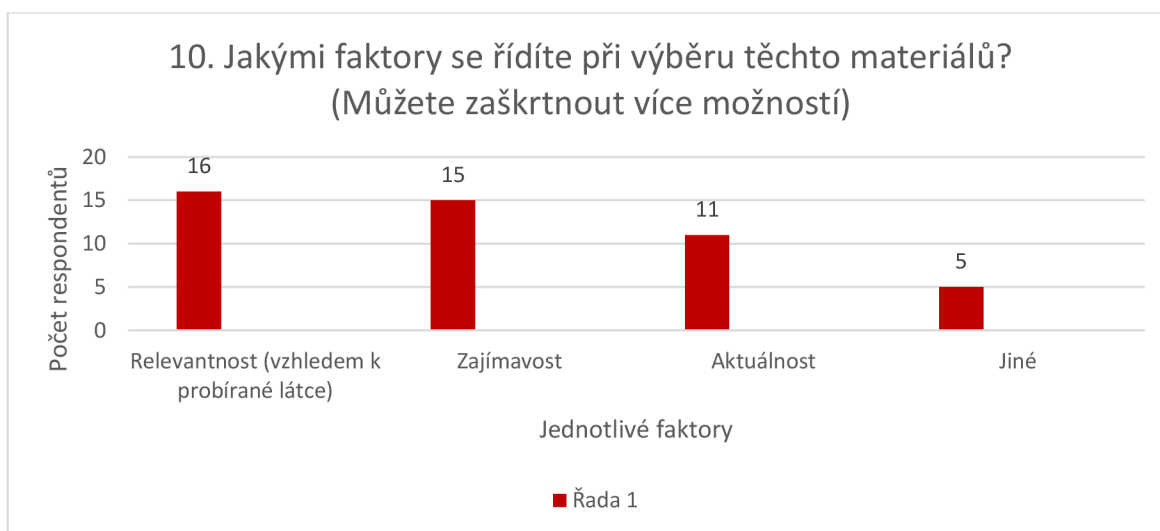


Figure 10 Factors determining the selection of AVMs

Question No. 11

In the eleventh question, teachers were asked about the methods they regularly implement in AVM-supported teaching. Whole-class activities outweighed the rest of the choices with a total of fourteen responses. Four respondents selected the “other” option, in which one of the respondents stated that he/she uses all listed options in connection to one another, and the other three respondents use the method of cooperative education.

