Katedra anglistiky a amerikanistiky

Filozofická fakulta

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Teaching Pronunciation at Secondary Level

(Diplomová práce)

Olomouc

2011/2012

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Počet stran: 124

Počet znaků: 164987

Olomouc 2012

DECLARATION OF ORIGINALITY

I hereby declare that the work presented in this thesis is my own and certify that any secondary material used has been acknowledged in the text and listed in the bibliography.

Olomouc 14. 8. 2012   Jana Mikuláštíková

ACKNOWLEDGEMENTS

ABSTRAKT

Tato diplomová práce se zabývá významem výuky výslovnosti anglického jazyka na středních školách. Současné globální využití anglického jazyka zdůrazňuje nejen nutnost dobré znalosti anglické gramatiky a slovní zásoby, ale klade především důraz na schopnost komunikovat srozumitelně a efektivně. Proto je cílem této diplomové práce nalézt způsoby, kterými lze zefektivnit a zlepšit výuku výslovnosti v hodinách anglického jazyka.

Klíčová slova: anglický jazyk jako Lingua Franca, fonetická tabulka, samohlásky, dvojhlásky, souhlásky, důraz ve slovech a důraz ve větách, intonace, přízvuk

ABSTRACT

This master thesis deals with the importance of teaching pronunciation of the English language at secondary schools. As the global character of English language is strengthened every day, the only knowledge of English grammar and vocabularies is not sufficient as the importance of being able to lead an intelligible and effective communication plays a great role as well. Therefore, this master thesis aims at finding out some of the ways which can make an improvement in terms of teaching pronunciation in English lessons.

Keywords: English language as a Lingua Franca, phonemic chart, vowels, diphthongs, consonants, word stress and sentence stress, intonation, accent

ABBREVIATIONS

EFL   English as a Foreign Language

EIL   English as an International Language

ELF   English as a Lingua Franca

ELFE English as a Lingua Franca in Europe

ELT   English Language Teaching

GA, GenAm   General American English

LFC   Lingua Franca Core

NS   Native Speakers

NNS   Non-native speakers

RP   Received Pronunciation

CONTENTS

INTRODUCTION

As the global character of the English language is strengthened every day, a great number of its speakers start realizing that the importance of English grammar and vocabularies is getting overshadowed by the desire to sound intelligible. But even though the necessity of making the international conversation effective in terms of its intelligibility is significant from every corner of the world, non-native speakers of the English language do not manage to find a way of mastering their pronunciation skills. Whose fault is it? Do the English teachers simply ignore incorporating teaching English pronunciation into English lessons? Or do the English course books lack activities for practising pronunciation skills?

The aim of this paper is to find out the answers for these questions. In addition to this, it is going to spot some of the ways which can make teaching pronunciation more effective. In the theoretical part, the theme of the international character of the English language is going to be mentioned in order to highlight the importance of including teaching pronunciation into English lessons. Furthermore, the topic of what kind of English to teach is going to be discussed as the many varieties of English language make it difficult to choose from. Should it be the Standard British English which could serve as the teaching model or should it rather be the Standard American English? And should it be the standard at all? Would not it be better to choose some of the non-standard forms of the English language? And what aspects of pronunciation should teachers focus on when they finally decide to include teaching pronunciation into an English lesson? And when is the right time to teach pronunciation, at the beginning of the lesson or at the end? Is it helpful to introduce the phonemic chart?

The practical part of the paper is going to analyse some of the English course books with the aim to reveal whether there are some pronunciation activities included in the books at all. Furthermore, the practical part is also going to show whether practising pronunciation activities brings some pronunciation enhancement as some of the recorded dialogues of students who have undertaken great number of pronunciation exercises are going to be analysed.

I. THEORY

1 THE NECESSITY OF TEACHING ENGLISH PRONUNCIATION ON THE INTERNATIONAL GROUND

As the significance of the English language grows and its status of a global language is strengthened every day, a lot of people start realizing that the only knowledge of English grammar and vocabularies is becoming not to be sufficient. In today's increasingly international world, it is not only necessary to understand what other English speakers say but it is also essential to make your own speech intelligible for the others. But even though the global character of English language makes many English learners and teachers realize the necessity of improving the pronunciation skills, many English students still cope with mispronouncing sounds, misplacing stress in sentences and misusing intonation patterns.

Why is it so? O'Connor (1980, 1-3) explains this problem as a matter of habits that our native tongue strongly incorporated into our language patterns. He adds that the ability to imitate the language perfectly weakens with the age as children of ten years or less are able to gain excellent knowledge of any language they are exposed to but children who are older than ten are more likely to struggle with a difficulty in mastering the pronunciation. Tennant (2007, 3) goes even further and explains that students whose first language belongs to the group of syllable-timed languages – e.g. Czech, Italian, Hungarian, where equal stress is placed to all syllables – find it difficult to adopt the English stress-time patterns. That is why so many adults grapple with pronouncing English sounds properly and fail to eliminate their native pronunciation habits.

The question is how to overcome these native language predispositions that prevent English learners from acquiring the English sounds properly. As Hewings (1993, 2) says, the point is to expose English learners to as many pronunciation activities as possible in order to make them realize what their English pronunciation is like in comparison with the pronunciation of native English speakers. Following O'Connor and Fletcher (1989, 6), strengthening English speech habits requires a diligent practice. The assimilation of sounds that do not exist in speaker's native language is a long term process. O'Connor and Fletcher put it in this way:

> The performance of a new contrast, once it can be heard, involves a new orientation of the motor control centre in the brain to produce unfamiliar muscular movements. The first stage must be to concentrate on minimally

different pairs of words exhibiting the contrast which the student can produce, and which an English speaker can recognize, in adequate. The sounds may not be exactly what a native speaker would produce, but fine tuning of the actual sounds can be done gradually. It is not enough for the students to produce the contrast satisfactorily once or twice or three times. (O'Connor and Fletcher 1989, 6)

The problem is that in English courses there is usually little or no time allocated to teaching pronunciation and the majority of lesson planning is devoted to vocabulary and grammar progress. (Baker 1990, 1) As Kelly (2007, 13) claims, when planning a timetable of English lessons, teachers naturally neglect to include any pronunciation issues and they put the most emphasis on organisation of grammatical structures and lexical syllabus. In fact, however, the responsibility of the educational system for English spoken skill development is as much significant as its responsibility for focusing on the written form of the language. (Anderson et al. 1984, 6) Pronunciation, in comparison with the grammar rules, cannot be simply inculcated in a student's mind. On contrary, it rather needs to be assimilated. Learners need to perceive the new sounds as babies who hear the language for the first time. (Laroy 1995, 5-12) Just as children need support for developing their writing skills, so learners of English need guidance in acquiring the appropriate English pronunciation. Some of the learners have no difficulty in pronouncing English sounds; the other ones need to be given special help and encouragement. It is the accountability of English teachers for supervising the basic problems of English pronunciation. (Anderson et al. 1984, 6) Following Laroy (1995, 5), these are not only phonetic drills that can help students to master their pronunciation but these are mostly and preferably fun pronunciation activities that help students to acquire the right pronunciation skills.

The fact that teaching English pronunciation is usually neglected may not always be the result of teachers' indifference but it can rather express teachers' doubts of not being able to teach English pronunciation in the right way. (Kelly 2007, 13) As stated by Kenworthy (1990, 69), English teachers should firstly realize that they do not necessarily need to be expert phoneticians. What really matters is a basic knowledge of phonetics and a kind of sensitivity in giving students guidance and hints when necessary. As Tennant (2007, 2) claims, the important thing in teaching English as a second language is to help students make their speech to sound intelligible for the others.

One argument here is that English is now a *Lingua Franca* and is more likely to be used as the means of communication between two non-native speakers than between a non-native speaker and native speaker. (Tennant 2007, 2)

According to Crystal (2010)[1], if teachers want their students to be prepared well for encountering the English speaking world, it is necessary to strengthen their confidence. This can be achieved by incorporating global English straight into the classroom. But what does the term "global English" actually refer to? And how can bringing "global English" into the classroom help students in the process of acquiring the English language accurately?

The aim of this paper is to show the reasons why teaching English pronunciation should take an essential part of every English lesson and to present some of the possible methods that can help teachers to incorporate phonetic activities into English classes. In the practical part of this paper, some of the English course books are going to be analysed in order to find out the ways they deal with practising pronunciation of English sounds. Furthermore, the practical part also comprises an analysis of recorded dialogues with the aim to reveal whether students cope with pronunciation problems even after undertaking various pronunciation activities.

1.1   English as a Lingua Franca (ELF)

There is no doubt that the English language has gained the status of a global language. Its significance is being noted in almost every sphere of everyday life and its knowledge is becoming more and more essential.

Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. (Crystal 2003[2], 2)

Communication in English on the international basis has turned into a worldwide phenomenon. (McArthur 1996, 11) Following Phillipson (2003, 5), the significance and

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[1] David, Crystal, *Should English be taught as a "global" language?* (Macmillan Publishers Ltd., 18. 04. 2010, accessed August 4, 2012, http://www.youtube.com/watch?v=tLYk4vKBdUo/)

[2] David, Crystal, *English as a Global Language* (Cambridge: Cambridge University Press, 2003)

importance of lingua franca on the international basis is not only considerable in the fields of politics, commerce, technology and media but it is mostly irreplaceable in the spheres of professional qualifications, education systems and economy as it brings vigour to all its aspects.

Gubbins and Holt (2002, 7-15) add that the basic English language knowledge has been steadily becoming a necessity also on the business ground as it helps not only to bound good business and public relations but it also makes the communication with business partners and competitors easier. In connection with this, Phillipson (2003, 5) claims that without English, the processes of globalization and internationalization would be impossible.

As a result of the English language worldwide impact, more than a quarter of the world's population is nowadays fluent or competent in English. (Crystal 2003, 6) The number of speakers who use English as their second language heavily surpasses the amount of speakers who use English as their mother tongue. (Lichtkoppler 2008) This means that an English conversation is most often held by participants who share neither a common first language nor a common culture and for whom the English language is the foreign language they have chosen for their communication. (Seidlhofer 2005, 339)

It is not surprising then that the claim for international intelligibility is more than apparent. (Crystal D.[3] 2003, 113)

> International travel, satellite broadcasting, world press and television, world stock markets, multinational corporations, intergovernmental agencies and many other institutions have guaranteed a situation of daily contact for hundreds of millions of English speakers who together represent every major variety. (Crystal D. 2003, 113)

English language, like Latin in Europe in the Middle Ages, has penetrated in almost every field of the globe. A great number of English words have entered lexicons of very many languages and a great deal of such borrowings is used not only for the purposes of communication on the international level. Even people who do not speak English know

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[3] David Crystal, *The Cambridge Encyclopaedia of the English Language* (Cambridge: Cambridge University Press, 2003)

some of the English words, e.g. *bank, chocolate, computer, hot dog, telephone, television* and many others. (Harmer 2005, 1)

Following Crystal (2003, 3) a language is considered to have gained a global role when its worldwide character is recognized in every country. The question is how has English language achieved such a role? The next chapter is going to present some of the ways which have contributed to form a global character of English language.

1.1.1   English as a Lingua Franca Development

As noted by Crystal (2002[4], 1), during the reign of Queen Elizabeth I (1558 – 1603), it was believed that between five to seven million speakers in the world have used English as their mother tongue. These figures have been increasing since these days, as the desire for colonization grew. Following Harmer (2005, 2), English language was brought to the colonies of the New World where, even after Americans had withdrawn from English rule, the English language has remained the official language. As the British Empire was broadening its borders, the English language influence had been spread in many of its colonies, e.g. in Australia, India and Africa. Even after breaking away from the British rule, some of the former English colonies still keep English language as a main language or as a language used for institutional purposes It is evident that the power of language goes hand in hand with the power of its people, the power of their political and military expansion. (Crystal 2003, 9)

In 1952, during the reign of Queen Elizabeth II, 250 million speakers used English as their mother tongue and the next 100 million people had learned it as a foreign language. In 2002, the number of 400 million people had been estimated as the number of speakers who use English as their mother tongue and at least 500 million speakers had been reckoned to learn English as a foreign language. (Crystal 2002, 1-2) The expansion of English language through the world has been tightened by growing economic power of the United States, as the spread of its international commerce has introduced English to many international conferences and meetings. (Harmer 2005, 3)

Taking all these improvements into account, three main groups of English language have been formed on the basis of their usage. The first group is represented by speakers who use English as their mother tongue; these are e.g. Americans, British, Irish, Australians, New Zealanders, Canadians and South Africans. The second group is made by

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[4] David Crystal, *The English Language; A guided Tour of the Language* (London: the Penguin Group, 2002)

those speakers who use English as their second language. Though these speakers possess their mother tongues, they use English as the main language for dealing with the affairs of education, commerce, government. This is the case in Ghana or Nigeria where people need to acquire English as their second language in order to lead an adequate life. English is chosen as the most suitable language for communication between different tribes whose languages completely vary. The third group is created by those people who learn English as a foreign language at schools or from so called "self-help" materials. It is very difficult to state how many people have acquired a reasonable fluency or standard of English as the figures differ a lot. (Crystal 2002, 1-4)

As each group is differently usage-defined, tensions between its users are flourishing. Whereas one part of speakers who use English as their mother tongue is proud that it is English that has been chosen to represent the global status; the other part does not agree (these are especially the global influences that change the English language that these speakers perceive very negatively). (Crystal 2002, 10) It is worth noting here that the call for international intelligibility is a bit overshadowed by the influence of national identities. In order to strengthen their nationalities, some countries establish distinct language characteristics, especially their vocabulary and prosody. In addition to this, local features of fauna, flora and culture strongly influence the character of words spoken. Whether these words become a part of world Standard English depends on the extent to which they are important to be used, e.g. when there is no counterpart expression on the world level for them. This is how the South African word *apartheid* entered the Standard English vocabulary stock. (Crystal D. 2003, 113)

In addition to this, as different people from all the corners around the world use English, a great number of varieties in pronunciation, vocabulary and grammar is created. (Harmer 2005, 6) These days, there are about 60 varieties of English language which comprise for example pidgins, creoles, "new Englishes" and many other standard and non-standard options.(Graddol et.al. 2005, 3) Concerning teaching English as a foreign language, the question is which variety is the best to be taught at schools.

1.2   What Kind of English to Teach?

A great number of discussions have been led in order to decide which variety of English language is the best to be taught for foreigners. According to Farrell and Martin (2009, 2), the problem is not unequivocal as it might be thought. So far it might be

believed that it is the standard variety of English that should be taught, it is important to note that there is no general agreement what the term Standard English actually refers to.

1.2.1 Standard English and Received Pronunciation

The conception of Standard English is usually perceived as a phenomenon of British Standard English or American Standard English. But what about Standard English in such places like Africa, Canada or West Indies? Does it mean that the official English in these places can not be perceived as a Standard English? Even though the term Standard English is well known, its definition is not an easy one. (Farrell and Martin 2009, 2)

Following Trudgill (2000, 6), the historical perspective of English language standardization explains that the standard variety of the English language stems from the unification of the various English dialects that were used by scholars, writers and clerks in London area. In connection with this, Fisher (1996, 9) notes that these were predominantly graphemic copies of clerks which created standard. Because of the fact that all writings were dictated, clerks got used to write in almost the same style, syntax and orthography. As these clerk's graphemic copies were later distributed and preserved, they contributed to English language standardization. Following Trudgill (2000, 5), the variety of English used by the upper-class Londoners was lately established as a fashionable model also among the other social classes. This variety of English became lately popular also by Caxton and it was used in all the books published. Even it underwent a great number of changes; this variety of English has survived as the highest form of the English language. Fisher (1996, 9) summarizes the process of English language standardization as a process which occurred through a way of writing essays and copies for business or governmental purposes rather than a process which happened through a way of oral usage.

Nowadays, a concept of Standard English is perceived as a variety of English which is used by educated people in newspapers and television. However, there are many regional differences within Standard Englishes, especially in terms of vocabulary stock and grammatical aspects. From the regional point of view, a number of varieties exist, for example, between Standard English English (*lift*) and Standard Scottish English (*elevator*). (Trudgill 2000, 6) As Farrell and Martin (2009, 2 -3) add to this topic, Standard English is a term which refers to the most widely accepted form of English in an English speaking country. These are the speakers of this country who decide which aspects should be included in their Standard English and which not. Therefore, Canadian speakers may

present their Standard English in different way than African speakers. In connection with this Trudgill (2000, 8) states that it is important to realize that the peculiarities between these varieties do not make one variety more important than the other, as all the languages and all the dialects are equally complex systems.

On the other hand, Trudgill (2000, 7-8) claims that a general consensus over what Standard English is already exists. He explains that the generally agreed features which compose the real standard of Standard English are created by a widely accepted and codified grammar rules. However, this general agreement does not relate to pronunciation, as it is normal to speak Standard English with regional or social accent. The only standard accent connected with Standard English is RP (Received Pronunciation). Looking back to the historical development of RP, it is claimed that this accent had been created as the favoured accent among aristocracy and upper-middle class who could afford to pay a fee at English "Public Schools" for their sons. Later, RP has been established as an accent of BBC announcements and as a language of prestige. The topic of RP as an accent of people from high class is included also in the well-known play of G. B. Shaw *Pygmalion* where professor Higgins' phonetic lessons aim to transfer a Cockney-speaking flower girl Eliza Doolittle into a lady of codified manners, a lady whose accent does not prove nothing about her origins. Following Trudgill (2000, 7), the most peculiar feature of RP lies in its neutral character, as it is difficult to distinguish the origins of its speakers. As RP is the only representing accent of Standard English, General American English (usually referred to as GenAm or GA) is the only neutral accent standing for Standard American. Both the accents, RP and GA, have many similarities as well as many differences. The most recognizable distinction between these two accents can be observed in pronunciation of postvocalic /r/ in words like *father, car*. Whereas British people do not pronounce /r/ in these words, American speakers do. (Tioukalias 2010, 10)

So far the topic of what Standard English represents has been discussed. To sum it up, as the general consensus suggests, these are the codified grammatical rules that create the standard of Standard English. (Trudgill 2000, 7-8) But going back to the idea of Farrell and Martin (2009, 2), these are usually British English (with RP as its approved accent) and American English (with GA as its acknowledged accent) that are most commonly considered to be the standard forms of English language. Now, as the terms concerning Standard English have been cleared up, it is important to compare the conveniences and inconveniences of setting up a teaching model on a standard form of English.

The advantages of establishing teaching English as a foreign language (EFL) on a model of Standard English proves to be an attested way which is used successfully for many years. Standard English is usually codified (especially RP) and most commonly didactically approved (as the didactic materials are often updated). (Dziubalska – Kołaczyk, 2005) In connection with this, Trudgill (2000, 5-6) notes that it is normally Standard English which non-native speakers are exposed to at schools. Standard English is the variety which is easily understood by all the English speakers, a variety which is easily teachable and learnable. (Dziubalska – Kołaczyk, 2005)

On the other hand, Crystal (2010) opposes that introducing solely British Standard accent to the classroom will not bring a positive effect. Encountering only RP, students might be shocked when they hear the many varieties of English. And they do not necessarily need to go to a foreign country for that, it is enough to walk down the Oxford Street to meet people of various accents and dialects. Farrell and Martin (2009, 3) agree with Crystal by claiming that introducing only Standard English into the classroom might have negative consequences to its learners as it restricts them to meet the many variations that exist. Moreover, following the notes from British Council (2011), bringing solely Standard English into the classroom somehow upgrades Standard English above the other varieties. Another argument here is that native varieties do not necessarily represent the best way for setting up a model which would facilitate a communication for two non-native speakers. What is the best way then?

1.2.2 Lingua Franca Model

Following Tennant (2007, 2), the very first thing teachers need to realize is what they want to teach. Do teachers want their students speak RP perfectly or do they rather want their students sound intelligible? If teachers try to aim the first target, they should better reconsider it. Taking into account the small amount of people who really do speak RP, the first target proves pointless. Teachers should rather focus on helping students to be able to communicate effectively. In connection with this, Walker (2001) claims that with the growing role of English language in the world, the necessity of measuring speaker's success in an international conversation according to his/her degree of intelligibility rather than according to his/her ability to acquire the dominant accents of RP or GA is becoming more and more essential.

Here, it is important to clear up the concept of the many varieties of English language. According to Seidlhofer (2005, 339), there are many terms that refer to this perception, e.g. English as an International Language (EIL), English as a World Language, English as a Global Language, English as a Lingua Franca, World Englishes and many others. Following Farrell and Martin (2009, 2 -3), World Englishes comprise all the varieties of English language that exist around the world, with all their cultural and language diversities.

Crystal D. (2003, 113) contemplates about the matter of English language varieties and he suggests some ways of its unification:

1) A current variety of English could be adopted by the most influential international institutions and could be established as the world Standard English.

2) The English varieties could merge and they could found a completely new form of English, different from those already existing. As an example of this situation, "Euro-English" can be named, a variety that has already been employed in the European Community.

3) A new variety of English could be created, based on the most communicative features and vocabulary that are, according to some assumptions concerning this issue, most essential for the international communication.

In order to help two non-native speakers sound intelligible, Tennant (2007, 2) mentions the possibility of setting up a kind of *lingua franca model* which would include the most important pronunciation aspects. In connection with this, Seidlhofer (2005, 339-340) notes that a number of researches in the fields of phonology, pragmatics and lexicogrammar have been already carried out. The fact, however, is that these are the native speakers who are the righteous ones to set up a kind of a model, even though the majority of conversations is led by speakers of EFL. Despite this, it is agreed that the most important mission of the model targets on setting up such features which are crucial in making the international communication effective and intelligible.

