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**DEVELOPING PRONUNCIATION
WITH YOUNG LEARNERS**

THESIS

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**NÁCVIK A OSVOJOVÁNÍ ZVUKOVÉ
PODOBY ANGLICKÉHO JAZYKA
U ŽÁKŮ MLADŠÍHO
ŠKOLNÍHO VĚKU**

DIPLOMOVÁ PRÁCE

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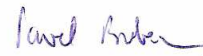
Studentka se ve své diplomové práci bude zabývat problematikou nácvičku a osvojování zvukové podoby anglického jazyka ve skupinách žáků mladšího školního věku. Teoretická část bude proto nejprve zahrnovat jednak uvedení specifik populace žáků mladšího školního věku, ale též podrobnou charakteristiku výslovnosti jako jednoho z jazykových prostředků. Následný posun přímo do konkrétní roviny procesů vyučování/učení anglického jazyka bude vyžadovat nezbytné vymezení role výslovnosti v procesu osvojování anglického jazyka společně s představením jednotlivých vyučovacích technik a typů aktivit, zaměřených právě na nácvičku a upevňování zvukové podoby jazyka. Výstupem teoretické části pak bude soubor kritérií efektivity, na základě kterých autorka v následující části praktické provede evaluaci souboru aktivit, reálně využívaných v jejich vlastních hodinách ve skupině žáků mladšího školního věku.

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Nad'a Tomčíková

Abstract

The thesis reports information about my own eight-month course that aimed at a group of young learners that was used as a base for the research. To be able to start the research work, the theoretical part of the thesis begins with a survey of the English language learning theories concerning the subject matter of both young learners and English pronunciation. A set of evaluation criteria, needed for the collected data analysis, concerning the activities used for developing English pronunciation, closes the theoretical part. The practical part of the thesis starts with the description of the course and the research conditions. The research type, data collection tools, and process of data analysis with its results are illustrated and explained in detail. The last chapter of the practical part summarizes and comments on the research results. The results are interpreted from the viewpoint of activities focusing on English pronunciation development and at the same time suitable for the age group of young learners.

Abstrakt

Diplomová práce je postavena na vedení vlastního osmiměsíčním kurzu zaměřeného na věkovou skupinu žáků mladšího školního věku. Tento kurz sloužil jako základ výzkumu zaměřeného na problematiku nácviku a osvojování zvukové podoby anglického jazyka. Teoretická část diplomové práce se nejprve zabývá teoriemi osvojování anglického jazyka, jak z pohledu žáků mladšího školního věku, tak z pohledu nácviku a upevnování anglické výslovnosti. Soubor kritérií, potřebných pro následnou analýzu dat týkajících se aktivit použitých ve vlastních hodinách a zaměřených na nácvik i upevnování anglické výslovnosti, uzavírá poslední kapitulu teoretické části. Praktická část diplomové práce začíná popisem podmínek, za kterých vlastní kurz i výzkum probíhal. Zvolený typ výzkumu, vybrané techniky sběru dat, jejich analýza i výsledky jsou zde podrobně popsány také. Poslední kapitola praktické části diplomové práce poskytuje soubor získaných výsledků, které jsou dále porovnány se vydefinovanými kritérii a interpretovány, jak z pohledu věkové skupiny mladšího školního věku, tak z pohledu nácviku a upevnování zvukové podoby anglického jazyka.

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I. Introduction

The thesis is based on my own eight-month course with a group of young learners at an elementary school in the town of Svitavy. All ten pupils attending the course were nine or ten years old and were third graders at that time. They had already had month experience, with their previous teacher of English, in learning English language before attending my course. One of the course aims was to incorporate developing English pronunciation into the whole process of teaching and learning a language. This topic was used as a base for the research work.

For the purpose of both the research and the thesis the learners' previous teacher will be further referred as 'teacher A'. Neither the pupils' names nor the name of the school will be mentioned. The author of the thesis will be referred as 'teacher B'. If there are examples given, simple quotation marks will be used. Double quotation marks will be used to refer to other people's ideas. Round brackets '()' are used to provide explanations that are more detailed or to list terms. Square brackets '[]' are used to explain other people's word or phrase in quotations. Numerals from one to ten are written in words, from eleven they are written in numbers. Abbreviations are not used with two exceptions (No., PC).