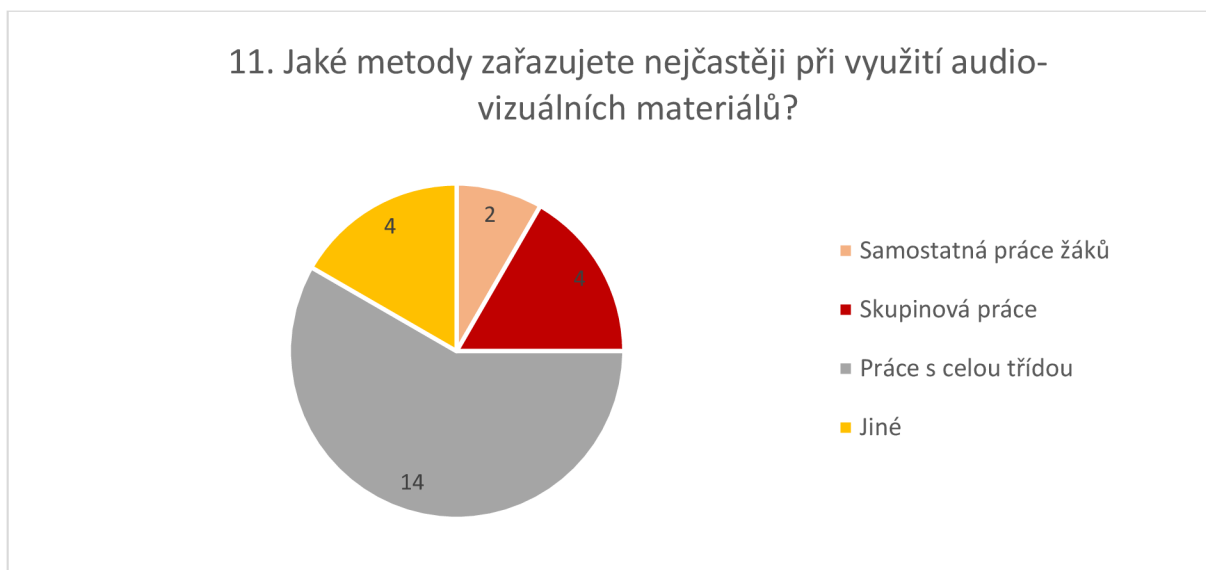


Figure 11 Used methods

Question No. 12

In the twelfth item of the questionnaire, teachers were asked to list specific websites and apps, which they use to practice and teach English pronunciation. In the *Figure 12* are portrayed the most common responses, such as YouTube (17 responses), Cambridge English (11 responses) and Oxford English (7 responses). Among other websites and apps, teachers included ISL Collective (3 responses), which is a learning platform that offers video lessons or worksheets, Wordwall, interactive textbooks, EngVid, which offers free English video lessons, Škola s nadhledem, travel guides, toPhonetics, Amazon Prime, WocaBee (vocabulary learning app), Baamboozle (online-based learning platform that uses games to teach), Oxford Learner’s Bookshelf, Live Worksheets, ČT edu (educational videos), online dictionaries such as Cambridge, Longman or Oxford. Respondents listed a remarkable number of websites and apps that teachers can potentially use to improve learners’ pronunciation. The results show that there are countless opportunities to choose from.