A Finish scientist coming to Vienna for a conference on human genetics; an
Italian designer negotiating with prospective clients in Stockholm; a Polish

tourist chatting with local restaurateurs in Crete: they all communicate successfully in *"English"*, but which English? (Guardian, 2001)

As the widespread usage of English grows, a kind of a European variety of English, sometimes labeled as "Euro-English", is emerging in the role of English as a Lingua Franca in Europe (ELFE). However, as ELFE is in its early incipience, its future development remains a question of speculations. In order to find out the optimal way for setting up a model for teaching pronunciation, Jennifer Jenkins and Barbara Seidlhofer have decided to analyse recorded dialogues that have been led by non-natives speakers (NNS) of various origins. (Guardian, 2001)

Jennifer Jenkins aimed on finding out which aspects of pronunciation can be considered as troublemakers from the view of language intelligibility. (Guardian, 2001) In connection with this, she introduces so called *Lingua Franca Core* (LFC) model. In her model, Jenkins suggests that pronunciation mistakes of NNS should be tolerated. In other words, regional accents of NNS should not be viewed as deviations from standard norms used by native speakers (NS). The key factor of LFC lies in the concept of sorting out such pronunciation features which might threaten intelligibility between NNS and NS. (Spicer, 2011) The overview of core features and non-core features, as presented by Eleanor Spicer (2011), which Jenkins regards substantial (or non-substantial) for communication intelligibility, are as follows:

The core features whose mispronunciations might endanger the intelligibility in a conversation between NNS and NS:

- The importance of aspiration after word initial sounds of /p/, /t/, /k/, so that speakers produce the word pen like /**pʰ**en/ not like /**b**en/
- It is crucial to differentiate the length of vowel sounds, e.g. 'beans' /b**iː**nz/ not /bɪnz/
- The necessity to pronounce the intervocalic '-nt-' if it appears before an unstressed syllable, e.g. like in the word 'winter' /wɪ**nt**ə (r)/ not /wɪnə (r)/
- Consonants in word initial clusters are necessary to be pronounced, e.g. the word 'strong', is crucial to be pronounced as /s**tr**ɒŋ/ not as /sɒŋ/

- An additional sound in words with consonant cluster is perceived more accurate that erasure of a consonant sound, e.g. 'street' is accepted like /sətəˈriːt/ rather than like /s_riːt/

- Within tone units, tonic stress should be placed

- Rhotic variation is supposed to be pronounced with /r/, e.g. in the word 'here' pronouncing /hiː **r**/ not / hɪə/   (Spicer, 2011)

The non-core features whose mispronunciations do not affect the intelligibility in a conversation between NNS and NS in a great extend:

- Mispronouncing /θ/ sound, e.g. in the word 'think' /θɪŋk/ resulting in '**t**ink', '**s**ink' or '**f**ink'

- Mispronouncing /ð/ sound, e.g. in the word 'this' /ðɪs/, resulting in '**d**is', '**z**is' or '**v**is'

- Pitch movement on the nuclear syllable

- Mispronunciations of weak forms, e.g. 'to' pronounced /t**uː**/ not /tə/

- Mispronunciations concerning vowel quality, e.g. 'cake 'pronounced as /k**ai**k/ instead of /k**ei**k/

- Misused word stress, e.g. in the word 'perfectionist' when putting the stress on the first syllable '**per**fectionist' rather than on the second syllable 'per**fec**tionist'

- Taking not into account features like assimilation ('good girl' /gʊ**g** gɜːl/ pronounced /gʊ**d** gɜːl/) and elision (/facts' /fæks / pronounced /fæk**t**s/) (Spicer, 2011)

Following Walker (2001), introducing LFC into a classroom would definitely bring a reduction of pronunciation exercises focusing on vowel quality, whose pronunciation training sometimes seems to be redundant. One argument here is that being intrinsically engaged in the context of an international conversation, it is not much likely to confuse between 'hat' and 'hut'. In addition to this, gone are the pronunciation activities for word stress, sentence stress, rhythm and intonation. What really matters in terms of pronunciation teaching is good quality of vowel length, well pronounced consonant sounds and clusters and good tonic stress.

Despite all the advantages presented above, ELFE pronunciation model shows, however, some uncertainties. To name at least some of them, it is not clear whether dark /l/ (which is a problematic sound for many Europeans) is going to be included in ELFE pronunciation model or whether it is rather going to be substituted by clear /l/. Another obscurity concerns pronouncing words with 'th' feature which causes problems to almost all European speakers except Greek and Spanish ones. It is not decided yet whether /θ/ is going to be presented in ELFE as /s/ and /z/ (that are usually pronounced by French and German English speakers) or whether it is going to be substituted by /t/ and /d/.(Guardian, 2001)

One argument for substituting the non-core features by that ones which are more speakers-friendly is that English on the international basis needs to be taught for making communication clear. That is why some deviations from native sounds do not necessarily need to be corrected as far as the conversation proves to be intelligible. On the other hand, the fact is that the majority of fluent speakers of ELF do not approve with these substitutions or they do not use them at all. In addition to this, there are no figures at all which could prove that LFC includes the most common and the most acceptable forms worldwide. As a result of this, a great number of teachers, learners and material writers oppose the idea of raising the teaching model on LFC. (Ur 2009, 2-3)

1.2.3   Teaching Production and Teaching Comprehension

Crystal (2010) envisages the matter from another point of view. He claims that the most important thing in teaching EFL is to bring global English into the classroom. It does not mean that teachers necessarily need to stop teaching according to the materials that include e.g. RP. That is right the opposite. If teachers set up a teaching model on an English course book including RP, they can carry on. The point is that these study materials need to be complemented with such substances which include as many various English varieties as possible. In other words, teachers need to expose their students to as many varieties as possible in order to make them realize that the English variety included in their books is not the only variety which exists in the world. The sooner students get exposed to these varieties; the better. Crystal (2010) adds that it does not mean that students have to be exposed to all the varieties existing; the aim is just to make the students familiar with the language which they can really encounter in the streets.

Here, Crystal (2010) highlights the idea, that it is not only the factor of pronouncing the sounds accurately which contributes to conversation effectiveness, but this is most importantly the ability to distinguish what the others are saying. In accordance with this, he mentions two possible ways how teachers can bring global English into the classroom, namely *teaching production* and *teaching comprehension*. In terms of teaching production, teachers need to realize that introducing only one variety, e.g. RP, is not a good way of making students be exposed to the existing varieties. However, Crystal (2010) claims that it is not as for production where global English has such a great impact, but it is rather in terms of comprehension where a misunderstanding can change everything. Regarding this, it is more than advisable that teachers expose their students to as many comprehension activities as possible. This applies to reading comprehension (introducing written materials into the classroom, e.g. a variety of international newspapers, journals and internet sites) as well as to listening comprehension (incorporating a variety of listening activities).

1.2.4   An Overview of Teaching Models

To sum it up, according to Ur (2009, 2-5), teachers of ESL have the following ways to choose from in order to introduce a teaching model in their classroom:

1)   Teachers can base their English lessons on the *Standard English model* which includes comprehensible and acceptable features recognizable worldwide. It is usually based on one or two predominant native varieties (British English, American English). Introducing only the Standard form, however, eliminates the possibility to encounter the great number of idioms, vocabulary, grammar and spellings that are included in many English varieties.

2)   Teachers can also decide for a *native model* which is favoured by many students and teachers as it is well defined and codified. The question is which variety of native model to choose from as there are many native model varieties around the world.

3)   Another option to elect from is the *diverse model*, which enables to teach also some of the local variations. This model is probably the most ideologically embraceable, even though it requires some kind of

codification. As this way presents a very flexible way of teaching, it is difficult to design a syllabus for it.

4)   In order to improve student's intelligibility, teachers can introduce so called *common core model* into the classroom. This method should be universally comprehensible and easily achievable. However, it is not proved whether this model includes all the most common language features used worldwide or not. (Ur 2009, 2-5)

1.3   Why to Teach Pronunciation?

As the character of ELF is strengthened every day, the necessity of clear communication between NNS is inherent. However, a great number of EFL teachers neglect teaching pronunciation and they rather focus on grammar and vocabulary. (Harmer 2005, 183) But how can mastering grammar rules and vocabulary perfectly help students make their speech intelligible? It is proved that speakers whose pronunciation is listener-friendly are able to lead a successful conversation even with their grammatical mistakes better than speakers whose grammar obeys all the rules. (Gilakjani 2012, 1) Pronunciation teaching so proves to be an essential part in every English lesson. Pronunciation activities do not only help students to be confident of different sounds and sound features, but it most importantly helps students to improve their spoken skills. Focusing on where the sounds are in the mouth and which syllables are stressed in the words fortifies students' comprehension and intelligibility. (Harmer 2005, 183) In connection with this, Gilakjani (2012, 8) claims that teaching pronunciation should be more than just training individual sounds or isolated words. Pronunciation needs to be viewed as an essential part of communication. Therefore, in order to consolidate pronunciation skills (both comprehension and production), it is crucial to incorporate pronunciation activities into classroom through various materials and tests. Good pronunciation skills do not only bring speakers confidence to communicate but it also improves their listening comprehension, the basis of an accomplished conversation.

Here are some of the main reasons why incorporating pronunciation activities into every English class should take a key role:

- Using wrong sounds in words or wrong prosodic features in sentences may lead to misunderstanding as it is very difficult to work out what the speaker is saying.

- Even though it is clear what the speaker is saying, his/her pronunciation makes listeners feel unpleasant as speaker's accent is distracting or too heavy. It can undermine speaker's confidence as well as it can make the listener think that the speaker lacks proper knowledge of English language. (Gilakjani 2012, 3)

The only image of some of these unpleasant situations happening at some international meeting advocates the fact that teaching pronunciation has its inherent part in English language teaching (ELT). Following Gilakjani (2012, 3), only communications where speaker's English is pleasant to listen to and where it is clear what the speaker is saying are the goals of pronunciation trainings. In connection with this, Harmer (2005, 185) claims that the way how to achieve clear communication is not getting students to produce correct sounds or intonation, but it is rather the way to show them how English is spoken in the real world. The more students get exposed to some audio or videotape materials, the greater chance that their intelligibility gets improved.

2   FACTORS INFLUENCING PRONUNCIATION

The fact that some students are able to acquire a reasonable knowledge of English in few months and the others are not able to reach the same level within some few years leads this paper to the topic of factors which influence attaining English pronunciation.

As noted by Shoebottom (2012), some of these factors can affect acquiring pronunciation skills prosperously (e.g. determination and hard work in training pronunciation skills), some of these factors are far beyond human control. Generally, we can distinguish two main groups of the factors, internal and external.

Internal Factors

These are the factors which are incorporated into student's individual language.

- **Age**: It is proved that children are the most talented ones in terms of acquiring EFL. However, adults can achieve a reasonable progress in obtaining pronunciation skills successfully if they are well motivated and determined.

- **Personality**: Students who are of introvert character are usually afraid of expressing themselves orally; they do not rather look for any opportunities to speak. On the other hand, students who are of extrovert character are usually seeking for taking part in every conversation possible, ignoring their mistakes.

- **Motivation**: It is important to distinguish between intrinsic and extrinsic motivation. Students who are intrinsically motivated exhibit greater interest and enjoyment in their English language development. Students who need to study English in order to take a better job or to communicate with relatives who live in an English speaking country (so they are extrinsically motivated) are also likely to achieve better results.

- **Experiences**: Students who have already been exposed to some foreign language have greater chances to acquire a new language easier than students who have never encountered one.

- **Cognition**: It is believed by some linguists that the cognitive abilities that are stronger with some students than with some others can lead to faster language progress.
- **Native language**: Students who try to acquire a foreign language which belongs to the same language family as their native language have greater chance than those students who try to master a language from a family group that is different from their native tongue. (Shoebottom 2012)

External Factors

These factors characterize the particular language learning situation.

- **Curriculum:** It is important to expose students of ESL to such a workload which is appropriate for their studying needs.
- **Instruction:** It depends also on teacher's teaching skills and abilities how successful students are in terms of their language development. In addition to this, students who are exposed to some ELT also in other subjects reach greater progress.
- **Culture and Status:** It has been noticed that students whose culture possesses a lower status than the culture whose language they are exposed to achieve the language skills slower.
- **Motivation:** It is proved that students who are continually supported to better their language skills by their families or teachers reach a greater success.
- **Access to native speakers:** Students who have the possibility to meet with native speakers lose the fears to communicate. Native speakers provide a linguistic model and an appropriate feedback for students. (Shoebottom 2012)

3   INCLUDING PRONUNCIATION INTO THE CLASSROOM

The reasons why it is important to incorporate pronunciation teaching into the classroom have been already presented. This part is going to show some of the ways that can help teachers to draw some of the pronunciation activities into the class.

3.1   When to Teach Pronunciation

According to Harmer (2005, 186), the first thing teachers need to do is to decide when to include pronunciation teaching into an English lesson. There are some possibilities to choose from:

- **Whole lessons**: if teachers decide to devote the whole lesson to teaching pronunciation, it does not necessarily mean that the entire lesson needs to be based just only on training pronunciation. Students may be asked to deal with listening skills or vocabulary stock before aiming on pronunciation tasks. In addition to this, it is no sensible to focus on pronunciation of sounds only, it is rather advisable to practice connected speech, sentence stress and intonation.

- **Discrete slots**: Inserting short, separate pronunciation parts into English lessons can prove extremely beneficial as it can refresh every English lesson. These short pronunciation sections, where one week phonemes and another week intonation can be practiced, are very popular among students as they welcome being not bothered with pronunciation tasks too long. However, pronunciation is not a separate skill; it is an essential part of our communication. That is the reason why longer sequences or even the entire lessons should be devoted to its teaching.

- **Integrated phases:** Making pronunciation tasks an integral part of lesson activities seems to be a successful way of dealing with pronunciation. Pronunciation tasks may be drawn e.g. in almost every listening activity as students may pay attention to pronunciation features they listen to or they can just imitate intonation.

- **Opportunistic teaching:** Pointing out a pronunciation problem when it has just arisen in the course is a good way of introducing pronunciation into the

class. It is enough to devote a minute or two to some pronunciation issue so that fluency of the lesson is not interrupted a lot. (Harmer 2005, 186 - 187)

It is worth noting here that the suggested ways of introducing teaching pronunciation into a classroom do not necessarily need to be engaged separately. A lot of teachers mix the possible ways altogether according to the syllabus and timetable flexibility. (Harmer 2005, 187)

3.2   What Pronunciation Aspects to Teach

Setting out the factors that are necessary to be taught represents one of the key roles before inserting teaching pronunciation into a classroom.

3.2.1   Phonemic Chart

One of the important attributes that go hand in hand with teaching pronunciation is the phonemic chart. Of course it is possible to get along without introducing the phonemic symbols at all (saying the words enough times to make students realize the sounds or sound differences or picturing the sound production by making a schema of mouth and lips movement).

However, knowing the phonemic symbols makes it easier for students to be able to read a word even without hearing it. Moreover, if students are aware of the phonemic symbols, teachers can introduce a great number of pronunciation games for them. These games do not rather need to focus on phonemic transcription of words, but they would better deal with recognizing the various sound symbols. Using the phonemic chart in this way is undoubtedly beneficial for both the teachers and the students as it is easier to explain pronunciation mistakes. (Harmer 2005, 186)

3.2.2   Examples of Pronunciation Areas

Another important aspect in teaching pronunciation is to decide what features of pronunciation are crucial to be focused on. Following Harmer (2005, 187-198), teaching pronunciation of sounds, words stress, sentence stress, intonation and connected speech are the pronunciation areas teachers should draw their students' attention to.

3.2.2.1 Sounds

Students may be asked to deal with particular sound(s) in order to realize how this/these sound(s) is/ere made in their mouth and how it/they can be spelled. There are many ways how the individual sound(s) can be trained. (Harmer 2005, 187)

Here are at least some of them:

- *Identifying the particular sound(s) in the words*
  1. Choosing out such words (out of *bird*, *word*, *worm, curl, heard, first, lurch*) which contain the */ɜ:/* sound. (Harmer 2005, 187)
  2. Here is an example mentioned by Hewings (1993, 7) where students are asked to put the words from the box to the correct sound. Afterwards, students practice saying the words.

Unit 5 The long vowels /iː/, /ɜː/, /ɑː/, /ɔː/ and /uː/

1 Find four words in the box below that contain the same vowel sound as in:

1 clean /iː/ ....
2 bird /ɜː/ ....
3 car /ɑː/ ....
4 four /ɔː/ ....
5 food /uː/ ....

and write them in the spaces.

improve	heart	prefer	law	visa	piece	laugh
early	banana	water	me	fruit	June	free
Thursday	word	abroad	half	bought	blue

2 Repeat the words and check your answers.

Hewings, Martin. 1993. *Pronunciation Tasks: A Course for Pre-intermediate Learners*.

- *Contrasting two sounds that are very similar*
  1. Concentrating on two different aspects of pronunciation usually starts with a listening activity followed by practicing the difference between the sounds.

For example: *ship* *chip*

sherry *cherry*

washing *watching* (Harmer 2005, 188)

2. Following Baker (2006, 27), another option how to deal with minimal pairs is suggested in her book *Ship or Sheep*. Students can practice the minimal pairs by photocopying the minimal pair activities from the entire book. Having done so, students cut out cards from the minimal pair activities so that each sound remains separate. Having turned all the cards upside down, students can play a game. One student chooses two cards and reads the sentences aloud. If these two sentences comprise the minimal pair sounds, the student keeps these two cards and can play again. If not, another student continues. A student who collects the most of the cards wins. Below, there is an example of minimal pair activity provided by Baker (2006, 15)

Baker, Ann. 2006. *Ship or Sheep? An Intermediate Pronunciation Course*.

- *Finding out which sound students hear*

    Students may be asked to listen to a recording and to distinguish which word they hear.

    For example: Small *shops/chops* are often expensive.

    The *dishes/ditches* need cleaning. (Harmer 2005, 188)

- *Tongue Twisters*

    Introducing tongue twisters does not only help students in terms of improving their pronunciation, but it also brings some fun into the classroom.

For example:

You **will hear each of these tongue twisters three times.**

1. Vincent vowed vengeance very vehemently.

2. Betty and Bob brought back blue balloons from the big bazaar.

3. **Lesley** loves Roger, but Roger doesn't love Lesley. Roger rather likes Lucy. (Baird, 2012)

As noted by Tennant (2007, 2), the most crucial thing in teaching individual sounds is to weight up whether it is really necessary to teach sound differences. The fact is that many words are difficult to be misunderstood solely on the basis of mispronounced sounds as they can be easily clarified by the context. On the other hand, this fact does not want to proclaim the idea that individual sounds should be obeyed. The feature which helps teachers to decide depends on the characteristic of the teaching class. If there is a monolingual class to be taught it is advisable to focus on practicing sounds which are difficult for speakers of this language. If there is a multilingual class, however, it is important to find out which sounds predominate as troublemakers in this particular teaching group.

3.2.2.2   *Word Stress and Sentence Stress*

Practising stress in words, phrases and sentences is a prominent part of teaching pronunciation as mispronunciations can lead to a change of meaning. (Harmer 2005, 191)

Some of the ways for practicing stress are as follows:

- *Marking the stress in words*
  1. As noted by Harmer (2005, 191) one way of signing the stress in new words is to write these words on the board and to show students which syllable is the stressed one.
  2. Below, there is a pronunciation activity included by Hewings (1993, 39) Students are practicing word stress by guessing which word in the word group does not match the stress pattern provided on the left side. Afterwards, students listen, repeat and check their answers.

Unit 28 Patterns of stress in words

1 Four of the words in each of the lists below have the stress pattern shown and one has a different pattern. This is the *odd one out*. Before listening to the words, work in pairs and try to find the odd one out in each list.

1 ○ ◯   above, chicken, postpone, guitar, correct

2 ◯ ○   under, dirty, handsome, Japan, reason

3 ○ ◯ ○   exciting, tomorrow, November, injection, telephone

4 ◯ ○ ○   policeman, cinema, yesterday, politics, overcoat

5 ○ ○ ◯ ○   unemployment, competition, supermarket, information, immigration

2 Repeat the words and check your answers.

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Hewings, Martin. 1993. *Pronunciation Tasks: A Course for Pre-intermediate Learners*.

- *Marking the stress in phrases and sentences*

1. Students are asked to listen to the minimal pair sentences and notice the stress included in them. Afterwards, they are tasked to mark the stress in the sentences they listen to. (Baker 2006, 16)

Minimal pair sentences

A28a c Listen to the minimal pair sentences.

A28b d Listen to six of the sentences and write *1* for /e/ (**sound 1) or *2* for /æ/** (sound 2).

A28a e **Sentence stress**
Listen to the first two minimal pair sentences again and look at the circles on the left. The big circles are the strongly stressed syllables, and the small circles are the weakly stressed syllables.

OoOO   <u>Put</u> the 'x' here./<u>Put</u> the <u>axe</u> <u>here</u>.
ooOooO   Can I <u>borr</u>ow a <u>pen</u>?/Can I <u>borr</u>ow a <u>pan</u>?

A28a Listen to the rest of the sentences and <u>underline</u> the sentence stress (the **strongl**y stressed syllables in the most important words in the sentence).