The first chapter in the theoretical part of the thesis deals with the topic of young learners and their development in respect to the process of language learning. The second chapter provides a review list of basic terminology concerning English pronunciation from the points of segmental and supra-segmental level. The third chapter discusses the role of pronunciation from the viewpoint of teaching and learning a language. The last chapter in the theoretical part of the thesis provides a list of evaluation criteria needed for the obtained research data analysis.

The question, on which the whole research work was based, was 'Did the used activities meet the stated evaluation criteria?' The whole process of research is described in the practical part of the thesis. Chapter No.5 describes the conditions of the course and the research. Chapter No.6 is called 'Research Results Reported and Commented'. This chapter discusses the collected data in comparison to the stated evaluation criteria. The last chapter called 'Conclusion' summarizes all the results gained both during the research work.

II. The Theoretical Part

1. Young Learners

Firstly, the term 'young learners', in terms of an age group, should be characterized. There are different viewpoints in the literature focusing on the age group of young learners. According to Opal Dunn the term 'young children' is used to describe a pre-school age up to as late as ten or eleven years. (1983, v) But Nagy believes that "'Young Learners' will refer to children from the ages of four to twelve." (2005, 2) Moreover, in Sarah Phillips' point of view "'Young learners' covers children from the first year of formal schooling [five or six years old] to eleven or twelve years of age." (1993, 5) For the purpose of this thesis the opinion of Sarah Phillips will be followed, as the research focuses on an age group of nine to ten year olds.

Secondly, the question concerning the topic 'What is young learners like?' should be answered. The characteristics found in the book by Jean Brewster, Gail Ellis and Denis Girard seems to be appropriate.

Young children are different from older learners because they:

- have a lot of physical energy and often need to be physically active
- have a wide range of emotional needs
- are emotionally excitable
- are developing conceptually and are at an early stage of their schooling
- are still developing literacy in their first language
- learn more slowly and forget things quickly
- tend to be self-oriented and preoccupied with their own world
- get bored easily
- are excellent mimics
- can concentrate for a surprisingly long time if they are interested
- can be easily distracted but also very enthusiastic

(2002, 27-28)

As the target group of young learners in the course were only third graders nine or ten years old, this part of the thesis will concentrate on the analysis of eight-to-ten year old children.

1.1 8-to-10-years Old Children

As it is important to characterize the target age group before a course-planning phase, for the purpose of the research, Scott and Ytreberg's description of this particular age group was adopted. These authors enumerate that:

These children are relatively mature children with an adult and a childish side:

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between the fact and fiction.
- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and do not like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

(Scott and Ytreberg 1990, 3)

To have a complete picture Opal Dunn further points out

Without knowledge of a child's various stages of cognitive, emotional, physical, and social and language development, and an ability to recognize these stages, it is difficult for a teacher to plan an effective programme... Activities, beyond the child's level of development, are difficult and often result in a restless classroom, or discipline problems in large classes. (1983, 8)

At this stage it is necessary to define the main areas of children's development. The useful comments on this topic were found in Opal Dunn (1983), Scott and Ytreberg (1990), and Seefeldt's (1980) methodology books and on the Internet web pages listed

in the bibliography. For the purpose of the research, firstly cognitive development, secondly social and emotional development, and thirdly language development of eight-to-ten year olds will be discussed briefly. The last chapter will concentrate on the topic of 'Motivation' in general terms of language learning, which will be narrowed to developing pronunciation.

1.2 Cognitive Development

It seems to be practical to start with the quotation of Carol Seefeldt:

Teachers accepting the fact that children are interactive, endorse the cognitive developmental theory of learning¹. These teachers believe that children are action-oriented, searching, seeking, adapting beings. (1980, 31)

According to the cognitive developmental theory of learning 'the concrete operational stage' is the third of the four stages of cognitive development in Piaget's theory occurring from the ages of seven to twelve, and is characterized by the appropriate use of logic. (http://en.wikipedia.org/wiki/Cognitive_development, page 4) But there are some authors disagreeing with some areas of the Piaget's theory. For example Opal Dunn warns

The individual differences and especially cognitive differences between young children of the same age are so great... If a child is asked to learn a certain skill before he is ready, he cannot do it. The failure results in disappointment and sometimes lost of interest... Only a child who has confidence in his own abilities can reach out and learn to tolerate to others, to try new things, to learn. (1983, 12-40)