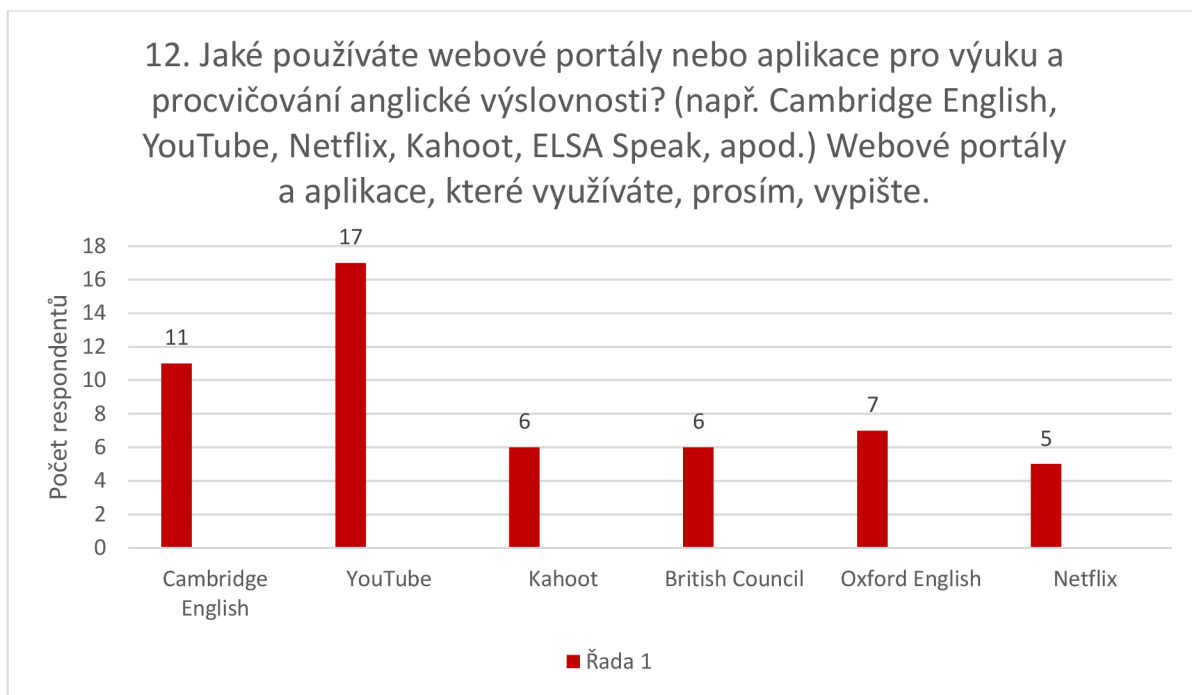


Figure 12 Specific websites and apps

Question No. 13

The thirteenth question was aimed at teachers' attitudes towards using AVMs as a supplement to pronunciation teaching. Respondents expressed the opinion that AVMs are either very beneficial or beneficial in teaching pronunciation, confirming the findings of other researchers presented in Chapters 3.1 and 4. As predicted, no respondent selected the "non-beneficial" options.

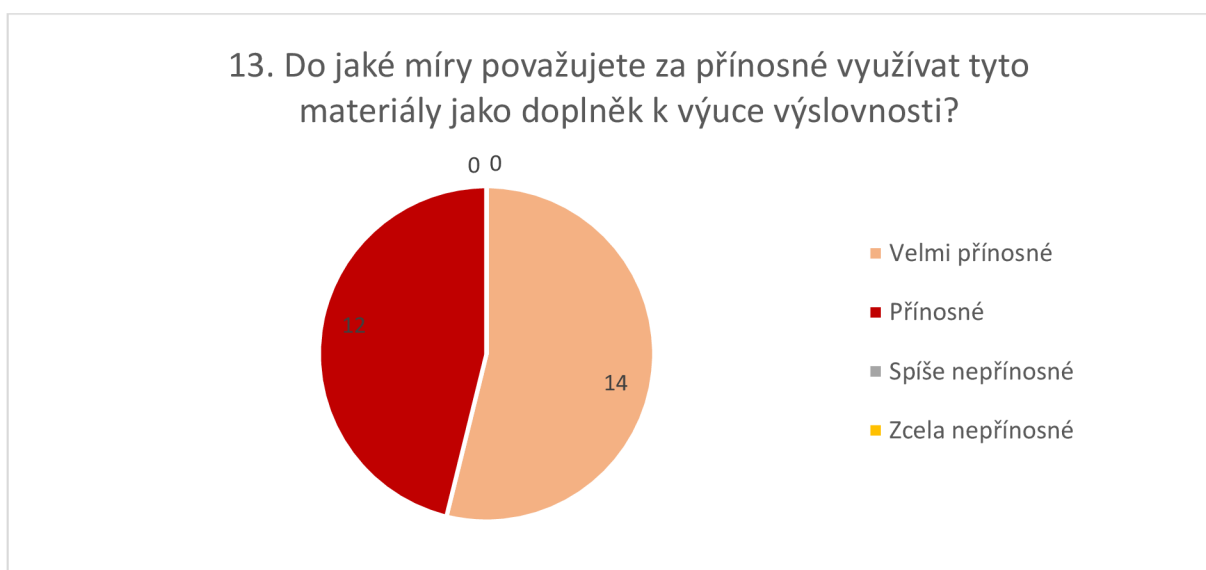


Figure 13 Degree of usefulness of AVMs

Question No. 14

What do you consider to be the greatest benefit? was the penultimate item in the questionnaire. More effective pronunciation teaching is the greatest benefit resulting from AVMs according to respondents (see *Figure 14*). In addition to the options given, respondents also included other benefits such as correct pronunciation by native speakers, access to topical themes, a more entertaining form of listening, interesting and diverse lessons and exposure to the real environments presented by native speakers of English. Overall, the responses correspond with the theoretical part.