OooO   Look at the men./Look at the man.
oOooOo   I'm sending the table./I'm sanding the table.
ooOoO   It's a lovely gem./It's a lovely jam.
ooOoO   We had bread for lunch./We had Brad for lunch.

Baker, Ann. 2006. *Ship or Sheep? An Intermediate Pronunciation Course*.

2. The next sentence stress activity includes training rhythm, students practice saying the important words louder and quicker. (Baker 2006, 17)

4 Sentence stress: the rhythm of English

A32 **a** Practise first with the names Annabelle and Janet. Notice how the important words are strongly stressed – we say them **LOUD**er and s l o w er. Listen and repeat.

Question: How do you shorten Annabelle and Janet?
Answer: Ann and Jan.

Listen to seven possible answers to the next question (see page 18).

A33 Notice that when we add more weakly stressed words or syllables to these sentences, we still say them in about the same length of time. We do this by saying all the weakly stressed words more quickly and quietly.

Question: Who works with Aaron?
Answers:
1 **OO**   Ann, Jan.
2 **OoO**   Ann and Jan.
3 **OoooOo**   Annabelle and Janet.

Baker, Ann. 2006. *Ship or Sheep? An Intermediate Pronunciation Course*.

Following Tennant (2007, 2), practicing word stress is regarded more important than practicing individual sounds as it may completely change desirable meaning. As English words do not give the same stress to all the syllables they mention, a great number of speakers suffers acquiring the stress pattern which is different than that one of their mother tongue. In addition to this, putting stress on the wrong syllable may cause a lot of trouble as well, as the shifted word category can change the meaning of a word (e.g. the word *present* as a *noun* or as a *verb*). Training stress in phrases and sentences meets a great importance as well. Misused stress in a sentence can cause communication breakdowns, not only in terms of productive skills (speaking) but also in terms of receptive skills (listening).

3.2.2.3 Intonation

Focusing students' attention to activities practising intonation can strengthen their ability to convey meaning, mood and the ideas they are claiming. (Harmer 2005, 194)

Here are some of the ways for training the intonation:

- *Different meanings*
1. Students may be asked to practice intonation on just one particular word in order to realize the different ways how it can be said. Students are, for example, asked to question their teacher *yes/no question*. The teacher, by giving only the positive

answers, shows his/her own feelings. So, for a question *Are you happy?* the teacher may give a neutral answer, an answer which expresses a surprise for being asked and so on.

2. Students may be also questioned to match the intonation to a picture expressing various emotions, according to what the teacher's intonation means this time. (Harmer 2005, 194)

- *Falling and rising intonation*

First, students listen to the same sentence with the aim to recognize its different intonation patterns. Afterwards, in the next part of listening, they are asked to distinguish whether the conversations sound friendly or unfriendly, formal or informal. (Bowler and Parminter 1992, 24)

● **Intonation and sentence stress**

3 Questions with *or*

1 [T.8.3.A.] We ask *or* questions when we want to give someone a choice of two things. Listen to the following question with *or*. Which intonation pattern do you hear?

a. Do you want tea or coffee?

b. Do you want tea or coffee?

c. Do you want tea or coffee?

d. Do you want tea or coffee?

2 Lord and Lady Crickle are formal, but unfriendly.
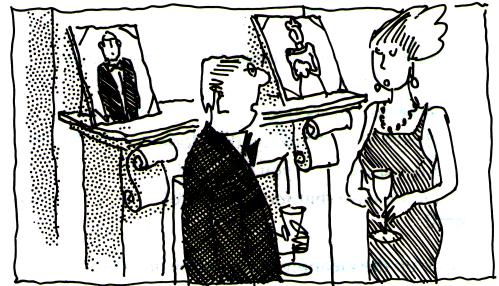
James and Bridget are informal, but friendly.
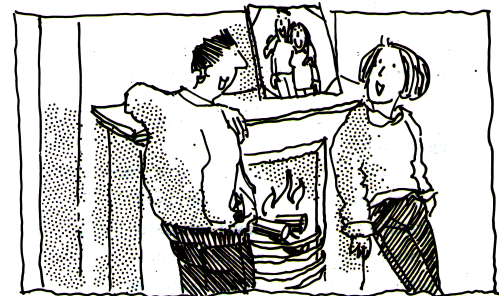
[T.8.3.B.] You will hear three dialogues. Listen and decide. Are the people in these dialogues formal or informal? Are they friendly or unfriendly?

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Bowler, Bill and Sue Parminter. 1992. *Headway Pre-Intermediate Pronunciation.*

3.2.2.4   Connected Speech

As noted by Tennant (2007, 3), practicing connected speech is probably the most important aspect out of all pronunciation teaching areas. Communication is not only about producing the individual sounds separately; it is rather about joining these sounds together. A lot of students of EFL cope with understanding native speakers as they are unable to distinguish these sounds in the flow of conversation. It is more than advisable to include practicing connected speech from the very start of learning English language.

Here are some of the pronunciation exercises for practicing connected speech:

- *Hearing different forms*

Students are asked to listen and to get aware of the contracted forms of the verbs *had* and *would* as these are widely used in a connected speech. Afterwards, they are asked to practice the contracted forms themselves. (Bowler and Parminter 1992, 46)

● **Connected speech**

3 Hearing *'d* (*had* or *would*)

'd is the contracted form of *had* and *would*.

Example
I'd like an ice-cream. = *would*
I felt I'd been there before. = *had*

Sometimes it can be difficult to hear *'d* in a sentence.

1   ⏹ T.15.3.A. Listen and tick ✓ the sentence you h each time. The first one is done for you.

  a. i. I really like champagne.
     ii. I'd really like champagne. ✓

  b. i. When we arrived at the party, they left.
     ii. When we arrived at the party, they'd left.

  c. i. She said she worked in a casino.
     ii. She said she'd worked in a casino.

  d. i. You love Marsha!
     ii. You'd love Marsha!

  e. i. He asked if we had any food.
     ii. He asked if we'd had any food.

  f. i. He told her he loved her on their wedding day.
     ii. He told her he'd loved her on their wedding day.

  g. i. I said they lived in Spain!
     ii. I said they'd lived in Spain!

2   ⏹ T.15.3.B. Listen and repeat the following pairs of verbs. Try to make the *'d* as clear as possible.

I like . . . I'd like
you love . . . you'd love
she worked . . . she'd worked
he loved . . . he'd loved
we had . . . we'd had
they left . . . they'd left
they lived . . . they'd lived

3   Work with a partner.

Student A Read seven of the sentences in 1 aloud.
Student B Point to the sentence you hear each time.

When you have finished, swap over.

Bowler, Bill and Sue Parminter. 1992. *Headway Pre-Intermediate Pronunciation*

- *Connected speech in written form*

In some pronunciation activities, students may be exposed to the written variations of connected speech in order to find out the corresponding full forms. (Hewings 1993, 51)

> **5**   **Features of connected speech are sometimes included in written English. This is especially true in the words of pop songs. What do you think the marked words in these lines from pop songs would be in slow, careful English? Write your answers in the spaces.   O—ᵤ**
>
>   1 I don't <u>wanna</u> say that I've been unhappy with you.   ....
>   2 All you've <u>gotta</u> do is call.   ....
>   3 '<u>Cos</u> I'm happy just to dance with you.   ....
>   4 I'm <u>gonna getcha</u> ... I'm <u>gonna meetcha</u>.   ....
>   5 <u>You gotta teach 'em 'bout</u> freedom.   ....

▬

Hewings, Martin. 1993. *Pronunciation Tasks: A Course for Pre-intermediate Learners*.

- *Understanding connected speech*

Students are asked to listen to the sentences and to write them down. (Hewings 1993, 49)

> ▬▬▬   **Understanding sentences in connected speech**
>
> 🖭 **1**   **Listen to these sentences and write them down. They are said at normal speed. Some of the words are given. The first one is done for you.   O—ᵤ**
>
>   1   *It's over*....................... there.
>   2   .... five ....
>   3   .... seven.
>   4   .... do ....?
>   5   .... soon ....
>   6   .... think ....
>   7   .... good.
>   8   .... got ....
>   9   .... said ....
>   10   .... do .... tomorrow.
>
> 🖭 **2**   **Before you check your answers, listen to the sentences again. This time they are part of short conversations. If there were any in 1 that you didn't understand, try to work out what they mean from the *context*.   O—ᵤ**

Hewings, Martin. 1993. *Pronunciation Tasks: A Course for Pre-intermediate Learners*.

3.3   Pronunciation Problems of Czech Speakers

As it has already been mentioned by Tennant (2007, 2), before incorporating any of the pronunciation activities into the class, it is always advisable to identify the pronunciation problems in the concrete study group. In this chapter, some of the most common pronunciation mistakes of Czech speakers are going to be presented with the aim to provide an overview of the key problems that should be eliminated during English lessons in Czech schools.

3.3.1   Vowel Sounds

According to Millin (2011), as there is a direct link between spelling and pronunciation in the Czech language, Czech speakers may have problems with English sounds. In addition to this, all the Czech syllables are equally long, which is not the case in English language. Therefore, Czech speaker mostly struggle with pronouncing the schwa sound */ə/*. Moreover, Czech speakers find it difficult to distinguish between */æ/, /e/* and */ʌ/*, such in words like *bad/bed, cap/cup*.

3.3.2   Consonant sounds

- **/θ/ and /ð/ sounds**

Following Millin (2011), Czech speakers cope with a difficulty in acquiring the sounds */θ/* and */ð/*. These sounds do not exist in the Czech phonetic system and Czech speakers tend to replace these sounds with other ones, e.g. */f /*or */s/* for */θ/* and */d/* or */dz /*for */ð/*.

With the aim of eliminating */θ/* and */ð /*pronunciation mistakes, Poslušná (2009, 100) recommends practising the "th" sound in these sentences:

I think we should do those things.
I am so thirsty I would drink a thousand glasses of water.
They are over there.
I thought a thought. But the thought I thought was not the thought I thought I thought.
Thank the other three brothers.   (Poslušná 2009, 100)

- **/w/ sound**

As noted by Poslušná (2009, 97), another problematic sound that can cause misunderstandings is the */w/* sound. Czech speakers usually pronounce it in the same way as the Czech */v/* sound. It is important to make Czech speakers realize the difference between these two sounds, e.g. by mentioning some minimal pair words (*west-vest*, *wail-veil*, *wet-vet...*).

- **/r/ sound**

As stated by Millin (2011), whereas */r/* sound should be pronounced only at the beginning of words, Czech speakers are likely to pronounce it in the middle or at the end.

- **/ŋ/, /g/, /k/ sounds**

These sounds are usually confused in words where "*ing*" ending appears, e.g. (*thing-think*, *sing-sink*). (Millin 2011) Czech speakers often pronounce the "*ing*" as */ink/* instead of */iŋ/*. (Poslušná 2009, 103)

- **/s/and /z/ sounds**

Czech speakers usually struggle with differentiating between voiced */z/* sound and unvoiced */s/* sound. (Millin 2011)

- **/p/, /t/, /k/ sounds**

These sounds are usually not aspirated by Czech speakers; or they are over-aspirated in the middle or final position of a word. (Millin 2011)

3.3.3 Stress and Intonation

The most significant distinction between Czech and English languages is that whereas Czech is a syllable timed language, English is a stressed timed language. This leads to pronouncing English weak forms the same way as the strong forms. (Millin 2011) In addition to this, in terms of intonation, Czech speakers might sound very unfriendly while speaking English; as the Czech intonation is more flat that the English one. (Poslušná 2009, 105)

II. ANALYSIS

4   INTRODUCTION TO THE ANALYTICAL PART

The analytical part of my paper is divided into four parts.

In the first part of my paper, three different pre-intermediate English course books have been used in order to analyse the number of pronunciation activities they mention. In this part, a course book which includes the most pronunciation exercises (out of the three course books) is selected.

The second part of my paper deals with voice recordings of students who have experienced all the pronunciation activities from the selected course book. An analysis of voice recordings is to reveal whether the teaching pronunciation method is effective in terms of pronunciation development.

The third part of my paper includes a new method for teaching pronunciation and compares the advantages and disadvantages of this method with the pronunciation exercises derived from the chosen course book.

The fourth section of the analytical part shows the second teaching method in practice. Recordings of students are again analysed and the results are compared with the numbers based on the first recordings.

5   FREQUENCY OF PRONUNCIATION ACTIVITIES IN ENGLISH COURSE BOOKS

In this part of my paper, three different types of English course books are chosen in order to detect the frequency of pronunciation activities they mention. The analysis focuses on student's books as well as on workbooks.

In regard to the requirements for the basic level of State Leaving exam (student's English knowledge is supposed to be on the threshold of pre-intermediate and intermediate - in other words, according to Common European Framework of Reference for Languages, it is the level B1), pre-intermediate level course books have been chosen. (Gymnázium Jeseník 2008)

The chosen course books are as follows: *New English File, New Headway* and *Maturita Solutions*.

5.1   Pronunciation Activities in the Course Book New English File

The course book New English File Pre-intermediate includes a student's book accompanied with a workbook.

New English File Pre-intermediate Student's book is divided into lessons, the first eight lessons constitute four parts, (A, B, C, D), and the last ninth lesson counts only parts A and B. Through each part, there are three main divisions, namely a Grammar division, a Vocabulary division and a Pronunciation division. Counting the Pronunciation divisions through the lessons, there are thirty-four of them altogether (as the first eight lessons count four parts, there are thirty-two Pronunciation divisions, the two parts included in the ninth lesson increase the number to thirty-four). In addition to this, each lesson comprises a Practical English division, a Writing division and a Revise and Check division. There is a Pronunciation section within each Revise and Check division. As each lesson bears the Revise and Check division (with the Pronunciation section), there are 9 more Pronunciation sections in the student's book. Summing up all the Pronunciation divisions and sections altogether, there are forty-three of them in the student's book (thirty-four Pronunciation divisions within the lesson's parts plus nine Pronunciation sections within the lesson's Revise and Check).

New English File Pre-intermediate Workbook is again divided into 9 lessons, the first eight lessons consist of four parts A, B, C, D, the last ninth lesson counts only part A

and B. There are Pronunciation sections in each part; the Practical English part does not include any Pronunciation section. Summing up all the pronunciation sections in the workbook, there are thirty four of them altogether (thirty two Pronunciation sections are comprised in the first eight lessons; the next two Pronunciation sections are included in the ninth lesson).

Counting up all the Pronunciation sections through New English File Pre-intermediate Student's book and New English File Pre-intermediate Workbook[5], there are seventy-seven Pronunciation sections.

	Number of Pronunciation Sections
New English File SB	43
New English File WB	34
Total	**77**

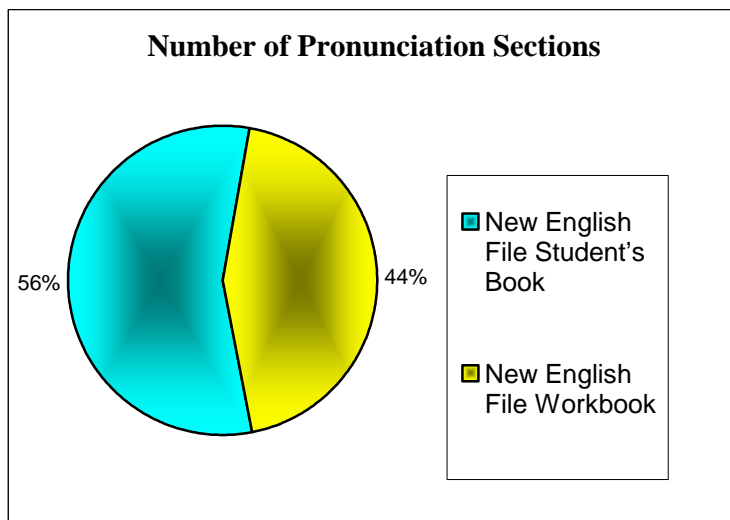*Table 1 Number of Pronunciation Sections in New English File SB and WB*

Chart 1 Percentage of Pronunciation Sections in New English File SB and WB

As the Chart 1 indicates, there are more Pronunciation sections in New English File SB (56%) than in New English File WB (44%). From my point of view, the prevailing number of pronunciation activities is included in New English File SB with the aim to

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[5] *Following further, New English File Pre-intermediate Student's Book and New English File Pre-intermediate Workbook are going to be referred to as New English File SB and New English File WB*

practise the sounds straight in the classroom, with the teacher's help. As the sounds are practised enough in the class, students are asked to deal with the pronunciation exercises mentioned in New English File WB at home (students are able to cope with the pronunciation exercises alone as they have already got familiar with practising the sounds in the classroom).

5.1.1   Number of Pronunciation Activities for Practising Vowel Sounds

In this part, the amount of activities for practising pronunciation of vowel sounds is presented. The number of activities was counted through New English File SB as well as through New English File WB.

All the phonemic symbols that appear further on have been used with the help of Phonemic Script Typewriter. (MacKichan 2004)

Vowel Sound	Number of Pronunciation Activities in New English File SB	Number of Pronunciation Activities in New English File WB	Total number of Pronunciation Activities	Frequency of Pronunciation Activities for this sound in comparison with other sounds
/ɪ/	5	3	8	6
/i:/	7	4	11	**3**
/æ/	2	3	5	8
/ɑ:/	6	3	9	5
/ɒ/	6	3	9	5
/ɔ:/	8	4	12	**2**
/ʊ/	6	2	8	6
/u:/	9	4	13	**1**
/ə/	4	4	8	6
/ɜ:/	6	1	7	7
/e/	8	5	13	**1**
/ʌ/	7	3	10	4
Total	**74**	**39**	**113**	

Table 2 Number of Pronunciation Activities for Practising Vowel Sounds

As the table 2 shows, English File SB and WB include activities for practising all the English vowel sounds. The total number of pronunciation exercises for vowel sounds comprises 113, out of which the greater number of exercises is mentioned in New English File SB (74), the smaller amount of exercises is covered in New English File WB (39).

The most frequently practised vowel sounds are /u:/ and /e/, with the total number of 13 pronunciation exercises both. The second most frequent practised vowel sound is /ɔ:/ (it is practised 12 times). The vowel sound /ɪ:/ has become the third most practised vowel sound.

Contemplating about the necessity of introducing all the activities for practising vowel sounds into a Czech study group, it is worth noting that Czech students do not have big problems with pronouncing vowel sounds, apart /ə/, /æ/, /e/ and /ʌ/. (For further information, see *3.3 Pronunciation Problems of Czech Speakers*) As /e/ sound is the most practised vowel in New English File SB and WB, it seems to supply Czech students' needs. Concerning /ʌ/ sound, it is practised in 10 pronunciation exercises in New English File SB and WB. However, /ə/ and /æ/ sounds are not mentioned so frequently in New English File SB, as there are only eight pronunciation activities for /ə/ sound and only five pronunciation activities for /æ/ sound. This does not seem to bring a lot of training for Czech students, as these sounds belong to the most problematic ones for Czech speakers.

5.1.2 Number of Pronunciation Activities for Practising Diphthong Sounds

This part presents number of pronunciation activities for English diphthongs found in New English File SB and WB.

As it is evident from the table 3 below, not all the English diphthong sounds are practised through New English File SB and WB. There are 45 diphthong pronunciation exercises altogether, out of which 32 exercises can be found in New English File SB and 13 exercises in New English File WB.

The diphthong sound /əʊ/ is mentioned in 16 pronunciation exercises, what makes it the most frequently practised diphthong. The second most practised diphthong is /eɪ/, which appears in 11 pronunciation exercises. The third place is occupied by /aɪ/, with 10 pronunciation practice appearances.

As stated on the page of Angličtina-English, Czech speakers usually tend to exaggerate the pronunciation of the second element in the diphthong, which is always

shorter than the first element if pronounced by English speakers. As there are not all the diphthong sounds included in New English File Pre-Intermediate SB and WB, Czech teachers need to complete the English classes with some more pronunciation activities for diphthong sounds in order to help Czech speaker to eliminate these diphthong sound problems.

Diphthong Sound	Number of Pronunciation Activities in New English File SB	Number of Pronunciation Activities in New English File WB	Total number of Pronunciation Activities	Frequency of Pronunciation Activities for this sound in comparison with other sounds
/eɪ/	7	4	11	**2**
/əʊ/	10	6	16	**1**
/aɪ/	8	2	10	**3**
/aʊ/	5	1	6	4
/ɔɪ/	0	0	0	
/ɪə/	1	0	1	5
/eə/	1	0	1	5
/ʊə/	0	0	0	
Total	**32**	**13**	**45**	

Table 3 Number of Pronunciation Activities for Practising Diphthong Sounds

5.1.3 Number of Pronunciation Activities for Practising Consonant Sounds

The figures in table 4 below prove that there are no pronunciation exercises in New English File SB and WB for all the consonant English sounds. The total numbers of consonant pronunciation exercises count 51, 30 pronunciation exercises have been discerned in New English File SB, 21 exercises have been detected in New English File WB.