In the research four important facts concerning the area of cognitive development will be taken into consideration. Firstly, learners differ in their abilities, of course not only in the area of cognitive development. Secondly, children are action-oriented. Thirdly, children do not go through one type of development at one time, as development is a

¹ The theory of cognitive development is a developmental psychology theory developed by Jean Piaget to explain cognitive development. The theory is central to child psychology and is based on schemata — schemes of how one perceives the world — in 'critical periods' times, when children are particularly susceptible to certain information. Piaget divided schemes that children use to understand the world through four main stages, roughly correlated with and becoming increasingly sophisticated with age: sensor-motor stage (birth to 2 years), preoperational stage (end of the 2nd year – 7), concrete operational stage (7-12), formal operational stage (12 - adulthood). http://en.wikipedia.org/wiki/Cognitive_development. Updated 23 January 2006 [viewed 29 January 2006]

complex process. Fourthly, in second language learning only such requirements that have already been mastered both in children's mother tongue and in their cognitive development can be practised. With the cognitive development the areas of physical, social and emotional, and language development connect closely and these are to be discussed too in the following chapters.

1.3 Physical Development

As already mentioned children need physical activities because they have a lot of physical energy. (Seefeldt 1980; Dunn 1983 and 1984; Brester, Ellis, Girard 2002) Opal Dunn confirms

Children are creatures of movement. To prevent frequent teachers' complaint that young children have difficulty in sitting still, activities need to give children an opportunity to move around the classroom. (1983, 14)

Sarah Phillips adds

The kinds of activities that work well are games and songs with actions,, tasks that involve colouring, cutting, and sticking, simple, repetitive stories, and simple, repetitive speaking activities that have an obvious communicative value. (1993, 7)

Eight to ten years old children like using real tools and utensils. The process of doing is still more important than perfecting skills and creating products. (Eller and Mulroy 1996,4) There is one more suggestion supporting the idea of children moving around the classroom. In Carol Seefeldt's view "It is important for a teacher to realise this fact – for a child's physical activity is also related to social and emotional growth. Learning comes only as a child interacts physically with the environment." (1980, 40) Social and Emotional development is discussed more in detail in the following chapter.

1.4 Social and Emotional Development

As previously stated, social and emotional development goes hand in hand with physical development. What does social and emotional development mean in the school practice? On the one hand, Opal Dunn admits, "It is difficult to examine all aspects of a child's emotional development." (1983, 14) On the other hand, Opal Dunn notes that by

understanding the ideas of others, social relationships are facilitated and children grow socially. (1983, 40-41) In order to get to know children during school classes or individual lessons, Opal Dunn suggests that knowing temperament (for example whether a child is aggressive, shy, over-anxious to please, frightened of making a mistake, moody) is useful because children should be given opportunities to develop their characters by carefully chosen activities. (1983, 14) Carole Eller and Maureen Mulroy acknowledge

These children [young children] need to learn about who they are and what they can do by interacting with their peers. They need to see that each person in their group has important information and experiences to share and that they can retain their identity while still being part of a group. (1996, 16)

Getting to know learners seems to be a base in the process of teaching and learning. For the purpose of the research, activities involving pair and group work will be incorporated. The choice of appropriate activity type is also influenced by language structures the activity involves. This topic is discussed in the following chapter.

1.5 Language Development

In the history of English language methodology there have been many discussions concerning both the question ‘How children acquire their mother tongue?’ and the influence of mother tongue on the process of second language acquirement. As both the topics are very broad, for the purpose of the research they will be narrowed. In this thesis the suggestions by Opal Dunn, Wendy Scott and Lisbeth Ytreberg together with Carole Eller and Maureen Mulroy will be followed mostly.

Opal Dunn claims “Teachers first need to know the level of Language 1 [mother tongue] development of each child they teach as Language 1 reflects on his ability to acquire Language 2 [second language].” (1983, 10) Scott and Ytreberg continue, “Eight to ten year olds are competent users of their mother tongue. By the age of 10 children can understand abstracts and symbols, can generalize and systematize” (1990, 4) Carole Eller and Maureen Mulroy provide examples “They [young children] enjoy models, diagrams and experiments involving the human body and its functions.” (1996, 15) For the purpose of the research, activity types and activities with the range of language structures that the children had already mastered in their mother tongue will be used.

There are some more suggestions to be seen through various sources connecting with the topic of language development, for example the ideal number of lessons per week, the ideal lesson length, the amount of language structures taught and learnt in a lesson, or even cross-curricular links.