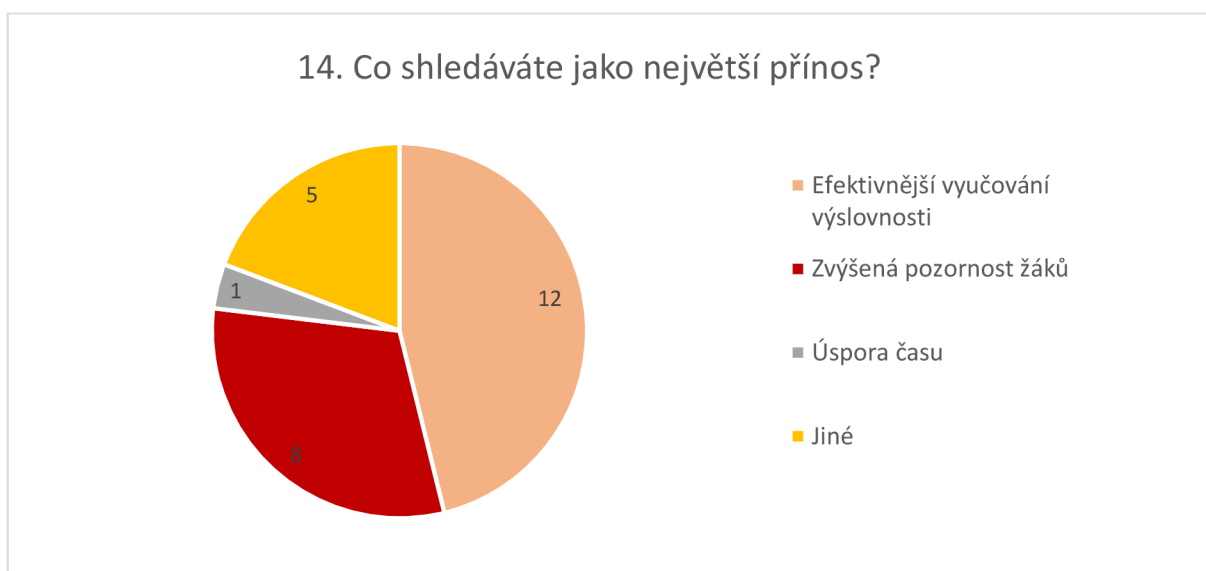


Figure 14 The greatest benefit of AVMs

Question No. 15

Lastly, the fifteenth item of the questionnaire aims at drawbacks associated with the use of AVMs in the classroom. In *Figure 15*, we can see that eleven respondents saw the largest disadvantage in potential technical difficulties. Three respondents stated that there are noticeable differences in students' knowledge, large differences in pronunciation resulting from a variety of available sources and time consumption in the case of films. As was stated before in the theoretical part, drawbacks are invariably part of everything and certain drawbacks were described in the theoretical part (Chapter 3.2), surprisingly, two respondents see no disadvantages connected with AVMs.

15. Co je naopak pro Vás největší nevýhodou ?

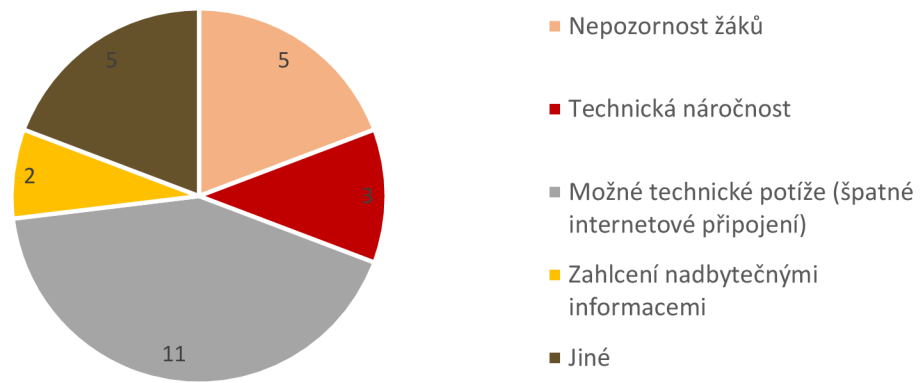


Figure 15 The largest disadvantage of AVMs

10 Conclusion

The theoretical part of the thesis dealt with audio-visual materials and their many aspects, and with English pronunciation, pronunciation features and pronunciation teaching. Therefore, providing the theoretical background for the construction of the questionnaire that was selected as the research method in the empirical part.