Consonant Sound	Number of Pronunciation Activities in New English File SB	Number of Pronunciation Activities in New English File WB	Total number of Pronunciation Activities	Frequency of Pronunciation Activities for this sound in comparison with other sounds
/p/	0	0	0	
/b/	0	0	0	
/k/	0	1	1	6
/g/	3	1	4	**3**
/f/	0	0	0	
/v/	0	0	0	
/t/	2	3	5	**2**
/d/	2	2	4	**3**
/s/	2	3	5	**2**
/z/	1	2	3	4
/ʃ/	1	1	2	5
/ʒ/	0	0	0	
/θ/	0	0	0	
/ð/	2	0	2	5
/ʧ/	1	1	2	5
/ʤ/	4	3	7	**1**
/l/	0	0	0	
/r/	0	0	0	
/w/	3	1	4	**3**
/j/	4	1	5	**2**
/m/	0	0	0	
/n/	0	0	0	
/ŋ/	1	1	2	5
/h/	4	1	5	**2**
Total	**30**	**21**	**51**	

Table 4 Number of Pronunciation Activities for Practising Consonant Sounds

The 7 pronunciation activities of consonant sound /ʤ/ rank this sound on the first place of pronunciation activity frequency. The second position is occupied by /h/, /j/, /s/ and /t/ sounds, with 5 different pronunciation activities that deal with each of them. The consonant sounds /g/, /d/, /w/ are all practised in 4 pronunciation activities, which put them on the third position in terms of pronunciation activity frequency.

The question is whether it is necessary to include all the pronunciation activities into an English class of Czech students. As it has been stated in chapter *3.3 Pronunciation Problems of Czech Speakers*, there is no evidence that Czech speakers have difficulties with /ʤ/,/h/ and /j/ sounds which belong to the group of the most practised sounds in New English File SB and WB. Even though New English File SB and WB include pronunciation activities for practising some of the consonants that Czech speakers have problems with (e.g. /w/, /g/, /s/ and /t/ sounds), the majority of the problematic consonant sounds remains practised little or unpractised (e.g. there are no pronunciation activities for /θ/, /r/ and /p/ sounds, there is only one pronunciation activity for /k/ sound, two pronunciation activities for /ð/and /ŋ/ sounds and three pronunciation activities for /z/ sound). Because of this, if Czech teacher ever decide to introduce New English File Pre-Intermediate SB and WB into an English class of Czech students, it is necessary to accomplish the pronunciation activities for consonant sounds with some additional phonetic materials.

5.1.4   Number of Pronunciation Activities for Word Stress and Sentence Stress

The table below presents the number of pronunciation activities for practising stress in English words and stress in English sentences.

	Number of Pronunciation Activities in New English File SB	**Number of Pronunciation Activities in New English File WB**	**Total number of Pronunciation Activities**
Word Stress	22	14	**36**
Sentence Stress	32	0	**32**

Table 5 Number of Pronunciation Activities for Practising Word Stress and Sentence Stress

As the table 5 above shows, there are more exercises for practising stress in words (36 exercises in both New English File SB and WB) than exercises for acquiring the skill of sentence stress (32 activities in both New English File SB and WB). It is worth noting here that the pronunciation activities which focus on sentence stress usually include practising intonation and connected speech as well.

5.1.5 Comparison of the Most Frequently Practised Phonetic Features

The numbers above show that the course book New English File deals with pronunciation activities in a great extent. This part of the paper reveals the total number of pronunciation activities mentioned in New English File SB and WB as well as it shows the phonetic features that are most frequently practised through New English File SB and WB.

Phonetic Feature	Total Number of Pronunciation Activities
Vowel Sounds	113
Diphthong Sounds	45
Consonant Sounds	51
Word Stress	36
Sentence Stress	32
Total	**277**

Table 6 Total Number of Pronunciation Activities in New English File Pre-intermediate SB and WB

The table 6 above offers an overview of the amount of pronunciation activities through the course book New English File Pre-intermediate. It was detected that the total quantity of pronunciation activities mentioned in this course book counts the number of 277.
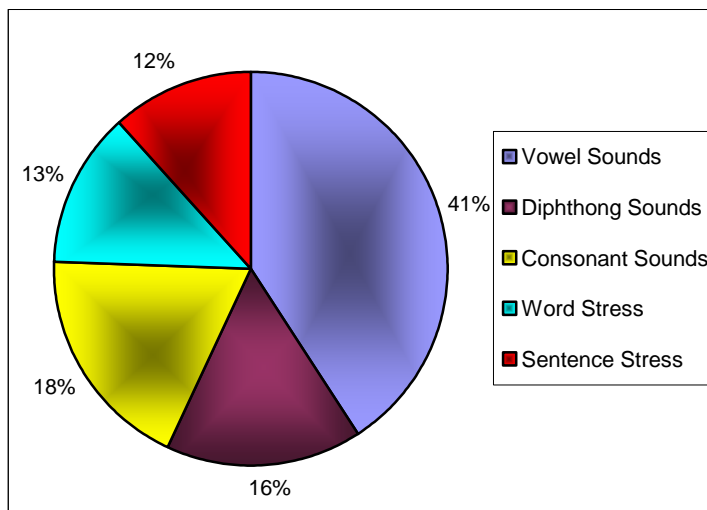
Chart 2 Percentages of Pronunciation Activities through New English File SB and WB

As it is evident from the chart 2, vowel sounds are the most frequently practised phonetic features in New English File SB and WB, as the total number of 113 pronunciation activities covers 41% out of all the pronunciation activities mentioned in the course book. The second most frequent phonetic features for pronunciation practising are consonants, with the total number of 51 pronunciation activities (18%). Diphthong sounds rank on the third position, as they comprise 16% of all the pronunciation activities. There are 36 pronunciation activities for word stress, that makes 13% out of all the pronunciation activities, and there are 32 pronunciation exercises for practising sentence stress, which subsumes 12% out of all the pronunciation exercises.

Concerning the problems of Czech speakers in terms of intonation (as Czech speakers are perceived to sound unfriendly when speaking English – see *3.3 Pronunciation Problems of Czech Speakers*), it would be more than suitable to complement English lessons for Czech students with further pronunciation activities of intonation (if New English File Pre-Intermediate course book is the main teaching material included in that class).

5.1.6   Types of Pronunciation Tasks

In this section of my paper, types of pronunciation tasks from New English File SB and WB are presented.

Before paying attention to the pronunciation tasks themselves, it is important to distinguish between the terms of a pronunciation activity and of a pronunciation task. Whereas a pronunciation activity is an activity which focuses on practising a concrete

sound, a pronunciation task sets up the rules for practising the concrete sound. A great number of sounds can be practised through one pronunciation task
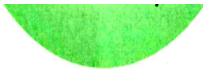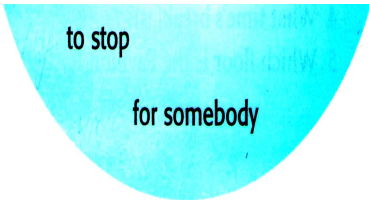

to stop

for somebody

4 PRONUNCIATION the letter *a*

Hannah met Jamie in the summer of 2004.

⚠ The letter *a* has different pronunciations.

a (2.12) Listen and repeat the sound words in the chart.

b (2.13) Put these words in the right columns. Listen and check.

again   all   although   arrive   dark
fast   play   ran   romantic   wait

æ	eɪ	ɔː	ɑ	ə
madly	later	saw	dance	along
panic	take	talk	bar	across

(Oxenden et al. 2009, SB 23)

As it is seen from the example above, the pronunciation task *Listen and repeat the sound words in the chart.* focuses on five different sounds, namely on /æ/, /eɪ/, /ɔː/, /ɑː/, /ə/. With this task, each sound is practised; a pronunciation activity for all of these sounds is created. The next pronunciation task in this pronunciation section, *Put these words in the right columns. Listen and check.* adds another pronunciation activity to all of these sounds, this means that all the sounds in this pronunciation section are practised twice, in other words, there are two pronunciation activities for all the sounds.

The pronunciation task in the next pronunciation section below deals with the following sounds: /ɔː, /ʊ/, /ʃ/, /h/, /ʤ/. As the sound /ɔː/ has been already practised twice in the previous pronunciation section and as it is practised in this pronunciation section again (this time, the pronunciation task *Underline the word with a different sound* focuses on the sound /ɔː/), three pronunciation activities have been already detected for practising this sound.

PRONUNCIATION

a <u>Underline</u> the word with a different sound

1	ɔː	wore	wrote	thought	saw
2	ʊ	took	could	found	put
3	ʃ	shop	choose	exhibition	musician
4	h	whose	how	who	when
5	dʒ	job	argue	jealous	manager

b <u>Underline</u> the stressed syllable.

infor<u>ma</u>tion

incredible   horrible   photographer   suddenly   although | 10 |

(Oxenden et al. 2009, SB 26)

The table 7 below offers an overview of pronunciation tasks included in New English File SB and WB. It is evident from the table that not all the pronunciation tasks mentioned in New English File SB are also comprised in New English File WB and vice versa, e.g. the pronunciation tasks as *Listen and repeat the sentence(s), dialogue(s). Copy the rhythm., Listen to and write down six sentences (or words) you hear., Look at the typical spellings for these sounds., Underline the words which are important for communication., What sound do the pink letters make in each sentence?, Listen to and repeat the pair of long and short vowels. Practise making the difference.* do not appear in New English File WB. The reason why it is so is, in my opinion, as follows: as these tasks do somehow need a teacher's support, they are probably rather included in New English File SB than in New English File WB, as a teacher can provide a feedback for all the listening activities. In addition to this, a teacher can answer students' questions concerning some uncertainties, he/she can monitor students' work and help them whenever they need (e.g. when students are repeating the sounds or sentences, a teacher provides a feedback for the pronunciation accuracy).

There are also some pronunciation tasks that are not implied in New English File SB and that arise only in New English File WB, e.g. *Write the words in their correct stress*

group., Circle the word with this sound., Write the correct word beginning with the sound in a picture., Cross out the silent letter in these words., Circle the words that rhyme. Concerning these pronunciation tasks, it is clear that students can look for the correct answers in the answer key.

However, the idea of including pronunciation tasks in New English File SB and WB according to the necessity for teacher's feedback can not be applied to all the pronunciation tasks, as the task *Listen and repeat the word(s), sounds.. Say the word(s), sounds.* Appears in both New English File SB and WB.

Counting the amount of pronunciation task occurrences, the first rank is engaged by the pronunciation activity *Listen and repeat the word(s), sounds. Say the word(s), sounds.,* which appears twenty-two times in New English File SB and twenty-six times in New English File WB (altogether forty-eight times). The pronunciation task *Underline the stressed syllable.* has climbed up to the second place, with the amount of eighteen pronunciation activities in New English File SB and twelve pronunciation activities in New English File WB (that makes thirty occurrences of this task totally). The third place is occupied by two pronunciation tasks, namely *Listen and repeat the sentence(s), dialogue(s). Copy the rhythm.* and *Underline (cross out, circle) the word(s) (the letter) with a different sound.* The pronunciation task *Listen and repeat the sentence(s), dialogue(s). Copy the rhythm.* has reached the third place with the number of twenty-one times presence in New English File SB and no appearance in New English File WB, twenty-one occurrences summed altogether in both SB and WB; the pronunciation task *Underline (cross out, circle) the word(s) (the letter) with a different sound.* has engaged the third rank with the twelve time appearance in New English File SB and nine time presence in New English File WB (twenty-one times altogether again).

Paying attention to the pronunciation task *Look at the typical spellings for these sounds.,* it is important to notice that in the back part of New English File SB, there are four pages devoted to English sound system, with an overview of sounds for vowels, diphthongs and consonants including exemplary words with their typical spellings. [6]

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[6] *An outlook of the Sound Bank System from New English File SB is available in Appendices*

Pronunciation Task	New English File SB	New English File WB	Total	Frequency
Listen to and repeat the sentence(s), dialogue(s). Copy the rhythm.	21	0	21	**3**
Underline the stressed syllable	18	12	30	**2**
Listen to and repeat the word(s), sounds.. Say the word(s), sounds.	22	26	48	**1**
Underline (cross out, circle) the word(s) (the letter) with a different sound	12	9	21	**3**
Listen and write down six sentences (or words) you hear	6	0	6	5
Look at the typical spellings for these sounds	4	0	4	6
Underline the words which are important for communication	3	0	3	7
Write the words according to their phonetic symbols	3	1	4	6
Put the words or letter to their correct column	3	9	12	4
What sound do the pink letters make in each sentence?	2	0	2	8
Listen and repeat the pair of long and short vowels. Practise making the difference.	1	0	1	
Write the words in their correct stress group.	0	2	2	8
Circle the word with this sound	0	6	6	5
Write the correct word beginning with the sound in a picture.	0	1	1	9
Cross out the silent letter in these words.	0	1	1	9
Circle the words that rhyme.	0	1	1	9

Table 7 Types of Pronunciation Tasks from New English File SB and WB

(Oxenden et al. 2009, SB and WB)

Following further, the total number of pronunciation tasks is exposed in the *Table 8* below. Summing up all the pronunciation task from New English File SB and WB, there are 163 of them altogether.

Concerning the suitability of the pronunciation tasks for Czech speakers, all the listening activities, from my point of view, are really helpful as exposing students to English language comprehension is always needed (e.g. *Listen and write down six sentences (or words you hear)*. In addition to this, the pronunciation task *Cross out the silent letter in these words.* may help students a lot in order to realize which sounds in a word should be ommited. On the other hand, *Underlining the stressed syllable* may be helpful in terms of getting aware which syllable is stressed, but it is always better to accomplish this activity with saying the words aloud as pronunciation is about practising the words and sentences orally, not only about underlining them.

Pronunciation Tasks	Total
Listen and repeat the sentence(s), dialogue(s)…Copy the rhythm.	21
Underline the stressed syllable	30
Listen to and repeat the word(s). Say the word(s).	48
Underline (cross out, circle) the word(s) (the letter) with a different sound	21
Listen and write down six sentences (or words you hear)	6
Look at the typical spellings for these sounds	4
Underline the words which are important for communication	3
Write the words according to their phonetic symbols	4
Put the words or letter to their correct column	12
What sound do the pink letters make in each sentence?	2
Listen and repeat the pair of long and short vowels. Practise making the difference.	1
Write the words in their correct stress group.	2
Circle the word with this sound	6
Write the correct word beginning with the sound in a picture.	1
Cross out the silent letter in these words.	1
Circle the words that rhyme.	1
Total	**163**

Table 8 Total number of Pronunciation Tasks

5.2 Pronunciation Activities in the Course Book New Headway

New Headway Pre-intermediate course book includes a student's book as well as a workbook.[7]

New Headway Pre-intermediate SB incorporates twelve units, each unit contents seven parts. These are: Language Focus part, Vocabulary part, Everyday English part, Reading part, Listening part, Speaking part and Writing part. Detecting pronunciation activities through New Headway SB, Music of English section has been discerned (in the part Everyday English) as a section which pays attention to various sound aspects, most preferably to stress and intonation. The Music of English section provides tips how to make student's conversation sound more polite and interested. As the ninth and the last units do not comprise Music of English section, there are ten Music of English sections altogether throughout the whole New Headway Pre-intermediate SB. It is important to say that a great number of pronunciation activities is integrated also in other New Headway SB's parts.

New Headway Pre-intermediate WB counts twelve units as well; each unit includes sections for practising tenses, vocabulary stock received in New Headway Pre-intermediate SB and pronunciation. Concerning only the pronunciation sections, there are twelve of them in New Headway Pre-intermediate WB.

	Number of Pronunciation Sections
New Headway Pre-intermediate SB	10
New Headway Pre-intermediate WB	12
Total	**22**

Table 9 Number of Pronunciation Sections in New Headway SB and WB

Adding up all the pronunciation sections in New Headway Pre-intermediate SB and WB, the total number of 22 pronunciation sections has been detected.

It is clear from the chart 3 below that there are more pronunciation sections in New Headway WB than in New Headway Pre-Intermediate SB, as the major 55% of pronunciation sections are incorporated in New Headway WB (this is right the opposite if compared to New English File course book, as the majority of pronunciation sections has

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[7] *Following further, New Headway Pre-intermediate Student's Book and New Headway Pre-intermediate Workbook are going to be referred to as NewHeadway SB and NewHeadway WB*

been included in New English File SB). However, it has been detected that the character of pronunciation tasks in New Headway SB usually requires teacher's support (here, there is the same distinction between a pronunciation activity and a pronunciation task as mentioned in *5.1.6 Types of Pronunciation Tasks*). It seems then that the pronunciation sections in New Headway WB rather aim on being practised at home. For recognizing the character of pronunciation tasks in New Headway SB and WB, see the chapter *5.2.6. Types of Pronunciation Tasks*)
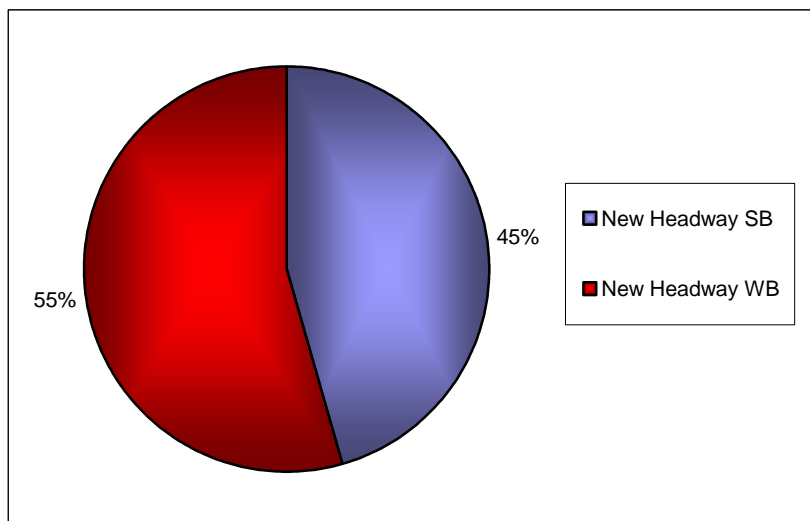

Chart 3 Percentages of Pronunciation Sections in New Headway SB and WB

5.2.1 Number of Pronunciation Activities for Practising Vowel Sounds

The table 10 below presents the amount of vowel sounds detected in New Headway SB and WB.

As the table shows, all the vowel sounds are practised through New Headway SB and WB pronunciation activities. There are 42 pronunciation activities for practising vowel sounds altogether, as the majority of them is included in New Headway WB (41). New Headway SB comprises only 1 pronunciation activity for vowel sounds (practising the vowel sound /ə/).

Dealing with the number of pronunciation activities for concrete vowel sounds, the vowel sound /i:/ has won over the other vowel sounds, with 6 pronunciation activities found in New Headway SB (0) and WB (6) altogether. The second place is occupied by two vowel sounds (/ɜ:/ and /e/), with the number of 5 pronunciation activities in New Headway SB (0 for both of them) and WB (5 for both of them). Being practised four times altogether through New Headway SB (0 for both of them) and WB (4 for both of them),

vowel sounds /ɪ/ and /ɔ:/ have gained the third place in terms of the amount of pronunciation activities focusing on vowel sounds.

Vowel Sound	Number of Pronunciation Activities in New Headway Student's Book	Number of Pronunciation Activities in New Headway Workbook	Total number of Pronunciation Activities	Frequency of Pronunciation Activities for this sound in comparison with other sounds
/i:/	0	6	6	**1**
/ɪ/	0	4	4	**3**
/æ/	0	3	3	4
/ɑ:/	0	2	2	5
/ɒ/	0	3	3	4
/ɔ:/	0	4	4	**3**
/ʊ/	0	2	2	5
/u:/	0	2	2	5
/ə/	1	2	3	4
/ɜ:/	0	5	5	**2**
/e/	0	5	5	**2**
/ʌ/	0	3	3	4
Total	**1**	**41**	**42**	

Table 10 Number of Pronunciation Activities for Practising Vowel Sounds

Below, there is a comparison of pronunciation activities for practising vowel sounds in New English File and in New Headway. It is evident that both the course books mention practising /e/, /ɔ:/ and / i:/ in the greatest extend. However, as it has already been noted in *5.1.1 Number of Pronunciation Activities for Practising Vowel Sounds*, the only useful vowel sound for Czech speakers in terms of its practising (out of the vowels mentioned in table 11 below) is the /e/ sound.

Vowel Sound in New English File	Number of Pronunciation Activities in New English File/Position	Vowel Sound in New Headway	Number of Pronunciation Activities in New Headway/Position
/e/	13/**1**	/i:/	6/**1**
/u:/	13/**1**	/ɜ:/	5/**2**
/ɔ:/	12/**2**	/e/	5/**2**
/ i:/	11/**3**	/ɔ:/	4/**3**

Table 11 Practising Vowel Sounds in New English File and in New Headway

5.2.2 Number of Pronunciation Activities for Practising Diphthong Sounds

Analysing the table 12 below, one notices that only three diphthong sounds are incorporated in New Headway SB and WB pronunciation exercises, being more precise, in New Headway WB exclusively. There are eight diphthong pronunciation activities altogether, out of which 4 activities are taken by practising the diphthong /eɪ/ (this amount of pronunciation activities puts this diphthong on the first place). Two more diphthong pronunciation activities are devoted to the diphthong /əʊ/ and the remaining two diphthong pronunciation activities are dedicated to the diphthong /ɪə/, both of these diphthongs rank on the second place in terms of the number of diphthong pronunciation activities. As it has already been noted *5.1.2. Number of Pronunciation Activities for Practising Diphthong sounds*, as Czech speakers have problems with pronouncing the second element of the diphthong shorter than the first one, it is necessary to include practising of all the diphthongs into the classroom. Therefore, it seems unreasonable to let students practise diphthong sounds only in New Headway WB. Because of this, I think, some previous training of diphthong sounds should be undoubtedly included in New Headway SB as well.

Comparing the most often practised diphthongs in New English File and in New Headway, it is interesting to find out that both the course books focus on practising /əʊ/ and /eɪ/ the most (see table 13 below).