The first suggestion concerns the number of lessons per week in school timetables. As Susan Holden argues “The ideal arrangement would seem to be about 30 minutes of language learning every day, rather than a rigid hour or hour and half twice a week.” (1980, 7) Opal Dunn is of a similar opinion “ideally lessons for seven year old children should last 45 minutes and should be more frequent than once a week. (1984, 29) The next suggestion concerns the amount of new language learnt in one lesson. According to Opal Dunn as learning everything within each lesson is not possible, teachers should include a revision of work to help learners to consolidate the previously exposed language forms. “If this regular revision does not take place, gradually accumulating not properly understood things lead to the feeling of ‘not being good.’” (1983, 13) The last but not least suggestion concerns cross-curriculum links. “Language 2 [second language] cannot be taught as an isolated subject, it has to be thought of in terms of the whole child and his individual educational needs and interests.” (Dunn 1983, 8)

There is one more useful recommendation by Scott and Ytreberg concerning teachers “Have system, have routines, organise, and plan your lessons. Repeat situations.” (1990,6) All the recommendations above mentioned suggest that when children know what to expect and see carefully planned organization of the lessons, they can enjoy and look forward to them. For the purpose of the research, particularly the phase of planning, regular revision, repetition, and cross-curricular links will be taken into consideration.

1.6 Motivation in Learning

‘What is motivation?’ ‘Why to motivate young learners in language learning?’ ‘Why to motivate, not only young learners to consider pronunciation important in language?’ As ‘motivation’ is another broad area connecting with language learning, for the purpose of the research, the topic is discussed briefly.

The first question deals with nature of 'motivation'. Although the term 'motivation' appears frequently in the field of education, various definitions, even further divided into sub-categories, exist. The web site called 'The Standards Site' (<http://www.standards.dfes.gov.uk/research/themes/gender/TueFeb100944292004/666645>) defines "Motivation consists of a desire to learn the language and attitudes towards the learning situation." Intrinsic² and Extrinsic³ types of motivation are also discussed frequently but as they go beyond the needs of the research, the discussion will not go deeper.

The second question looks for the reasons why 'motivation' is important in the process of teaching and learning a language. According to Jeanne Ormrod "Motivation in education can have several effects on how students learn and their behavior towards subject matter." (http://en.wikipedia.org/wiki/Motivation#Applications_in_education_and_instructional_design) It can direct behaviour toward particular goals, lead to increased effort and energy, or lead to improved performance. On the level of young learners, "primary concern of foreign language teachers is the creation of as many ways as possible of giving their pupils an appetite to learn." (Brester, Ellis, Girard 2002, 5) Opal Dunn states, "They [young children] expect to use English in real experiences. Only as they grow older are they interested in things outside their immediate surroundings." (1983, 2)

The third question aims at motivation and developing pronunciation. On the level of developing pronunciation teachers should be able firstly "put into words reasons why good pronunciation should be aimed at." (MacCarthy 1978, 9) Joanne Kenworthy, also stresses the importance of raising motivation when developing pronunciation, and says, "We can persuade learners of the importance of good pronunciation for ease of communication." (1992, 9) Secondly, Jones emphasises "Pronunciation should more fully address the issues of motivation by creating an awareness of the importance of pronunciation." (2002, 180)

² Intrinsic motivation: Individuals are generally motivated intrinsically, when they do something they enjoy, and then they are internally motivated.

³ Extrinsic motivation: Individuals are generally motivated extrinsically, when they do something that they enjoy, when they are internally motivated.
(<http://www.standards.dfes.gov.uk/research/themes/gender/TueFeb100944292004/666645>)

Rodney Jones writes

It is obvious that creating a stronger link between pronunciation and communication can help increase learner's motivation by upbringing pronunciation beyond the lowest common denominator of 'intelligibility' and encouraging students' awareness of its potential as a tool for making their language not only easier to understand but more effective. (2002, 183)

For the purpose of the research, activities both providing real experiences and aiming at developing pronunciation will be focused on mainly.

2. Review of English Pronunciation

For the purpose of the research, a brief survey into phonetics and phonology is provided below.