The questionnaire consists of fifteen diverse questions and was designed for English language teachers. Eight selected lower-secondary schools from the Frýdek-Místek region were included in the research.

The project aimed to investigate the usage of audio-visual materials at lower-secondary schools in teaching English pronunciation. Three research objectives were formulated to help achieve the main purpose.

The first research objective was aimed to investigate whether audio-visual materials are even used by the lower-secondary English language teachers in teaching pronunciation. The results of the questionnaire survey showed that besides audio-visual materials such as videos and films being included in regular teaching, they are also used as a supplement to English pronunciation teaching at selected lower-secondary schools. However, two out of 26 respondents do not use these materials at all in teaching pronunciation.

Generally, it can be said that every school that participated in the research uses audio-visual materials for practising and teaching pronunciation. All the selected schools own the necessary equipment for the materials to function and the majority of teachers have the equipment at hand in their regular classrooms.

The second research objective was related to how are audio-visual materials utilized in foreign language lessons when teaching pronunciation.

The usage of audio-visual materials varies from school to school. Nevertheless, all respondents agreed that videos and their different types are being utilized the most in teaching English pronunciation. Teachers focus mostly on factors such as relevance, topicality, and interest when looking for appropriate materials.

The selected materials are, according to the results, not overused and are appropriately included in the curriculum according to the lesson's focus. The results also showed that teachers focus the most on practising rhythm and stress.

Some of the websites or applications that participants use regularly when teaching and practising English pronunciation are *YouTube*, *Cambridge English*, *Netflix*, or *Kahoot*.

The focus of the last research objective was to explore teachers' attitudes towards using these multi-sensory materials in pronunciation teaching. The results displayed different views on what are the greatest advantages and disadvantages that are associated with audio-visual materials, which was predicted as the question is highly individual.

Among the most appreciated benefits, respondents included more effective way of teaching pronunciation and increased students' attention. On the other hand, respondents perceived possible technical difficulties as the main drawbacks.

However, the respondents' attitudes to the use of audio-visual materials were, as expected, overall positive and every English language teacher who participated in the research sees audio-visual materials as valuable in terms of pronunciation teaching.

From the overall results of the questionnaire can be possibly concluded that the responses of teachers with many years of experience do not differ noticeably from the responses of less experienced teachers, as each participant uses some type of audio-visual materials in their lessons.

It is also essential to highlight the fact that the results of conducted research showed that the pronunciation aspect of the English language is not being neglected at schools, as was stated in the theoretical part.

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Appendix – Questionnaire

Dobrý den,
jmenuji se Karolína Zajacová a jsem studentkou třetího ročníku na pedagogické fakultě Univerzity Palackého v Olomouci, obor Anglický jazyk se zaměřením na vzdělávání. V rámci mé bakalářské práce na téma Možnosti využití aktuálních autentických audiovizuálních materiálů ve výuce anglické výslovnosti na ZŠ jsem sestavila dotazník, který se týká právě užití audiovizuálních materiálů ve výuce anglické výslovnosti. Tímto bych Vás chtěla požádat o jeho vyplnění. Výsledky dotazníku budou zpracovány pouze pro účely mé bakalářské práce a jsou anonymní.

1. Jak dlouhá je Vaše učitelská praxe? Uvedte, prosím, počet let.

- _____

2. Jaké vybavení potřebné pro využití audio-vizuálních materiálů je na Vaší škole dostupné? (Můžete zaškrtnout více možností)

- Data projektory
- Počítače
- Televize
- Interaktivní tabule
- Jiné: _____

3. Je vybavení dostupné i ve třídě, ve které běžně vyučujete?

- Ano
- Ne

4. Začleňujete do klasické výuky audio-vizuální materiály?

- Ano
- Ne

5. Jaké audio-vizuální materiály používáte? (Můžete zaškrtnout více možností)

- Videá (zábavná videa, edukační videa, krátká videa, hudební videa)
- Filmy, ukázky z filmů
- jiné: _____