Diphthong Sound	Number of Pronunciation Activities in New Headway SB	Number of Pronunciation Activities in New Headway WB	Total number of Pronunciation Activities	Frequency of Pronunciation Activities for this sound in comparison with other sounds
/eɪ/	0	4	4	**1**
/əʊ/	0	2	2	**2**
/aɪ/	0	0	0	
/aʊ/	0	0	0	
/ɔɪ/	0	0	0	
/ɪə/	0	2	2	**2**
/eə/	0	0	0	
/ʊə/	0	0	0	
Total	**0**	**8**	**8**	

Table 12 Number of Pronunciation Activities for Practising Diphthong Sounds

Diphthong Sound in New English File	Number of Pronunciation Activities in New English File/Position	Diphthong Sound in New Headway	Number of Pronunciation Activities in New Headway/Position
/əʊ/	16/**1**	/eɪ/	4/**1**
/eɪ/	11/**2**	/əʊ/	2/**2**
/aɪ/	10/**3**	/ɪə/	2/**2**

Table 13 Practising Diphthong Sounds in New English File and in New Headway

5.2.3   Number of Pronunciation Activities for Practising Consonant sounds

As it is evident from the table 14 below, there are only four consonant sounds (/t/, /d/, /s/, /z/) altogether that are mentioned in New Headway SB and WB pronunciation

activities. All of these sounds are practised two times each, this means that they all rank on the first place in terms of consonant pronunciation activity frequency. The consonant sounds /t/ and /d/ are both once included in New Headway SB and once in New Headway WB. There is no pronunciation activity for the consonants /s/ and /z/ in New Headway SB, but there are two pronunciation activities for both the sounds in New Headway WB.

Consonant Sound	Number of Pronunciation Activities in New Headway SB	Number of Pronunciation Activities in New Headway WB	Total number of Pronunciation Activities	Frequency of Pronunciation Activities for this sound in comparison with other sounds
/p/	0	0	0	
/b/	0	0	0	
/k/	0	0	0	
/g/	0	0	0	
/f/	0	0	0	
/v/	0	0	0	
/t/	1	1	2	1
/d/	1	1	2	1
/s/	0	2	2	1
/z/	0	2	2	1
/ʃ/	0	0	0	
/ʒ/	0	0	0	
/θ/	0	0	0	
/ð/	0	0	0	
/tʃ/	0	0	0	
/dʒ/	0	0	0	
/l/	0	0	0	
/r/	0	0	0	
/w/	0	0	0	
/j/	0	0	0	
/m/	0	0	0	
/n/	0	0	0	
/ŋ/	0	0	0	
/h/	0	0	0	
Total	**2**	**6**	**8**	

Table 14 Number of Pronunciation Activities for Practising consonant Sounds

The table 15 below presents the comparison of the pronunciation activities for diphthong sounds included in New English File course book and in New Headway course book. It is remarkable that both the course books include /s/, /t/ and /d/ consonant sounds. On the other hand, both the books ignore practising the consonant sounds that are problematic for Czech speakers (for further information, look at *3.3. Pronunciation Problems of Czech Speakers*).

Consonant Sound in New English File	Number of Pronunciation Activities in New English File/Position	Consonant Sound in New Headway	Number of Pronunciation Activities in New Headway/Position
/ʤ/	7/**1**	/t/,/d/, /s/, /z/	2/**1**
/j/, /n/, /s/, /t/	5/**2**		
/w/, /d/, /g/	4/**3**		

Table 15 Practising Diphthongs in New English File and in New Headway

5.2.4   Number of Pronunciation Activities for Word Stress and Sentence Stress

Below, there is an overview of the amount of pronunciation activities for practising word stress and sentence stress.

	Number of Pronunciation Activities in New Headway SB	Number of Pronunciation Activities in New Headway WB	Total number of Pronunciation Activities
Word Stress	4	14	**18**
Sentence Stress	40	10	**50**

Table 16 Number of Pronunciation Activities for Practising Word Stress and Sentence Stress

As the table 16 above indicates, there are more activities for practising sentence stress (50) than for practising word stress (18) in New Headway SB and WB. It is also clear that word stress is incorporated more often in New Headway Pre-intermediate WB (14) than in New Headway SB (4). In comparison with word stress, the situation with sentence stress is the right opposite as the majority of sentence stress activities is mentioned in New Headway SB (40) and the rest 10 activities are found in New Headway WB.

From my point of view, according to the types of pronunciation tasks in New Headway (see the chapter *5.2.6. Types of Pronunciation Tasks*), word stress activities are predominantly included in New Headway WB as the character of the pronunciation tasks for practising word stress do not necessarily ask for a presence of a teacher (as students themselves can check the correctness of pronunciation activities with the help of an answer key). On the other hand, tasks for practising sentence stress include many listening and repeating assignments which require a teacher's support; these are predominantly mentioned in New Headway SB. Despite this, however, word stress activities are also better to be practised with a teacher's feedback. Therefore, it is more than advisable to incorporate more word stress activities into the classroom in order to fulfill the pronunciation activities for word stress in New Headway SB.

However, it is not absolutely correct to state that the reason why some pronunciation activities are included in New Headway SB and some pronunciation activities are not lies in the fact that the activities included in New Headway SB claim for a teacher's support. This can be proved on the pronunciation tasks *Listen and repeat. Practise saying these sentences (conversations). Pay attention to stress and intonation.* which appears both in New Headway SB and WB. This is remarkable as listening to the recording and concentrating on the pronunciation should bring no troubles for students, but repeating the phrases and paying attention to intonation and stress is much more difficult to be done by students at home as these kinds of tasks require a feedback to be provided. Therefore, in my opinion, it is always better to practise pronunciation tasks which require a teacher's presence straight in the classroom.

5.2.5 Comparison of the Most Frequently Practised Phonetic Features

The table 17 below shows the amount of pronunciation activities for vowels, diphthongs, consonants, word stress and sentence stress in New Headway SB and WB.

It has been detected that there are 126 pronunciation activities altogether throughout New Headway SB and WB.

As the chart 4 below shows, the majority of pronunciation activities in New Headway SB and WB focuses on sentence stress as it covers 41% of the whole. Vowel sounds have become the second most common practised phonetic features in New Headway SB and WB (33%) and the third place is occupied by pronunciation activities for practising word stress (14%). Only 6% are devoted to practising consonant sounds and diphthong sounds.

Phonetic Feature	Total Number of Pronunciation Activities
Vowel Sounds	42
Diphthong Sounds	8
Consonant Sounds	8
Word Stress	18
Sentence Stress	50
Total	**126**

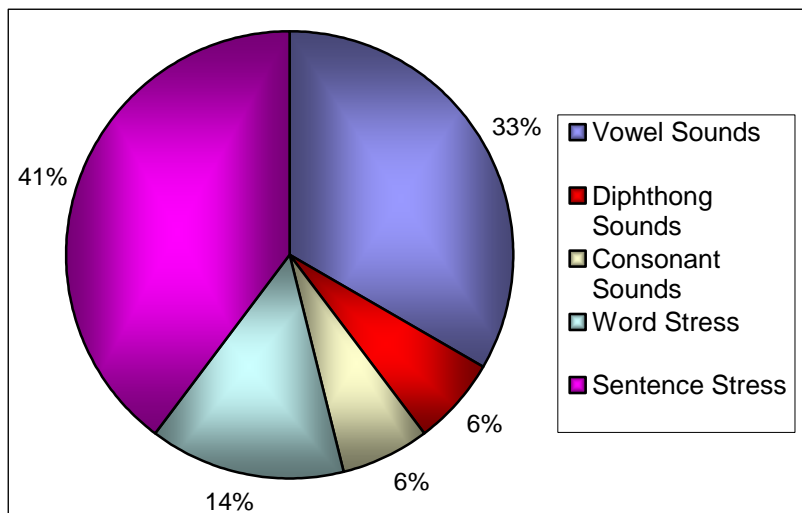*Table 17 Total number of pronunciation activities in New Headway SB and WB*

Chart 4 Percentage of Pronunciation Activities Through New Headway SB and WB

5.2.6   Types of Pronunciation Tasks

In this section, an overview of pronunciation tasks from New Headway course book is provided below, in the table 18.

Pronunciation Task	New Headway SB	New Headway WB	Total	Frequency
Read the phonetic symbols aloud.	1	0	1	
Listen to and repeat the words. Say the words.	3	0	3	
Mark the stress on each word.	1	3	4	**3**
Write the words next to the correct phonetic symbol (put the words to the correct phonetic box).	0	6	6	**2**
Write the other word (with a different spelling and meaning) for the words in phonetic symbols.	0	3	3	
Write the correct spellings according to the phonetic symbols.	0	2	2	
Which of these words rhyme (or do not rhyme)?	0	4	4	**3**
Put these words in the correct stress group.	0	1	1	
Put these sentences in the correct stress group.	0	3	3	
Listen and repeat. Practise saying these sentences (conversations). Pay attention to stress and intonation.	37	7	44	**1**
Underline the words you hear in these sentences (out of two options)	1	1	2	
What is the pronunciation of this word?	2	1	3	
Total			**76**	

Table 18 Types of Pronunciation Tasks from New Headway SB and WB

(Soars et al. 2007, SB and WB)

As the table 18 shows, there are two pronunciation tasks that appear only in New Headway SB and that are not mentioned in New Headway WB (*Read the phonetic symbols*

aloud., *Listen to and repeat the words. Say the words.*). There are six pronunciation tasks that can be, on the other hand, detected only in New Headway WB, these are as follows: *Write the words next to the correct phonetic symbol (put the words to the correct phonetic box).*, *Write the other word (with a different spelling and meaning) for the words in phonetic symbols.*, *Write the correct spellings according to the phonetic symbols.*, *Which of these words rhyme (or do not rhyme)?*, *Put these words in the correct stress group.*, *Put these sentences in the correct stress group.*

Analysing the number of appearances of pronunciation tasks above, pronunciation task *Listen and repeat. Practise saying these sentences (conversations). Pay attention to stress and intonation.* has been revealed as the most frequent one through New Headway SB (37 times) and WB (7 times). The second most common tasks *Write the words next to the correct phonetic symbol (put the words to the correct phonetic box).* has been found only in New Headway WB, with the number of 6 occurrences. The third place has been occupied by two pronunciation tasks, *Mark the stress on each word.* and *Which of these words rhyme (or do not rhyme)?*, these two pronunciation tasks have been incorporated to the New Headway course book four times each.

Counting all the pronunciation tasks altogether, 76 of them have been revealed.

It also worth noting that on the inside part of the first page in New Headway SB and on the last page of New Headway WB (the inside part again), there are overviews of phonetic symbols, mentioning all the symbols for consonants, vowels and diphthongs, altogether with the exemplary words presented for each sound.[8]

5.3   Pronunciation Activities in the Course Book Maturita Solutions

Maturita Solutions course book is divided into Maturita Solutions Pre-Intermediate Student's Book and into Maturita Solutions Pre-Intermediate Workbook.[9]

In Maturita Solutions SB, there are ten units altogether, each unit consisting of Vocabulary and Listening, Grammar, Culture, Reading, Everyday English and Writing parts. There are no pronunciation sections through Maturita Solutions SB at all, there are only few pronunciation exercises included in the parts named above.

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[8] *An outlook of the Sound Bank System from New Headway SB and WB is available in Appendices*

[9] *Following further, Maturita Solutions Pre-intermediate Student's Book and Maturita Solutions Pre-intermediate Workbook are going to be referred to as Maturita Solutions SB and Maturita Solutions WB*

Maturita Solutions WB covers ten units; these units do not incorporate any pronunciation sections and activities at all.

5.3.1 Number of Pronunciation Activities for Vowels, Diphthongs and Consonants

As there are no pronunciation activities in Maturita Solutions WB at all, the pronunciation activities mentioned below all refer to Maturita Solutions SB.

There are no pronunciation activities for practising vowel or diphthong sounds, there is only one pronunciation task for practising consonant sounds /t/ and /d/. Through this task (*Listen and repeat the past simple form. Write /t/, /d/, /ɪd/ to each verb.*), both the consonants are practised once, which counts two pronunciation activities for consonant sounds at all.

Sound	Number of Pronunciation Activities in Maturita Solutions SB	Number of Pronunciation Activities in Maturita Solutions WB	Total number of Pronunciation Activities
t/	1	0	1
/d/	1	0	1
Total	**2**	**0**	**2**

Table 19 Number of Pronunciation Activities for Practising Vowels, Diphthongs and Consonants

5.3.2 Number of Pronunciation Activities for Word Stress and Sentence Stress

	Number of Pronunciation Activities in Maturita Solutions SB	Number of Pronunciation Activities in Maturita Solutions WB	Total number of Pronunciation Activities
Word Stress	7	0	**7**
Sentence Stress	10	0	**10**

Table 20 Number of Pronunciation Activities for Practising Word Stress and Sentence Stress

As it is evident from the table 20 above, there are more pronunciation activities for practising sentence stress (10) than for practising word stress (7) in Maturita Solutions SB.

5.3.3   Comparison of the Most Frequently Practised Phonetic Features

The table 21 below proves that there is a small number of pronunciation activities in Maturita Solutions course book, as only 26 of them have been revealed through Maturita Solutions SB and WB.

Phonetic Feature	Total Number of Pronunciation Activities
Vowel Sounds	0
Diphthong Sounds	0
Consonant Sounds	2
Word Stress	8
Sentence Stress	16
Total	**26**

Table 21 Total number of pronunciation activities in Maturita Solutions SB and WB
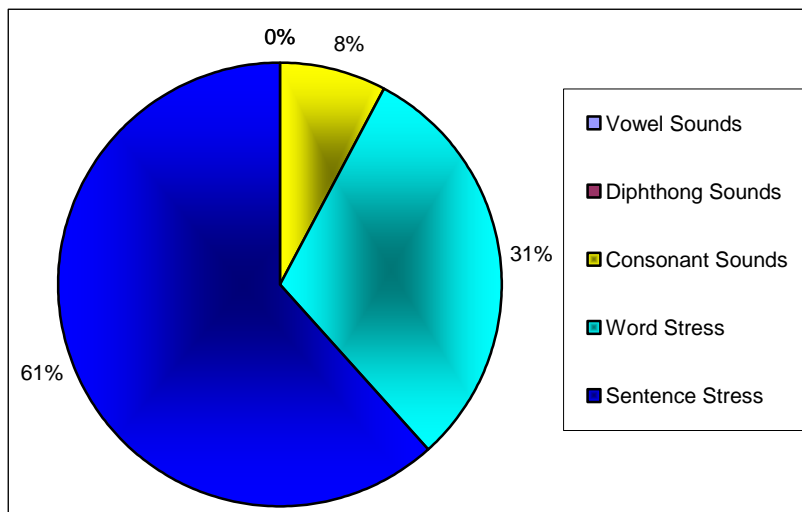
Chart 5 Percentages of Pronunciation Activities through Maturita Solutions SB and WB

The chart 5 indicates that the majority of pronunciation activities in Maturita Solutions SB is built from sentence stress activities (61%), a notable amount is also made

by word stress activities (31%) and by consonant activities (8%). Activities for practising vowels or diphthongs are not included at all.

5.3.4   Types of Pronunciation Tasks

Pronunciation Task	Maturita Solutions SB	Maturita Solutions WB	Total	Frequency
Listen, repeat and check the words.	7	0	7	**2**
Underline the stress in each word.	1	0	1	
Listen and repeat the phrases (questions, answers ...).	10	0	10	**1**
Listen and repeat the past simple forms. Write /t/, /d/, /ɪd/ to each verb.	1	0	1	
Listen and repeat. Pay attention to the intonation.	6	0	6	**3**
Total	25	0	**25**	

Table 22 Types of Pronunciation Tasks from Maturita Solutions SB and WB

(Falla and Davies 2007, SB)

It is evident that the number of pronunciation tasks in Maturita Solutions SB and WB is only once smaller (25) than the number of pronunciation activities (26). This situation can be explained by the fact that the pronunciation activities are identical with the pronunciation tasks, except the pronunciation tasks *Listen and repeat the past simple form. Write /t/, /d/, /ɪd/ to each verb.* which sets two pronunciation activities for consonant sounds. This fact clarifies the discrepancies in the amount of pronunciation tasks and pronunciation activities.

The task *Listen and repeat the phrases (questions, answers ...).* has been counted ten times through the course, this amount makes the task the most common pronunciation task in Maturita Solutions. This fact explains also the reality why the majority of pronunciation tasks deals with sentence stress. As it has been mentioned before, word stress pronunciation activities have been the second most common incorporated pronunciation activities in Maturita Solutions SB, this is due to the fact that the

pronunciation task *Listen, repeat and check the words*. has also become the second most practised task (7 times altogether). The third position is occupied by the pronunciation task *Listen and repeat. Pay attention to the intonation*. (6 times altogether), this tasks increased the number of pronunciation activities for practising sentence stress again.

There are no pronunciation tasks focusing on phonetic symbols, there is no a sound bank with an overview of the sounds in the whole Maturita Solutions SB and WB at all. Because of this, if teachers decide to establish Maturita Solutions course book as the main teaching material in English classes for Czech students, the necessity of incorporating further phonetic activities into a Czech study group is more than urgent.

5.4 Comparison of Pronunciation Activities in the Three Course Books

The analysis above has shown many differences between the three English course books. In these sections, some of the distinctions are going to be presented.

5.4.1 Differences in Number of Pronunciation Sections

	Total Number of Pronunciation Sections
New English File	77
New Headway	22
Maturita Solutions	0

Table 23 Pronunciation Sections in the Three Course Books

The analysis has revealed that the English course book New English File Pre-Intermediate is the course book which includes the greatest number of pronunciation sections, totally 77 of them. New Headway Pre-Intermediate course book mentions 55 pronunciation sections less than New English File Pre-Intermediate, summing up 22 pronunciation sections at all. The English course book Maturita Solutions Pre-Intermediate does not cover any pronunciation section.

5.4.2 Differences in Number of Pronunciation Activities

Summing up all the pronunciation activities in New English File Pre-Intermediate course book, one counts the number of 277, the number which puts New English File Pre-Intermediate on the first position in terms of the number of pronunciation activities (in

comparison with New Headway Pre-Intermediate and Maturita Solutions). New Headway Pre-Intermediate follows New English File Pre-Intermediate, with the number of 126 pronunciation activities. Maturita Solutions stays on the last place again, with only 26 pronunciation activities.

	Total Number of Pronunciation Activities
New English File	277
New Headway	126
Maturita Solutions	26

Table 24 Pronunciation Activities in the Three Course Books

5.4.3 Differences in Number of Pronunciation Tasks

The analysis has proven that New English File Pre-Intermediate course book stays on the first position even in the terms of the number of pronunciation tasks, as 163 pronunciation tasks have appeared in the course book. The second place is occupied by New Headway Pre-Intermediate, with 76 pronunciation tasks through the course book. Maturita Solutions ranks on the third place again, with only 25 pronunciation tasks at all.

	Total Number of Pronunciation Tasks
New English File	163
New Headway	76
Maturita Solutions	25

Table 25 Pronunciation Tasks in the Three Course Books

Analysing the nature of pronunciation tasks, it has been revealed that almost similar types of pronunciation types have appeared through all the three course books.

The last distinction between the three course books which concerns pronunciation matters is the presence of phonetic bank in the back or front part of the book. Whereas both New English File Pre-Intermediate and New Headway Pre-Intermediate include an

overview of phonetic symbols with exemplary words and spellings, Maturita Solutions does not contain any sound bank overview at all.

To sum it up, it is notable that none of the three course books comprise pronunciation activities for all the English sounds. Despite this fact, out of the three analysed course books, New English File Pre-Intermediate course book has been found as the course book with the most pronunciation activities. A great number of pronunciation sections has put New Headway Pre-Intermediate course book to the second place (out of the three analysed course books again). Here, it is important to mention that the pronunciation activities in New Headway Pre-Intermediate course book are supplemented by additional pronunciation activities in *Headway Pre-Intermediate Pronunciation* (Bowler and Parminter, 1992). However, this book is not the issue to be analysed in this paper. As the course book Maturita Solutions does not include any pronunciation section at all, it is rather not recommended as a suitable book for practising English sounds and pronunciation.

However, it has been also detected that none of the two course books (New English File and New Headway) thoroughly suit the needs of Czech students in terms of their pronunciation development. In my opinion, some of the pronunciation activities included in both the books are redundant for being practised in an English class of Czech speakers as Czech students do not usually have problems with these sounds (e.g. practising all the vowel sound in both the course books seems rather as wasting of time as Czech speakers are believed to have problems with only the following vowel sounds: /ə/, /æ/, /e/ and /ʌ/). In addition to this, some of the pronunciation activities call for being complemented in order to fit Czech student's pronunciation requirements (e.g. both the books do not include enough pronunciation activities for practising the diphthong sounds that cause troubles to Czech students, namely /θ/, /r/, /k/, /ð/, /ŋ/, /z/ and /p/ sounds).

6 RESULTS OF PRACTISING PRONUNCIATION EXERCISES FROM NEW ENGLISH FILE PRE-INTERMEDIATE SB AND WB

As the analysis above has revealed, New English File Pre-Intermediate course book has been awarded as the most prolific out of the three analysed course books in terms they deal with pronunciation matters.

As I have been leading an English course where New English File Pre-Intermediate course book constitutes the predominant teaching material; I have decided to introduce all the pronunciation activities from this course book into the class in order to find out whether this teaching pronunciation method is effective in terms of pronunciation development. Students have experienced the pronunciation activities from both New English File Pre-Intermediate SB and WB. Having experienced all the pronunciation exercises, students were asked to act out a dialogue which they have heard before from the tape script (of course, pre-listening activities included in the course book preceded) Even though the teaching group constitutes of six students altogether, only two recordings have been analysed as there is no enough place to deal with all of them. Anyway, all the six recordings altogether with the scanned tape scripts are available on the attached CD (students are distinguished by numbers 1-6, number of the first recording is referred to as number 1).

6.1 Analysis of Recordings

This part of my paper focuses on analyzing two recorded dialogues in order to find out whether practicing pronunciation (according to exercises mentioned in New English File Pre-Intermediate SB and WB) has been effective. Standard English (RP) has been chosen as the pronunciation model for comparing pronunciation accurateness in recorded dialogues (all the students were asked to act out the same dialogue in order to make the analysis comparable). In addition to this, the table below presents only the mispronounced sounds as there is not enough space in this paper to deal with word stress and sentence stress.

6.1.1   Speaker 1 Recording 1

Speaker 1			
Recording 1			
Mispronounced Sound	**Examples for mispronounce words**	**Total number**	
/ð/	the /**d**/, then /**d**en/, there /**d**e:r/	14	**1**
/ŋ/	things /θɪ**nk**s/, climbing /klaɪmbɪ**nk**/, jumping /ʤʌmpɪ**nk**/	11	**2**
/z/	rules /rəʊl**s**/, reasons /ri: zn_/, films /fɪlm**s**/	7	
/θ/	think /**f**ɪnk/, think /**z**ɪnk/, thought /**t**ɔ:t/	4	
/u:/	rules /rəʊls/	2	
/æ/	exactly /ɪgz**ʌ**ktlɪ/, math /m**ɑ**:θs/, programmes /pr**ɒ**gr**ʌ**m**s**/	8	**3**
/e/	instead /ɪnst**i:**d/	2	
/əʊ/	both /b**ɔ**:t/, programmes /pr**ɒ**gr**ʌ**m**s**/	3	
/eɪ/	humiliate /hju:mɪlɪ**i:** t/	1	
/ɔ:/	course /k**ɜ**:s/	1	
/eə/	wear /w**e:**r/	3	
/i:/	really /r**ɪ**lɪ/	1	
strong /r/ sound	argue /a:**r**gju:/	2	
soundless b	climbing /klaɪm**b**ɪnk/	1	
past participle	hated /heɪt**_**/	1	
Total		**61**	

Table 26 Speaker 1 Recording 1

6.1.2   Speaker 2 Recording 1

Speaker 2 Recording 1		
Mispronounced Sound	**Examples for mispronounce words**	**Total number**
/ð/	the /**d**/, that /**d**et/, there /**d**e:r/	14
/ŋ/	things /fɪ**nk**s/, jumping /ʤʌmpɪ**nk**/, anything /enɪfɪ**nk**/	10
/z/	walls /wɔ:l**s**/, rules /ru:l**s**/, reasons /ri: z**ns**/,	8
/a:/	argue /**e**gju:, ʌgju:/	2
/ʌ/	cover /k**əʊ**vər/	1
/t/	sweater /ve**d**r/	1
/w/	sweater /**v**edr/	2
/ɔɪ/	lawyer /l**a: ɪ**_r/	1
/i:/	really /r**ɪ**lɪ/	1
/θ/	think /**f**ɪnk/, thought /**f**ɔ:t/, things /fɪ**nk**s/	12
/æ/	exactly /ɪgz**e**ktlɪ/, angry /**e:**ngrɪ/, programmes /prəʊgr**ʌ**ms /	9
/əʊ/	both /b**ɔ**:f/	2
/ə/	lawyer /la:ɪ_r/	2
/eə/	wear /w**e:**r/, there /d**e:**r/	3
past participle	hated /heɪt/, liked /laɪk/	2
strong /r/ sound	argue /a:**r**gju:/, shorter /ʃɔ:t ə**r**/	2
soundless b	climbing /klaim**b**ink/	1
Total		**73**

Numbered annotations to the right of table: **1** (beside /ð/ row), **3** (beside /ŋ/ row), **2** (beside /θ/ row).

Table 27 Speaker 2 Recording 1

As it has been presented in *Chart 2 Percentages of Pronunciation Activities through New English File SB and WB*, vowels are the most practised sounds through New English File Pre-Intermediate SB and WB pronunciation exercises. Despite this, the table 26 above shows that speaker 1 still copes with pronunciation accuracy problems concerning some vowel sounds (/u:/, /æ/, /e/, /ɔ:/, /i:/). As the most problematic sounds, however, /ð/, /ŋ/ and /æ/ have been recognized. This is probably due to the fact that there are only few activities for training these sounds in New English File Pre-Intermediate SB and WB, being precise there are only 2 pronunciation activities for /ð/, two pronunciation activities for /ŋ/ and five pronunciation activities for /æ/ sounds. (See *5.1.1 Number of Pronunciation Activities for Practising Vowel Sounds* and *5.1.3. Number of Pronunciation Activities for Practising Consonant Sounds*) However, it is notable to state that some of the pronunciation mistakes made by student 1 are not caused only because of the small number of pronunciation activities mentioned in New English File course book. There are also some other reasons which influence the pronunciation mistakes, e.g. the influence of Czech language that is strongly incorporated in student's 1 accent (e.g problems with /r/ sound) or unfamiliarity of some words that speaker 1 pronounces for the first time (e.g. word *instead)*.

Focusing on table 27 above, speaker 2 had also some problems with vowel sounds (/ɑ:/, /ʌ/, /i:/, /æ/, /ə/). As the most difficult sounds for speaker 2, consonants /ð/, /θ/ and /ŋ/ have been revealed. However, there are the same reasons for mispronouncing some words as in the case of speaker 1. Speaker 2 pronounces /r/ sound strongly because of the mother tongue influence, some words are also unknown, e.g. the word *lawyer* is pronounced as /**laːɪ**_r/ Here, it is interesting to note that mispronouncing this particular word may lead to communication problems .

Comparing the two analysis (table 26 and table 27 above), the results of problematic sounds prove to be almost the same as /ð/ and /ŋ/ remain the most difficult sounds for both the students. The difference can be found in /θ/ sound which has become the second most difficult sound for speaker 2 (12 pronunciation mistakes have been detected for this sound), speaker 1 mispronounced /θ/ sound only 4 times. Going back to the chapter *5.1.3. Number of Pronunciation Activities for Practising Consonant Sounds*, it is revealed that there is no pronunciation exercise in New English File Pre-Intermediate SB and WB for /θ/ sound at all. In addition to this, both the speakers have problems with /æ/

sound, the speaker 1 mispronounced this sound eight times and the speaker 2 mispronounced /æ/ sound even 9 times.

To sum this chapter up, the results for training pronunciation through pronunciation activities included in New English File Pre-Intermediate SB and WB do not prove to be satisfying. As it has been detected, even though the majority of pronunciation activities in New English File Pre-Intermediate course book focuses on vowel sounds, many of the vowels are still mispronounced. In addition to this, consonants /ð/ and /ŋ/ have been discerned as the most difficult sounds for both the students. Moreover, mispronunciations for /θ/ sound have been frequent as well.

According to the results shown in tables 26 and 27 above, training pronunciation solely according to pronunciation exercises mentioned in New English File Pre-Intermediate SB and WB is insufficient (especially for consonant sounds /ð/, /ŋ/ and /θ/ and the vowel sound /æ/). Taking these results into account, I would like to suggest complementing the pronunciation exercises from New English File Pre-Intermediate SB and WB.

7 COMPLETION OF PRONUNCIATION ACTIVITIES FROM NEW ENGLISH FILE PRE-INTERMEDIATE SB AND WB

As the analysis above has revealed, despite the fact that New English File Pre-Intermediate SB and WB include the most pronunciation activities out of the three analysed course books, it does not comprise training all the sounds. In addition to this, it has been proved that practising sounds only from New English File Pre-Intermediate course book is not sufficient. In this part of my paper, a new pronunciation method is going to be presented in order to find out the ways it deals with teaching pronunciation. The chosen method is based on Adrian Underhill's *Introduction to Teaching Pronunciation Workshop* and it is going to be compared with the ways of teaching pronunciation used in New English File Pre-Intermediate SB and WB. As it has already been stated in the chapter *1.3 Why to Teach Pronunciation?*, the aim of including pronunciation exercises into the classroom is not to master students' pronunciation accuracy, but it is rather to help them to sound listener friendly.

Here are some of the other reasons why Adrian Underhill's *Introduction to Teaching Pronunciation Workshop* has been chosen as the most suitable method for supplementation New English File Pre-Intermediate SB and WB pronunciation exercises. As Underhill's *Introduction to Teaching Pronunciation Workshop* is easily accessible as a video on the internet; its barrier free attainability enables all the teachers to use this method for practising pronunciation in English lessons whenever they want. In addition to this, the fact that the video presents English sound system in only an hour and two minutes altogether defends the reason why the workshop has been favoured against the many pronunciation course books. (Underhill 2011) The phonemic chart, which is used in Underhill's method, can be easily downloaded from Macmillan Publishers homepage. (Macmillan Publishers 2007) Moreover, having downloaded the phonemic chart, a spoken sound for each symbol can be played aloud. (Underhill 2011)

Concerning Underhill's phonemic chart, it can be noted that it is special in many ways. Following Harmer (2005, 189-200), the phonemic chart is laid out in relation to where all the forty-four sounds of southern British English are produced in the mouth. It is easily applicable to be used in the class as both students and teacher can point to the sounds due to the fact that each sound is put in a separate box. This is really helpful in such activities where a teacher, for example, points to three sounds one after the other (/ʃ/, /ɒ/, /p/) and students produce the words. In other cases, a teacher might say a sound or a word

and students can point to it on the phonemic chart. The phonemic chart can be left in the classroom and if students produce an incorrect sound in some word, it may be helpful to show them the right way how to pronounce the word more precisely.

Before dealing with the comparison of teaching methods for individual sounds, it is important to describe Underhill's attitude towards pronunciation teaching.

Adrian Underhill's way of teaching pronunciation defends the idea that training pronunciation should be a visible and a muscular activity. According to Underhill (2011), teachers keep teaching pronunciation as a mental activity, not as a muscular one. And that is why so many students deal with difficulties in pronouncing sounds correctly. What teachers should do with this problem is to make teaching pronunciation a physical activity, in other words, to find the ties between a mental knowledge of sounds and to connect this knowledge to pronunciation muscles. As Underhill (2011) adds, using mimes, gestures and silent models increases student's awareness of finding the pronunciation muscles, a method which is similar to a process of speaking with deaf people (and being intelligible even without using a voice). By using the phonetic chart, Underhill (2011) does not intentionally aim to teach the phonetic symbols. He claims that the purpose of using the phonetic signs is to help students to remember the sounds easily. However, even though he uses the phonetic chart in order to help students to remember the sounds, students finally subconsciously acquire also the phonetic symbols.

7.1 Comparison of Teaching Methods for Vowel Sounds

In this section, ways of teaching the individual vowel sounds are presented, based on the teaching processes mentioned in New English File Pre-Intermediate course book and on the pronunciation teaching method used by Adrian Underhill.

7.1.1 Comparison of the Two Methods for Practising /i:/, /u:/, /i/ and /u/

/i:/	**Pronunciation Tasks in New English File Pre-Intermediate SB and WB**
	How do you pronounce this sound? (Oxenden at.al. 2009, SB 5) Underline the words with a different sound. (Oxenden at.al. 2009, SB 14, 74, 95, 98, WB 5, 50, 77) Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 101, WB 8) Listen and repeat the pairs of long and short vowels. Practise the difference. (Oxenden at.al. 2009, SB 65)
	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
	Underhill starts his pronunciation workshop with practising /i:/ and /u:/ sounds, he mentions a small round trip from pronouncing /i:/ and /u:/ He introduces three ways of realizing the muscular position of this sound in the mouth, as students repeatedly pronounce /i:/ and /u:/ sounds. In the first task, students are asked to put their finger against their lips in order to realize that producing these two sounds makes their lips move forward /u:/ and backward /i:/. In the second exercise, students are told to put their fingers on the mouth corners to find out whereas their lips are spread /i:/ or rounded /u:/. The third practising shows the tongue position, students touch the tip of their tongues and they reveal that their tongue goes forward /i:/ or backward /u:/. The teacher is then using mimes and gestures to make the sounds visible, students name the sounds. (Underhill 2011)

Table 28 Practising /i:/ sound

/i/	**Pronunciation Tasks in New English File Pre-Intermediate SB and WB**
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 62, 77, 94) Listen and repeat the pairs of long and short vowels. Practise the difference. (Oxenden at.al. 2009, SB 65) Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 77, 101, WB 50, 59)

Table 29 Practising /i/ sound

/i/	**Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop**
	Practising the long /i:/ and /u:/ sounds, students are told to stop the length in order to produce short /i/ and /u/. Teacher helps students with pronouncing the shortness by indicating a short cut with his hand. Following teacher's gestures and mimes, students practise the four sounds (/i:/ and /u:/, /i/ and /u/), casually skipping from the long ones to the short ones (Underhill 2011)

Table 30 Practising /i/ sound

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
	How do you pronounce this sound? (Oxenden at.al. 2009, SB 5)
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 38, 62, 74, 86, 91, 107, WB 5)
	Listen and repeat the pairs of long and short vowels. Practise the difference. (Oxenden at.al. 2009, SB 65)
	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 40, WB 23, 50, 69)
/u:/	**Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop**
	This sound has been practised in the first part of the workshop in order to realize the differences with other sounds. For further information of its pronunciation practising, watch the table 28. (Underhill 2011)

Table 31 Practising /u:/ sound

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 17, 26, 95, WB 56)
	Listen and repeat the pairs of long and short vowels. Practise the difference. (Oxenden at.al. 2009, SB 65)
	Listen and repeat. Write the words using the phonetic symbols. (Oxenden at.al. 2009, SB 71)
	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, WB 50)
	Find the rhyming pair. (Oxenden at.al. 2009, SB 103)
/u/	**Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop**
	This sound has been practised altogether with /i/ sound in order to realize its distinctions. For further information of acquiring /u/ sound see the table 30.

Table 32 Practising /u/ sound

Comparing the two methods for practising /i:/, /u:/, /i/ and /u/ sounds, it is evident that Underhill's pronunciation teaching style introduces more practical tasks than New English File Pre-Intermediate SB and WB. The Introduction to Teaching Pronunciation Workshop helps students to find the sounds in their mouth. Realizing the tongue and lips positions, students can get more aware and confident.

Both the methods include a comparison of sounds with other sounds, a process which undoubtedly helps students to differentiate sound variations. In New English File Pre-Intermediate SB and WB, sound comparison is evident when students put the words into the right sound column or when they recognize the other sounds in words. In Underhill's workshop, the comparison is realized through the sound trip from /i:/ to /u:/ and then from /i:/ to /i/ and from /u:/ to /u/. In addition to this, both the methods practise short /i/ and /u/ by distinguishing it from their long counterparts.

Whereas New English File Pre-Intermediate SB and WB exercises include the exemplary words in which these sounds typically appear, Underhill's pronunciation workshop deals purely with the sounds (/i:/, /u:/, /i/ and /u/).

7.1.2 Comparison of the Two Methods for Practising /ə/ and /ɜː/

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
	Listen and repeat the words (sentences). Underline the stressed syllable (unstressed). (Oxenden at.al. 2009, SB 19, 44, WB 16, 19, 35)
	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 23)
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 38, WB 35)
/ə/	**Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop**
	Students are requested to relax and not to do anything (in other words, the teacher tells them to prepare a visage of idiots whose jaw and tongue are very relaxed). Students are then asked to hold this position making it repeatedly unvoiced and voiced, then they are instructed to take the soundless positions of /iː/ and /ə/. Underhill (2011) claims that taking the position without sound fastens the contact between the muscles and sounds. (Underhill 2011)

Table 33 Practising /ə/ sound

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 14, 50, 107, WB 38)
	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 40, 101)
	Find the rhyming pair. (Oxenden at.al. 2009, SB 103)
/ɜː/	**Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop**
	Students are asked to produce /ə/ sound and make it long. Afterwards, students swap between long /ɜ:/ and short /ə/.(Underhill 2011)

Table 34 Practising /ɜ:/ sound

Analysing the methods for practising /ə/ and /ɜ:/, it is worthy to note that The Introduction to Teaching Pronunciation workshop includes more handy activities than exercises included in New English File Pre-Intermediate SB and WB, as pronunciation of the sounds is trained through practical activities. However, the fact is that integrating such pronunciation activities into an intermediate course book could not bring any profit as these activities might have rather been included in the elementary level of the book.

On the other hand, whereas New English File Pre-Intermediate SB and WB comprise activities for practising the sounds through concrete spelling situations; in Underhill's workshop only the sounds themselves are trained. As the /ə/ sound typically appears in unstressed syllables, activities for distinguishing word stress are really helpful (they are mentioned only in New English File Pre-Intermediate).

Regrettably, there is no exercise in New English File Pre-Intermediate SB and WB which would focus on /ɜ:/ and /ə/ length diversity. In comparison with this, in Underhill's workshop, the activity of prolonging the /ə/ sound to the /ɜ:/ sound helps students to realize that it is the length which makes the distinction between these two sounds.

7.1.3 Comparison of the Two Methods for Practising /ɔ:/ and /ɒ/

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 14, 17, 26, 107, WB38)
	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 23, 101, WB 14, 19, 50)
	Listen and repeat the pairs of long and short vowels. Practise the difference. (Oxenden at.al. 2009, SB 65)
	Find the rhyming pair. (Oxenden at.al. 2009, SB 103)
/ɔ:/	**Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop**
	Students practise this sound by trying to put their lips forward and their tongue really backward. Different people are asked to say the sound in order to make students get used to the different variations of this sound. (Underhill 2011)

Table 35 Practising/ɔ:/ sound

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
	Listen. Can you hear the difference? Write down the six sentences. (Oxenden at.al. 2009, SB 31)
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 38, 75, 107, WB 24, 46)
	Listen and repeat the pairs of long and short vowels. Practise the difference. (Oxenden at.al. 2009, SB 65)
	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, WB 50)
	Find the rhyming pair. (Oxenden at.al. 2009, SB 103)
/ɒ/	**Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop**
	Students are asked to imagine that they have an orange in their mouth, this orange pushes their tongues back and their jaws down and they try to close their lips. (Underhill 2011)

Table 36 Practising /ɒ/ sound

The Introduction to Teaching Pronunciation Workshop makes pronouncing /ɔ:/ and /ɒ/ sounds easily learnable, with all the practical advice it provides. On the other hand, in comparison with New English File Pre-Intermediate SB and WB, the pronunciation workshop is missing an activity for length distinction between these two sounds. In addition to this, typical spellings for these sounds are detected only in New English File course book, not in the pronunciation workshop. Finally, comparison with other sounds is provided only in New English File Pre-Intermediate SB and WB.

7.1.4 Comparison of the Two Methods for Practising /e/ and /æ/

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 50, 91, 107, WB 5)
	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 5, 8, 40, 89, WB 8, 14, 67, 69)
	Find the rhyming pair. (Oxenden at.al. 2009, SB 103)
/e/	**Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop**
	Students are asked to make the /ə/ sound again. The neutral position of their mouth starts to change, mouth begins to open a bit and lips get more spread. (Underhill 2011)

Table 37 Practising /e/ sound

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 23, WB 8, 14, 19)
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 74)
/æ/	**Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop**
	The pronunciation workshop goes back to practising /i:/ and /e/ sounds, asking students to put a finger on the top of their nose and a thumb on the back of their mouth. Now students are asked to open their mouth a bit more than they do with /e/ sound. Holding the fingers on the mouth and jaw, students realize widening as they are asked to pronounce /æ/ sound. Those students who do not manage to pronounce the sound /æ/ correctly are advised to drop the tongue more down and leave their lips a bit spread. In this part of the workshop, the roles between a teacher and students changes as some individuals are chosen to pronounce the sounds /e/ and /æ/. The student pronounces the sound as long as the teacher finally points on the referring sound symbol. Underhill 2011)

Table 38 Practising /æ/ sound

There is a great number of practical tips for acquiring the /e/ and /æ/ sounds in Underhill's pronunciation workshop. In comparison with New English File Pre-Intermediate SB and WB, students are dared to pronounce the sounds as the teacher checks the accuracy. In New English File Pre-Intermediate SB and WB, students are asked to listen and repeat the sounds with no feedback provided for them.

Both the methods compare the sounds with other sound realizations, New English File Pre-Intermediate SB and WB instructs students to highlight different sounds or to put the words in the correct sound column, the pronunciation workshop focuses especially on the difference between /i:/, /e/ and /æ/.

Detecting the weaknesses, the pronunciation workshop does not include any typical examples of words where these sounds usually appear.