6. Jaké audio-vizuální materiály používáte nejčastěji?

- Videá (zábavná videa, edukační videa, krátká videa, hudební videa)
- Filmy, ukázky z filmů
- Jiné: _____

7. Používáte audio-vizuální materiály také při výuce a procvičování výslovnosti?

- Ano
- Ne

Odpovězte, prosím, na otázky 8-12 v případě, že jste na otázku č. 7 odpověděl/a ANO

8. Jaké výslovnostní jevy pomocí audio-vizuálních materiálů procvičujete? (Můžete zaškrtnout více možností)

- Hlásky (consonants, vowels)
- Přízvuk (stress)
- Rytmus (rhythm)

- Intonace (intonation)
- Vázání (linking)
- Jiné _____

9. Jak často audio-vizuální materiály k výuce anglické výslovnosti používáte?

- Každou hodinu
- Několikrát týdně
- Několikrát za měsíc
- Několikrát za rok

10. Jakými faktory se řídíte při výběru těchto materiálů? (Můžete zaškrtnout více možností)

- Relevantnost (vzhledem k probírané látce)
- Zajímavost
- Aktuálnost
- Jiné: _____

11. Jaké metody zařazujete nejčastěji při využití audio-vizuálních materiálů?

- Samostatná práce žáků
- Skupinová práce
- Práce s celou třídou
- Jiné _____

12. Jaké používáte webové portály nebo aplikace pro výuku a procvičování anglické výslovnosti? (např. Cambridge English, YouTube, Netflix, Kahoot, ELSA Speak, apod.) Webové portály a aplikace, které využíváte, prosím, vypište.

13. Do jaké míry považujete za přínosné využívat tyto materiály jako doplněk k výuce výslovnosti?

- Velmi přínosné
- Přínosné
- Spíše nepřínosné
- Zcela nepřínosné

14. Co shledáváte jako největší přínos?

- Efektivnější vyučování výslovnosti
- Zvýšená pozornost studentů
- Úspora času
- Jiné: _____

15. Co je naopak pro vás největší nevýhodou?

- Nepozornost žáků
- Technická náročnost
- Možné technické potíže (špatné internetové připojení)
- Zahlcení nadbytečnými informacemi
- Jiné: _____

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Resumé

Bakalářská práce je zaměřena na možnosti využití autentických aktuálních audiovizuálních materiálů ve výuce anglické výslovnosti na základních školách. Na základě výsledků dotazníkového šetření bylo zjištěno, že audiovizuální materiály jsou do značné míry používány na vybraných základních školách při vyučování a procvičování anglické výslovnosti, kdy se učitelé soustředí především na procvičování přízvuku a rytmu pomocí videí.

Anotace

Jméno a příjmení:	Karolína Zajacová
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jana Kořínková, Ph.D.
Rok obhajoby:	2022

Název práce:	Možnosti využití aktuálních autentických audiovizuálních materiálů ve výuce anglické výslovnosti na ZŠ
Název práce v angličtině:	The Potential of Using Authentic Topical Audio-visual Materials in Teaching English Pronunciation at Lower-secondary Schools
Anotace práce:	Tato bakalářská práce se zabývá možnostmi využití autentických audiovizuálních materiálů ve výuce a procvičování anglické výslovnosti. V práci byl analyzován dotazník, který se zaměřoval na užití audiovizuálních materiálů na vybraných základních školách.
Klíčová slova:	audiovizuální materiály, anglická výslovnost, výuka výslovnosti
Anotace práce v angličtině	This bachelor thesis explores the possibilities of using authentic audio-visual materials in teaching and practising English pronunciation. The thesis analysed a questionnaire that focused on the use of audio-visual materials at selected lower-secondary schools.
Klíčová slova v angličtině:	Audio-visual materials, English pronunciation, pronunciation teaching
Přílohy vázané v práci:	1
Rozsah práce:	48 stran
Jazyk práce:	Anglický jazyk