7.1.5   Comparison of the Two Methods for Practising /ʌ/ and /ɑ:/

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
/ʌ/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 8, 89, 101, WB 23, 67, 69) Underline the words with a different sound. (Oxenden at.al. 2009, SB 38, 91, 98, 107)
	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
	From practising /e/ sound, the workshop proceeds to /ʌ/ sound as the teacher shows only the gesture of the roof and mimes the sound. Students repeat the sound. (Underhill 2011)

Table 39 Practising /ʌ/ sound

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
/ɑ:/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 5, 8, 23, 40, WB 8, 77) Underline the words with a different sound. (Oxenden at.al. 2009, SB 77, 107, WB 19)

Table 40 Practising /ɑ:/ sound

/ɑ:/	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
	Having practised /ɒ/ sound, students are instructed to make a sound of a massage, a sound of relieving a pain. (Underhill 2011)

Table 41Practising /ɑ:/ sound

Focusing on the practical tasks in the pronunciation workshop, the pronunciation activities are undoubtedly helpful for practising the sounds they refer to; on the other hand, it would be appreciated if there were more pronunciation activities than only that ones provided. For the /ʌ/ sound, the only gesture of a roof does not seem to bring enough practise in comparison with the exercises found in New English File Pre-Intermediate SB and WB (here, students are asked to differentiate between sounds in 10 pronunciation activities altogether).This is the same for the /ɑ:/ sound as well, as training the sound of a massage is surely praised, but as there are no concrete examples of words in which this sound appears, the training seem rather incomplete.

7.2   Comparison of Teaching Methods for Diphthong Sounds

This part presents the ways how diphthong sounds are dealt with in New English File Pre-Intermediate SB and WB and in *The Introduction to Teaching Pronunciation Workshop.*

/eɪ/, /əʊ/ /aɪ/, /aʊ/ /ɔɪ/, /ɪə/ /eə/, /ʊə/	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
	All the diphthongs are created by combining sounds (what is the sound when we mix /e/ and /ɪ/ - that is /eɪ/) Underhill (2011) claims that combining new sounds by using sounds students already know would give learners a lot of confidence. (Underhill 2011)

Table42 Practising Diphthongs

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
/eɪ/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 5, 23, 101, , WB 14,77,) Underline the words with a different sound. (Oxenden at.al. 2009, SB17, 50, 62, WB 5, 19) Find the rhyming pair. (Oxenden at.al. 2009, SB 103)
/əʊ/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 5, 8, 40, 89, WB 8, 14, 67) Listen. Can you hear the difference? Write down the six sentences. (Oxenden at.al. 2009, SB 31) Underline the words with a different sound. (Oxenden at.al. 2009, SB38, 94, 98, 107, WB 23, 24, 38) Find the rhyming pair. (Oxenden at.al. 2009, SB 103)
/aɪ/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 5, 8, 77, WB 69) Underline the words with a different sound. (Oxenden at.al. 2009, SB 14, 62, 86, 91, 107, WB 59)
/aʊ/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 40) Underline the words with a different sound. (Oxenden at.al. 2009, SB 50, 62, 95, 107, WB 47)
/ɔɪ/	There is no pronunciation activity for this sound.
/ɪə/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 8)
/eə/	Underline the words with a different sound. (Oxenden at.al. 2009, SB 14)
/ʊə/	There is no pronunciation activity for this sound.

Table 43 Practising Diphthongs

As it is evident from the tables 39 and 40, not all the diphthong sounds are practised in New English File Pre-Intermediate SB and WB. On contrary to this, Underhill's

pronunciation workshop concentrates on all the diphthongs and introduces their training through a method of combining the vowel sounds. Realizing the fact that diphthongs are just pure compounds of sounds brings students a kind of encouragement.

The table also shows that in New English File Pre-Intermediate SB and WB, sounds are mentioned in word examples to help students realize the typical spellings for these sounds. Underhill's pronunciation workshop, however, does not include any instances of typical spellings.

7.3   Comparison of Teaching Methods for Consonant Sounds

In this part, methods for pronouncing consonant sounds are displayed.

7.3.1   Comparison of the Two Methods for Practising /s/, /z/, /ʃ/, /ʒ/, /f/ and /v/

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
/s/	How do you pronounce this sound? Listen, repeat and check. (Oxenden at.al. 2009, SB 7, WB31)
	Underline the words with a different sound. (Oxenden at.al. 2009, SB 87, WB 6, 62)
/z/	Underline the words with a different sound. (Oxenden at.al. 2009, WB 6, 62)
	How do you pronounce this sound? Listen, repeat and check. (Oxenden at.al. 2009, SB 7)
/ʃ/	Underline the words with a different sound. (Oxenden at.al. 2009, SB 26)
	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, WB31)
/ʒ/	There is no pronunciation exercise for this sound.
/f/	There is no pronunciation exercise for this sound.
/v/	There is no pronunciation exercise for this sound.

Table 44 Practising /s/, /z/, /ʃ/, /ʒ/, /f/, /v/

	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
/s/, /z/, /ʃ/, /ʒ/, /f/, /v/	Students are told to put their hands on their throats while pronouncing /s/ and /z/, /ʃ/ and /ʒ/. They find out that with /z/ and /ʒ/, their voice is vibrating. In addition to this, they are questioned what speech organs they need for producing these sounds. Students answer that for /s/ sound, tongue and the ridge behind the teeth are needed, for /ʃ/ sound it is tongue and the palate.(Underhill 2011)

Table 45 Practising /s/, /z/, /ʃ/, /ʒ/, /f/, /v/

It is evident that Underhill's way of training the consonant sounds above goes through the method of voicing and invoicing, a method which helps students to find out the difference between the sound counterparts. The distinction between voiced and unvoiced variation is included also in New English File Pre-Intermediate SB and WB, as /s/ and /z/ sounds are compared in the activity *How do you pronounce this sound?* Whereas the pronunciation workshop compares all the consonant counterparts (/s/, /z/, /ʃ/, /ʒ/, /f/, /v/); New English File Pre-Intermediate SB and WB distinguish only between /s/ and /z/ sounds. There is no possibility to differentiate between /ʃ/ and /ʒ/ because there is no pronunciation activity for /ʒ/ sound at all in New English File Pre-Intermediate SB and WB. In addition to this, /f/ and /v/ sounds are not also trained in New English File Pre-Intermediate SB and WB at all.

The advantage of pronunciation exercises mentioned in New English File Pre-Intermediate SB and WB is that it includes typical word examples for these sounds, on contrary to the pronunciation workshop where only the sounds themselves are practised.

7.3.2 Comparison of the Two Methods for Practising /θ/ and /ð/ sounds

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
/θ/	There is no pronunciation exercise for this sound.
/ð/	Underline the words with a different sound. (Oxenden at.al. 2009, SB 95, 98)
	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
	Students are told to use their tongue and teeth in such a position where the tongue goes just a bit further the teeth ridge, so that a kind of obstruction which blocks the air can be felt. For practising the /θ/ sound, students are instructed not to use their voice. For practising the /ð/ sound, students need to initiate their voice. Changing between voiced and unvoiced counterparts, students try to realize the difference between these two sounds. (Underhill 2011)

Table 46 Practising /θ/ and /ð/

Considering the fact that /θ/ and /ð/ belong to the group of the most problematic sounds for Czech speakers (as it was proved in chapter *3.3 Pronunciation Problems of Czech Speakers* and in *5.1. Analysis of Recordings*), it is obvious from the table 46 that there are not enough pronunciation exercises mentioned in New English File Pre-Intermediate SB and WB. In addition to this, the only sound which is practised in New English File Pre-Intermediate SB and WB (out of these two sounds) is /ð/, as /θ/ is mentioned only in the two activities practising /ð/ (/θ/ does not possess its own pronunciation activity) in order to compare these two variations. On the other hand, in comparison to the pronunciation activities from New English File Pre-Intermediate SB and WB, Underhill's pronunciation workshop devotes a great deal to practising these two sounds, focusing on their accurate pronunciation. The question is whether practising these two sounds is so important in terms of being listener friendly. Considering *the Lingua Franca Core model*, it is suggested that these two sounds can be easily displaced by other variations with no negative effects to communication intelligibility. (For further information, see the chapter *1.2.2. Lingua Franca Model*)

7.3.3   Comparison of the Two Methods for Practising /p/, /b/, /k/, /g/, /t/, /d/, /ʧ/, /ʤ/

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
/p/	There is no pronunciation exercise for this sound.
/b/	There is no pronunciation exercise for this sound.
/k/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 31)
/g/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 93, WB 72) Underline the words with a different sound. (Oxenden at.al. 2009, SB 98, 107)
/t/	How do you pronounce this sound? Listen and repeat. (Oxenden at.al. 2009, SB 17, 83) Underline the words with a different sound. (Oxenden at.al. 2009, SB 14, 65) Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 31)
/d/	How do you pronounce this sound? Listen and repeat. (Oxenden at.al. 2009, SB 17, 83) Underline the words with a different sound. (Oxenden at.al. 2009, SB 14, 65)
/ʧ/	Underline the words with a different sound. (Oxenden at.al. 2009, SB 86, WB 62)
/ʤ/	Underline the words with a different sound. (Oxenden at.al. 2009, SB 26, 107, WB 62) Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 43, 93, WB 72) Write the words according to their phonetic symbols. (Oxenden at.al. 2009, WB 33)
	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
	Focusing on the plosives, students are asked to pronounce the minimal pairs and to find out how many positions there are. Students finally realize that there are eight sounds but only four positions, as the sound realizations depend on voicing.(Underhill 2011)

Table 47 Practising /p/, /b/, /k/, /g/, /t/, /d/, /ʧ/, /ʤ/

Opposing the pronunciation activities from New English File Pre-Intermediate SB and WB, Underhill's teaching pronunciation method used for practising the consonants above provides more practical tips, as students themselves reveal the speech position for each sound. In addition to this, all the consonants above are mentioned in Underhill's pronunciation workshop, in contrast to New English File Pre-Intermediate SB and WB, where /p/ and /b/ do not appear at all.

The drawback of Underhill's method lies in the absence of practical examples (exemplary words are, on the other hand, comprised in New English File Pre-Intermediate SB and WB). Among the pronunciation activities included in New English File Pre-Intermediate SB and WB, there is an activity for writing the correct spelling of a word according to its phonetics, an activity which fastens students' knowledge of phonetic symbols and helps them to differentiate the sounds. However, none of these methods highlight the importance of aspiration when pronouncing the /p/, /t/ and /k/ sounds at the beginning of the words.

7.3.4 Comparison of the Two Methods for Practising /w/, /j/, /m/, /n/, /ŋ/, /h/, /l/, /r/

	Pronunciation Tasks in New English File Pre-Intermediate SB and WB
/w/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 21) Underline the words with a different sound. (Oxenden at.al. 2009, SB 95, 107, WB 18)
/j/	Listen and repeat the sentences. (Oxenden at.al. 2009, SB 243) Underline the words with a different sound. (Oxenden at.al. 2009, SB 50, 87, 107) Write a word beginning with this sound. (Oxenden at.al. 2009, WB 33)
/m/	There is no pronunciation exercise for this sound.
/n/	There is no pronunciation exercise for this sound.
/ŋ/	Listen and repeat the words. (Oxenden at.al. 2009, SB 55) Underline the stress in these words. Practise saying them. (Oxenden at.al. 2009, WB 43)
/h/	Put these words in the right column. Listen, repeat and check. (Oxenden at.al. 2009, SB 21) Underline the words with a different sound. (Oxenden at.al. 2009, SB 26, 107, WB 18) Listen and repeat the sentences. (Oxenden at.al. 2009, WB 18)
/l/	There is no pronunciation exercise for this sound.
/r/	There is no pronunciation exercise for this sound.

Table 48 Practising /w/, /j/, /m/, /n/, /ŋ/, /h/, /l/, /r/

	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
/w/, /j/, /m/, /n/, /ŋ/, /h/, /l/, /r/	Students are told to produce /m/ sound and then to hold their nose. They become aware of the fact that for producing /m/ sound, the air comes out of the nose. They try it even with /n/ and /ŋ/. For practising /l/ sound, students first need to produce /n/ sound accurately, from this position, they are asked to put the side of their tongue lower and now they are ready to practise /l/ sound. Concerning the /r/ sound, students are told to move their tongues as further as possible and to try to pronounce it accurately. If students want to acquire /j/ sound, they need to say the diphthong /eɪ/. By moving their tongue strongly from this position, they get the consonant /j/ Then, students are asked to put together the sounds /j/, /e/ and /s/, producing the first word in the pronunciation workshop. For /w/ sound, students need to go back to the diphthong /ʊə/, the strong lip movement now helps them to pronounce /w/ (Underhill 2011)

Table 49 Practising /w/, /j/, /m/, /n/, /ŋ/, /h/, /l/, /r/

As the tables 48 and 49 indicate, not all the sounds are practised through New English File Pre-Intermediate SB and WB (namely /m/, /n/,/l/, /r/). On contrary, Underhill's method focuses on all the sounds mentioned above (even though /h/ sound is not accompanied with an extra pronunciation tip). In addition to this, knowing now all the sounds, Underhill's method for the first time introduces even some example, as the combination of /j/, /e/ and /s/ gives the word *yes*. Nevertheless, more examples in Underhill's method would still be appreciated (New English File Pre-Intermediate SB and WB produces many pronunciation activities concerned with giving examples for the mentioned sounds, e.g. comparing different sounds in similar words, underlining stress in words or writing words that contain the desirable sound).

7.4   Comparison of the Two Methods for Word and Sentence Stress

In this part, the ways how word stress and sentences stress are dealt with in New English File Pre-Intermediate SB and WB and in Adrian Underhill's pronunciation workshop are presented.

	Typical Pronunciation Tasks in New English File Pre-Intermediate SB and WB
Word Stress	Underline the stressed syllable in the words. Listen and repeat the word(s), sounds. Say the word(s), sounds. Cross out the silent letter in these words. Practise saying them. (Oxenden at.al. 2009,SB and WB)
	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
	Students realize that now they know all the sounds from the chart they can join these sounds together to form words and sentences. Concerning word stress, one student is chosen to say a two-syllable word, this student is then asked to show the word on the chart, pointing at all the sounds this word contains. Afterwards, a three-syllable word is elected, and three chairs are prepared. These chairs are occupied by three students, each chair (student) representing a syllable of the word. The teacher says many variations of the word "beautiful", putting the stress on one of the three syllables. Students are supposed to stand up in accordance with the syllable which is stressed that time. Using this way for teaching word stress, students are really playing with the words, they are not just only repeating the words. This method helps students to remember word stress of new words and helps them to realize that the unstressed syllables are shortened. (Underhill 2011)

Table 50 Practising Word Stress

Comparing the two ways for teaching word stress, it is clear that Underhill's pronunciation workshop introduces a form which is more memorable as students can really feel the word stress by taking the positions of vowels themselves. On the other hand, the

pronunciation exercises focusing on word stress in New English File Pre-Intermediate SB and WB provide enough practise for acquiring word stress of new words, they teach new words by underlining stress in new words or by repeating the new words (as it has been counted in the chapter *5.1.4. Number of Pronunciation Activities for Word Stress and Sentence Stress*, there are 36 pronunciation activities for word stress in New English File Pre-Intermediate SB and WB altogether).

	Typical Pronunciation Tasks in New English File Pre-Intermediate SB and WB
Sentence Stress	Listen and repeat the sentence(s), dialogue(s). Copy the rhythm. Listen and write down six sentences (or words) you hear Underline the words which are important for communication (Oxenden at.al. 2009,SB and WB)
	Pronunciation Tasks used by Adrian Underhill in Introduction to Teaching Pronunciation Workshop
	Students practise intonation by echoing a dialogue, they work in pairs and they swap between slow and quick version, formal or informal variation.(Underhill 2011)

Table 51 Practising Sentence Stress

It is evident that New English File Pre-Intermediate SB and WB comprise more pronunciation activities for practising sentence stress (as it has been counted in the chapter *5..1.4. Number of Pronunciation Activities for Word Stress and Sentence Stress*, there are 32 pronunciation activities for word stress in New English File Pre-Intermediate SB and WB altogether) than Underhill's pronunciation workshop (there is only one exemplary sentence for practising).

7.5   Comparison of the Two Methods Summary

As all the comparisons above have shown, New English File Pre-Intermediate SB and WB include more pronunciation examples than Adrian Underhill's *Introduction to Teaching Pronunciation Workshop*. On the other hand, Underhill's workshop shows the

practical side of teaching English sounds, a method which is undoubtedly useful for all the English teachers. As all the sounds are presented in only an hour and two minutes, the method is easily applicable for being used in English classes.

In addition to this, whereas pronunciation activities in New English File Pre-Intermediate SB and WB present practising the sounds piecewise, Underhill mentions all the sounds at a shot. The reason for practising all the sounds at once is supported by Underhill's (2011) belief that introducing English sounds should be the very first thing taught in English classes, regardless student's level of English knowledge. It is not wise then to present two vowels this lesson and next two vowels the other lesson, as all the sounds are dependent on each other. Moreover, in comparison with pronunciation activities mentioned in New English File SB and WB, which are based on the pattern of repeating sounds and phonetic symbols, Underhill's (2011) teaching pronunciation process is not a process of repeating things, it is rather a process of intentionality and awareness of producing the sounds.

To sum it all up, even though New English File Pre-Intermediate course book has been chosen as the course book with the most pronunciation activities (in comparison with New Headway and Maturita Solutions), some sounds remain being unpractised. As Adrian Underhill's *Introduction to Teaching Pronunciation Workshop* deals with training all the English sounds, it seems to be a convenient complement for the course book. In addition to this, as Underhill's' workshop uses practical activities for acquiring all the English sounds, it is advisable to start with Underhill's method at the very first beginnings, just before starting to deal with the very first pronunciation activities in the course book. Having experienced Underhill's workshop, students get familiar not only with the sounds but also with the sound symbols, a fact which facilitates the process of dealing with the phonetic activities mentioned in the course book.

Moreover, it is also advisable to use some of the practical activities provided in the workshop (e.g. the chair activity used for practising the word stress) when a new word is introduced, so that students remember new vocabularies easier (of course, including such pronunciation activities depends on time possibilities in a particular English lesson).

8   RESULTS OF PRACTISING PRONUNCIATION EXERCISES ACCORDING TO THE INTRODUCTION TO TEACHING PRONUNCIATION WORKSHOP

In this part of my paper, two recorded dialogues are going to be analysed in order to find out whether The Introduction to Teaching Pronunciation Workshop has helped students in terms of their pronunciation improvement. These are the dialogues of speaker 1 and speaker 2 again that are going to be focused on. Dialogues of all the six students have been recorded again, they are available on the attached CD and they are referred to as Recording 2 (each speaker is labeled by number 1-6).

8.1   Speaker 1 Recording 2

Comparing the results from the previous analysis (chapter *6.1.1 Speaker 1 Recording 1*), where 61 mispronounced sounds have been found, the analysis of recording 2 has shown that speaker 1 has managed to decrease pronunciation mistakes to the number 44 after practising sounds with the aid of Underhill's pronunciation workshop (see table 52 below). Despite the fact that /ð/ remains problematic sound (it occupies the first position again), pronunciation problems with /ŋ/ sound have almost disappeared (only 1 example of this sound has been mispronounced). On the other hand, the vowel sound /æ/ stays a problematic sound for speaker 1 again.

It is also evident; however, that difficulties in pronouncing other vowel sounds have not vanished. In addition to this, some words have been mispronounced completely the same way as they had been mispronounced before (this is caused due to the influence of mother tongue, due to the unfamiliarity of some words...)

Moreover, it would be incorrect to state that the number of pronunciation mistakes has decreased solely thanks to practising pronunciation with the help of Underhill's pronunciation workshop. Here, it is important to take into account also the fact that reading the same text for the second time might have benefited pronouncing the sounds in more accurate way in a great extent.

Speaker 1		
Recording 2		
Mispronounced Sound	**Examples for mispronounce words**	**Total number**
/ð/	the /**d**/, then /**d**en/	12
/ŋ/	jumping /ʤʌmpɪ**nk**/	1
/z/	rules /ru:l**s**/, reasons /ri: z**ns**/	7
/θ/	with /wɪ**t**/, thought /**f**ɔ:t/	2
/ɪ/	subjects /sʌbʤ**e**kts/	1
/æ/	exactly /ɪgz**a**:ktlɪ/, math /m**ɑ**:θs/, programmes /prɒgr**ʌms**/	8
/e/	depend /dɪp**a**:nd/	1
/əʊ/	programmes /pr**ɒ**grʌms/	1
/ə/	forward /fɔ:w**a:**d/	1
/ɔɪ/	lawyer /l**ɔ**:ə r/	2
/eə/	wear /w**e:**r/	3
/aʊ/	our / **ə**ʊr/	1
/ʌ/	cover /k**ɒ**vər/	1
/k/	think /θɪŋ_/	1
soundless b	climbing /klaɪm**b**ɪnk/	1
past participle	hated /heɪt_/	1
Total		**44**

The boxes to the right of the table contain: **1**, **3**, **2**.

Table 52 Speaker 1 Recording 2

8.2 Speaker 2 Recording 2

As the table 53 below shows, speaker 2 has reduced the number of detected mispronounced sounds from the primal 73 to 55 (for further comparison with the first recording, see *6.1.2 Speaker 2 Recording 1*). The situation of analysed pronunciation mistakes in this event resembles the situation above (table 52), as /ð/ stays the most difficult sounds to be pronounced. The best achievements have been accomplished in the case of /ŋ/ sound as only 1 mispronounced sound has been found (the same situation as in table 52).

Despite the achieved improvements, some mispronounced words remain fossilised (probably because of the native language influence, some words have been acquired with wrong pronunciation earlier) In addition to this, speaker 2 still copes with the consonant sound /θ/ and the vowel sound /æ/.

The fact that reading the same text for the second time needs to be again considered as an influencing factor in terms of pronunciation development.

Speaker 2		
Recording 2		
Mispronounced Sound	**Examples for mispronounce words**	**Total number**
/ð/	the /**d**/, that /**d**et/, there /**d**e:r/	14
/ŋ/	anything /enɪf**ɪnk**/	1
/z/	walls /wɔ:l**s**/, rules /ru:l**s**/	8
/ɑ:/	argue /**e**gju:, ʌgju:/	2
/ʌ/	cover /k**ɒ**vər/	1
/t/	sweater /swe**d**r/	1
/ɔɪ/	lawyer /l**a:ɪ**_r/	1
/i:/	really /r**ɪ**lɪ/	1
/θ/	thought /**t**ɔ:t/, anything /enɪ**f**ɪnk/	7
/æ/	exactly /ɪgz**e**ktlɪ/, programmes /prəʊgr**ʌ**ms /, black /bl**e**k/	7
/əʊ/	both /b**ɔ:**f/	2
/ə/	rebel /reb**e**l/, graffiti /gr**e**fiti/	4
/eə/	there /d**e:**r/	1
/k/	think /θɪŋ_/	1
past participle	liked /laɪk/	1
strong r sound	argue /a:**r**gju:/, shorter /ʃɔ:t ə**r**/	2
soundless b	climbing /klaim**b**ink/	1
Total		**55**

Boxes to the right of the table: **1**, **2**, **3**

Table 53 Speaker 2 Recording 2

8.3   Summary of the Analysis

Listening to the recordings, it has been detected that all the students have improved a bit, especially in pronouncing /ŋ/ sound accurately (as well as both the speaker 1 and speaker 2 have bettered). As it might be objected, the improvement could have been caused by the fact that students have been asked to act out the same dialogue for the second time (which might undoubtedly have led to an enhancement). In order to avoid such admonitions, the third recording has been carried out with every student from the group. The source for the dialogue goes back to the lesson 3 B in New English File Pre-Intermediate SB due to the fact that there was a revision lesson for contracted forms (and the tape script in lesson 3 B includes some). A copy of the tape script and the recordings (marked by number 3 this time) are available on the attached CD. Listening to all the students, it is evident that despite all the pronunciation mistakes, students try to pronounce the sounds as accurate as possible (at least, an advancement in pronouncing /ŋ/ sound can be detected in all the recordings 3).

However, it is difficult to state that students' pronunciations will possess the improved features in a face-to-face conversation as well (as the development has been proven solely on acting a dialogue by focusing on the written form of the language). Moreover, as the course lasted only three months altogether (with half an hour lesson per week), the achieved pronunciation development may be degraded as teaching pronunciation is a long term process which requires constant practicing. On the other hand it is evident that the three-months practicing has led to a pronunciation improvement and that complementing the pronunciation activities from New English file SB and WB by Underhill' method has been successful.

8.4   Analysis of the Questionnaires

This part deals with the results based on the questionnaires which students have been asked to fill out after having experienced all the pronunciation exercises (from New English File Pre-Intermediate SB and WB and from The Introduction to Teaching Pronunciation Workshop).

The first part of the questionnaire focuses on student's exposure to English language, the second part deals with student's ideas concerning the pronunciation methods they have already undergone.

8.5 Student's Exposure to English Language

Here are the questions students have been asked in the first part of the questionnaire. The copies of questionnaires are available on the attached CD.

1. How often do you listen to English radio stations?
2. How often do you listen to English audio books?
3. How often do you watch movies in English language with Czech subtitles?
4. How often do you watch movies in English language with English subtitles?
5. How often do you watch movies in English language without subtitles at all?
6. How often do you read books in English language?
7. How often do you listen to English songs?
8. How often do you speak English (with native and non-native speakers)?
9. How often do you write e-mails or letters in English?
10. Is there any other way how you use English?

Here is the choice of answers students could elict from.

0-never
1-rarely (once in two months)
2-sometimes (once a month)
3-usually (twice a month)
4-always (every week)
5- every day

In this part, it is interesting to note that there are differences between the time when students have started studying English. The details for every student are as follows:

- **Student 1**: (25 years old) This student has started to study English at a primary school, at the age of 11 -12. She continued studying English at a secondary school as well; she has passed the Secondary School Leaving Exam from English language. At the university, there was an English lesson introduced every week.

Since having completed her Bachelor degree, she has not been studying English for 4 years until now. Working in a bank, she has decided to improve her English skills again.

- **Student 2:** (24 years old) This student has started studying English at a primary school (being 11-12 years old), she continued at secondary school (she did not take a State Leaving Exam from English). At the university, there has been only 1 lesson of English per week included only in the first two semesters. Since this time, she has not been studying English at all. Now, having completed her Master degree, she needs English in order to be successful in a job interview.

- **Student 3:** (24 years old) This student has started studying English at a primary school (being 11-12 years old) and continued at a secondary school as well. During secondary school, he attended English courses at a Language school as well. During the university studies, he has not been studying English at all, but he has been exposed to the written form of technical English concerning programming computers a lot. Now, he has decided to study English in order to find a job.

- **Student 4:** (29 years old) She has started studying English at a primary school (being 11-12 years old), continued at a secondary school (from which she has graduated with the School Leaving Exam from English language). At a university, there has been an English lesson every week. After having finished her Master degree, she used English a lot at work (dealing with phone calls concerning chemical industry). Being at a maternity leave for 3 years now and not using English for all the time long, she has decided to unroll to an English course to maintain her knowledge of English.

- **Student 5:** (18 years old) She has been studying English at a primary school (being 11-12 years old), now she is entering the last year of her secondary school studies.

- **Student 6:** (27 years old) He has not been studying English at a primary school nor at a secondary school (he attended German lessons instead). At the university, there has been a lesson of English in the first two semesters. After finishing his Master degree, he has realized that the knowledge of English is essential in his job (logistics), he has been attending English courses at a language school for 4 years now.

QUESTIONS	NUMBER OF SPEAKER						TOTAL
	1	**2**	**3**	**4**	**5**	**6**	
1.	0	0	0	2	0	0	**2**
2	0	0	0	0	0	0	**0**
3.	2	3	4	4	4	3	**20**
4.	1	0	3	0	4	2	**10**
5	0	0	3	0	3	0	**6**
6.	1	0	0	0	1	0	**2**
7.	4	5	5	5	5	4	**28**
8.	2	1	1		5	3	**12**
9.	0	0	1	1	4	3	**9**
10.	0	PC, travelling	working with the internet (reading guidelines, manuals…), PC	specialized literature used at work, for travelling	working with the internet (reading guidelines, manuals…), PC	working with the internet, writing business e-mails	
TOTAL	**10**	**9**	**17**	**12** (question 8 is not answered)	**26**	**15**	

Table 54 Students Exposure to English Language

As the table 54 shows, students are not much exposed to English language apart the English lessons. The most common way students encounter English language is through English songs they listen to (question 7 has gained 28 points). The second most common way of being in touch with English language is by watching English films with Czech

subtitles (question 3 has been awarded with 20 points). Students claim that speaking English is the most frequent way they use English apart their English classes (question 8 has reached 12 points).

Concerning students themselves, speaker 5 has evaluated the questions with the highest numbers; this means that this student is exposed to English language the most frequently. Comparing the recordings, speaker 5 possesses the most fluent discourse with the less mispronounced sounds. This fact shows that English language exposure plays a great role in the process of acquiring accurate pronunciation, especially if we take into account that speaker 5 is the youngest student out of all the six students.

8.6 Comparison of the Methods from Students' Point of View

Analysing students' answers provided in the questionnaires, students agree that New English File Pre-Intermediate SB and WB present a great number of examples with typical spellings. On the other hand, students miss some practical tips that would help them in the process of acquiring the muscular movements that are necessary for producing the accurate sounds. In addition to this, students complain that the same types of activities in the course book are repeated frequently.

Talking about The Introduction to Teaching Pronunciation Workshop, students praise its practical coverage which helps them to find the sounds in their mouths (and which makes them feel more confident). On the other hand, students lack examples with typical spellings for the sounds.

To sum it up, students suggest complementing the course book with Adrian Underhill's way of teaching pronunciation. Some of the students claim that it would be effective to introduce Underhill's method at the very beginnings of the lessons (for beginners as well) in order to prevent acquiring the sounds wrongly. Practicing the sounds according to Underhill's way of teaching pronunciation would help students to first master the articulation of the sounds and then to easily fulfill the pronunciation activities from the course book (or to easily recognize the pronunciation of unknown words in a dictionary). Speaker 5 even suggests that Underhill's method is suitable for being practiced in English lessons and the pronunciation activities from the course book can be set up as homework.

9 SUMMARY OF THE ANALYTICAL PART

The analytical section has revealed that out of the three English course books (New English File, New Headway and Maturita Solutions), New English File comprises the highest number of pronunciation activities. Despite the fact that all these pronunciation activities from New English File Pre-Intermediate SB and WB have been introduced to an English class group, students mispronounced many sounds, even vowels that have been practised most (Recordings1).

Another method which would complement New English File Pre-Intermediate course book was suggested, this method was based on Adrian Underhill's *Introduction to Teaching Pronunciation Workshop*. This second method focused on training English sounds more practically, helping students sound more listeners-friendly. Underhill's way of teaching pronunciation has contributed to decrease the number of pronunciation mistakes; especially /ŋ/ sound (Recordings 2 and Recordings 3).

On the other hand, a great number of sounds have remained mispronounced even after students have practiced Underhill's method of teaching pronunciation. This proves that teaching pronunciation is never ending process and it should take an essential part in every English lesson.

CONCLUSION

The master thesis was concerned with teaching pronunciation at secondary schools and it was divided into two parts, the theoretical part and the practical part

The theoretical part explained the importance of including teaching pronunciation into English lessons; as the necessity of being able to communicate intelligibly and effectively is strengthened by the global role of English language every day. In addition to this, the theoretical part included the topic of choosing a suitable variety of English language for setting up a teaching model and explained the terms of Standard English, RP, GA and Lingua Franca Core. Furthermore, factors which influence acquiring pronunciation skills of a second language were presented altogether with the aspects which accompany insertion of teaching pronunciation into English lessons. It was cleared up when teaching pronunciation can be included into English lessons and what pronunciation aspects to teach. The final section of the theoretical part focused on pronunciation problems of Czech speakers.

The practical part was divided into four sections. The first section focused on pronunciation activities mentioned in English course books, namely in New English File Pre-Intermediate, New Headway Pre-Intermediate and Maturita Solutions Pre-Intermediate. The aim of this part was to detect how these three English course books deal with teaching pronunciation. The following pronunciation aspects were surveyed in order to find out how many pronunciation activities are devoted to their practicing: vowel sounds, diphthong sounds, consonant sounds, word stress, sentence stress, intonation and the character of pronunciation tasks. In addition to this, the suitability of the course books for being used as the main study material by Czech students was taken into account. In this section, New English File Pre-Intermediate was selected as the course book which included the greatest number of pronunciation exercises.

In the second section of the paper, voice recordings of students who have undertaken all the pronunciation activities from New English File SB and WB were analysed. It was revealed that despite the great number of pronunciation activities mentioned in New English File SB and WB, students still mispronounced a great number of sounds. Another method of teaching pronunciation was suggested in order to complement the way how New English File deals with teaching pronunciation. This

method was based on Adrian Underhill's *Introduction to Teaching Pronunciation Workshop*.

In the third section of the paper, the way of teaching pronunciation included in New English File SB and WB was compared with the way of teaching pronunciation based on Underhill's method. Comparing the two methods, advantages and disadvantages of both the teaching ways were discovered.

The fourth section presented the results of using Underhill's method in practice. Confronting the sound recordings procured after practicing the pronunciation from New English File course book with the recordings taken after practicing pronunciation according to Underhill's teaching method, it was discerned that the number of pronunciation mistakes decreased, especially concerning the /ŋ/ sound. Considering the fact that students have experienced only three months of pronunciation training, this pronunciation enhancement proves that combining the two methods has led to successful results. However, a great number of sounds remained mispronounced. This fact shows that teaching pronunciation is a long term process and it is not enough to devote only some lessons to its training. On the other hand, teaching pronunciation should take an essential part of every English lesson as only diligent practice can bring pronunciation improvement.

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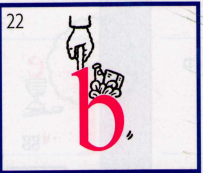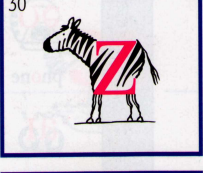
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APPENDICES

Appendix 1   Sound Banks scanned from New English File Pre-Intermediate SB (Oxenden et al. 2009, 156-159)

Consonant sounds

21 **p**	22 **b**	23 **k**	24 **g**
25 **f**	26 **v**	27 **t**	28 **d**
29 **s**	30 **z**	31 **ʃ**	32 **ʒ**
33 **θ**	34 **ð**	35 **tʃ**	36 **dʒ**
37 **l**	38 **r**	39 **w**	40 **j**
41 **m**	42 **n**	43 **ŋ**	44 **h**

■ voiced
■ unvoiced

21 parrot /ˈpærət/	22 bag /bæg/	23 key /kiː/	24 girl /gɜːl/
25 flower /ˈflaʊə/	26 vase /vɑːz/	27 tie /taɪ/	28 dog /dɒg/
29 snake /sneɪk/	30 zebra /ˈzebrə/	31 shower /ˈʃaʊə/	32 television /ˈtelɪvɪʒn/
33 thumb /θʌm/	34 mother /ˈmʌðə/	35 chess /tʃes/	36 jazz /dʒæz/
37 leg /leg/	38 right /raɪt/	39 witch /wɪtʃ/	40 yacht /jɒt/
41 monkey /ˈmʌŋki/	42 nose /nəʊz/	43 singer /ˈsɪŋə/	44 house /haʊs/
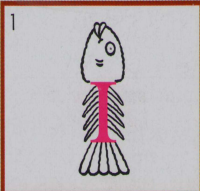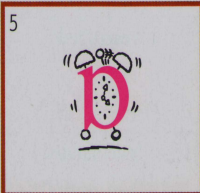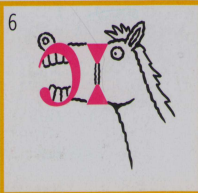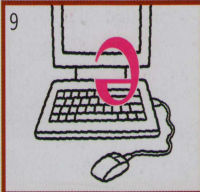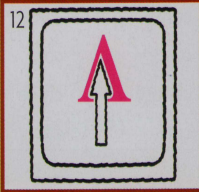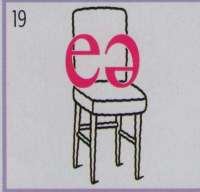
Study Link MultiROM www.oup.com/elt/englishfile/pre-intermediate

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Sounds and spelling

	usual spelling		⚠ but also
parrot	p	promise possible copy cap	
	pp	opposite appearance	
bag	b	belt body probably job cab	
	bb	rabbit rubbish	
keys	c	camping across	chemist's stomach
	k	skirt kind	
	ck	neck kick	
girl	g	grow goat forget begin	
	gg	foggy bigger	
flower	f	find afraid safe	enough laugh
	ph	elephant nephew	
	ff	off different	
vase	v	video visit lovely invent over river	of
tie	t	try tell start late	walked dressed
	tt	better sitting	
dog	d	did dead hard told	loved tired
	dd	address middle	
snake	s	stops faster	science
	ss	miss message	
	ce/ci	place circle	
zebra	z	zoo lazy freezing	
	s	reason lose has toes	
shower	sh	shut shoes wash finish	sugar sure machine
	ti (+ vowel)	patient information	
television		An unusual sound. revision decision confusion usually garage	

	usual spelling		⚠ but also
thumb	th	thing throw healthy tooth maths both	
mother	th	weather the clothes sunbathe that with	
chess	ch	chicken child beach	
	tch	catch match	
	t (+ure)	picture future	
jazz	j	jacket just journey enjoy	generous teenager
	dge	bridge judge	
leg	l	little less plan incredible	
	ll	will silly	
right	r	really rest practice trainers	written wrong
	rr	borrow married	
witch	w	wet twins worried win	one once
	wh	why which whale	
yacht	y	yet year young yoga	
	before u	useful uniform	
monkey	m	mountain modern remember smell	
	mm	summer swimming	
nose	n	need nephew none any	knees knock
	nn	funny dinner	
singer	ng	tongue fingers along thing bring going	think thank
house	h	hit hate ahead perhaps hard	who whose whole

Vowel sounds

1 **iː**	2 **iː**	3 **æ**	4 **ɑː**
5 **ɒ**	6 **ɔː**	7 **ʊ**	8 **uː**
9 **ə**	10 **ɜː**	11 **e**	12 **ʌ**
13 **eɪ**	14 **əʊ**	15 **aɪ**	16 **aʊ**
17 **ɔɪ**	18 **ɪə**	19 **eə**	20 **ʊə**

■ short vowels
■ long vowels
■ diphthongs

1 fish /fɪʃ/	2 tree /triː/	3 cat /kæt/	4 car /kɑː/
5 clock /klɒk/	6 horse /hɔːs/	7 bull /bʊl/	8 boot /buːt/
9 computer /kəmpˈjuːtə/	10 bird /bɜːd/	11 egg /eg/	12 up /ʌp/
13 train /treɪn/	14 phone /fəʊn/	15 bike /baɪk/	16 owl /aʊl/
17 boy /bɔɪ/	18 ear /ɪə/	19 chair /tʃeə/	20 tourist /ˈtʊərɪst/

Study Link   **MultiROM**   www.oup.com/elt/englishfile/pre-intermediate

Sounds and spelling

		usual spelling		⚠ but also
fish	i	thin lips history kiss if since		English women busy decide repeat gym
tree	ee ea e	feel teeth teach mean she we		people machine key niece
cat	a	hands hat back catch carry match		
car	ar a	far arms scarf fast pass after		aunt laugh heart
clock	o	top lost socks wrong hot box		what watch want because
horse	or al aw	boring more walk ball awful saw		water four bought thought abroad towards
bull	u oo	pull push foot book look room		would should woman
boot	oo u* ew	school choose rude use new knew		do suit juice shoe lose through
bird	er ir ur	person verb dirty shirt nurse turn		earn work world worse
computer	Many different spellings, always unstressed. further nervous arrive polite inventor agree			

		usual spelling		⚠ but also
egg	e	spell lend smell send very red		friendly head sweater any said
up	u	sunny mustn't funny run lucky cut		come does someone enough young touch
train	a* ai ay	face wake brain fail away pay		break steak great eight they grey
phone	o* oa	open hope won't so coat goal		snow throw although shoulders
bike	i* y igh	smile bite shy why might sights		buy eyes heights
owl	ou ow	trousers round mouth blouse towel down		
boy	oi oy	coin noisy boiling toy enjoy		
ear	eer ere ear	beer engineer here we're near fear		really idea serious
chair	air are	airport stairs fair hair square careful		their there wear bear
tourist	A very unusual sound. Europe furious sure plural poor			
/i/	A sound between /ɪ/ and /iː/. Consonant + y at the end of words is pronounced /i/. happy angry thirsty			
/u/	An unusual sound. education usually situation			

* especially before consonant + e

Appendix 2   Consonant Sounds scanned from New Headway Pre-Intermediate SB (Soars et al. 2007, SB and WB)

Phonetic symbols

Consonants				
1	/p/	as in	pen	/pen/
2	/b/	as in	big	/bɪg/
3	/t/	as in	tea	/tiː/
4	/d/	as in	do	/duː/
5	/k/	as in	cat	/kæt/
6	/g/	as in	go	/gəʊ/
7	/f/	as in	four	/fɔː/
8	/v/	as in	very	/'veri/
9	/s/	as in	son	/sʌn/
10	/z/	as in	zoo	/zuː/
11	/l/	as in	live	/lɪv/
12	/m/	as in	my	/maɪ/
13	/n/	as in	near	/nɪə/
14	/h/	as in	happy	/'hæpi/
15	/r/	as in	red	/red/
16	/j/	as in	yes	/jes/
17	/w/	as in	want	/wɒnt/
18	/θ/	as in	thanks	/θæŋks/
19	/ð/	as in	the	/ðə/
20	/ʃ/	as in	she	/ʃiː/
21	/ʒ/	as in	television	/'telɪvɪʒn/
22	/tʃ/	as in	child	/tʃaɪld/
23	/dʒ/	as in	German	/'dʒɜːmən/
24	/ŋ/	as in	English	/'ɪŋglɪʃ/

Vowels				
25	/iː/	as in	see	/siː/
26	/ɪ/	as in	his	/hɪz/
27	/i/	as in	twenty	/'twenti/
28	/e/	as in	ten	/ten/
29	/æ/	as in	stamp	/stæmp/
30	/ɑː/	as in	father	/'fɑːðə/
31	/ɒ/	as in	hot	/hɒt/
32	/ɔː/	as in	morning	/'mɔːnɪŋ/
33	/ʊ/	as in	football	/'fʊtbɔːl/
34	/uː/	as in	you	/juː/
35	/ʌ/	as in	sun	/sʌn/
36	/ɜː/	as in	learn	/lɜːn/
37	/ə/	as in	letter	/'letə/

Diphthongs (two vowels together)				
38	/eɪ/	as in	name	/neɪm/
39	/əʊ/	as in	no	/nəʊ/
40	/aɪ/	as in	my	/maɪ/
41	/aʊ/	as in	how	/haʊ/
42	/ɔɪ/	as in	boy	/bɔɪ/
43	/ɪə/	as in	hear	/hɪə/
44	/eə/	as in	where	/weə/
45	/ʊə/	as in	tour	/tʊə/

Appendix 3   Phonetic Chart derived from Macmillan Publishers homepage (Macmillan Publishers 2007)