Phonetics – In David Crystal’s view

Phonetics is the study of the way humans make, transmit, and receive speech sounds. It is divided into three main branches, corresponding to these three distinctions: articulatory phonetics, acoustic phonetics and auditory phonetics. (2003, 237)

Alfred Gimson’s, agrees with David Crystal’s, and states “The concrete phonetic characteristics (articulatory, auditory, acoustics) of the sounds used in the language.” (1989, 6) In this thesis the term ‘phonetics’ is used for the linguistic study dealing with the phenomena of spoken language, with the reference to David Crystal and Alfred Gimson.

Phonology – According to David Crystal

Phonology is the study of the sound systems of languages, and the general properties displayed by these systems. Phonology studies only those contrasts in sound, which make differences of meaning within language. ...When we talk about the ‘sound system’ of English, we are referring to the number of phonemes, which are used in a language, and to how they are organised. (2003, 237)

Alfred Gimson agrees, “Phonological level analyses the pattering of sounds in language.” (1989, 6) For this thesis, the term ‘phonology’ is used for the linguistic study of the organisation and arrangement of the speech sounds used in a particular language, these speech sounds are considered as a system or set of systems.

Though it is hardly possible to consider the phonetics of a language without studying its phonology, this thesis is primarily concerned with the sound system of English language.

2.1 Segmental Phonology

Segmental phonology deals with units of sounds also known as phonemes.

Phonemes - are units of spoken language that make differences between words and can be analyzed. (Kelly 2000, 3; Crystal 2002, 466) In reference to David Crystal 'phoneme' is the smallest contrastive unit in the sound system of a language. (2003, 466) Gerald Kelly claims that "This set of phonemes consists of two categories: vowel sounds and consonant sounds." (2000, 2)

2.1.1 Vowels

Vowel sounds- from a phonological point of view, vowels are sounds typically occurring at the middle of a syllable. From a phonetic point vowels are sounds produced by an articulation having little or no constriction of the mouth passage, at least not enough to produce "audible friction" during normal speech. (Crystal 2002, 238; Kelly 2000, 29; MacCarthy 1978, 108) However, "there are cases (for example when pronouncing a word 'hay') where the sound at the beginning of such a word does not obstruct the flow of air more than some vowels do." (Roach 2002, 11) So that not only the way that they are produced [so called 'production'] but also the context and position in which particular sounds can occur [in other words 'distribution' of sounds] must be taken into account as well. As Peter Roach states

The most important difference between vowel and consonant is not the way they are made, but their different distribution, although the distribution of vowels and consonants is different for each language. (2000, 11)

Generally it is agreed that all English vowel sounds are voiced. (Underhill 1994, 4; Roach 2000, 11-15) As the discussion concerning vowels is broad, this area was narrowed and for the purpose of the research English vowels are classified as 'single vowel sounds', 'short vowels', 'long vowels', 'diphthongs', and 'triphthongs'.

Single vowel sound – may be either short or long. The symbol /:/ represents a long sound in the International Phonetic Alphabet. Another terms for a single vowel sound used is 'monophthong'. There are 12 monophthongs in English language. (Crystal 2003, 237)

English short vowels - there are seven short vowels in English, although they can have different lengths in different contexts. (Roach 2000, 14) They are: **ɪ e æ ʌ ɒ ʊ ə**

English long vowels- five long English vowels tend to be longer than the above-mentioned short vowels in similar contexts. (Roach 2000, 19) They are **ɪ: ɜ: ɑ: ɔ: u:**

Diphthong - is a sound that consists of a glide from one vowel to another. There are eight diphthongs in the English language. (Crystal 2003, 237) They might be divided into the three groups. Centring diphthongs are three diphthongs ending in sound ə (**ɪə, eə, ʊə**). Closing diphthongs are subdivided into two groups, such as diphthongs ending in sound ɪ (**eɪ, aɪ, ɔɪ**) and diphthongs ending in sound ʊ (**əʊ, aʊ**). (Roach 2000, 21)

Triphthong - is the most complex English sound. There is a glide from one vowel to another and then to a third vowel, all this is produced rapidly and without interruption. (Crystal 2003, 237) There are five triphthongs in the English language and are composed of the five closing diphthongs with sound ə added at the end (**eɪə, aɪə, ɔɪə, əʊə, aʊə**). (Roach 2000, 24)

For the purpose of the research, mastering all the above vowel sounds will be taken as a base.

2.1.2 Consonants

Consonant sounds – from a phonological point of view consonants they are sounds typically occurring at the edges of a syllable. From a phonetic point of view they are usually articulated in one of two ways: either the closing movement is complete giving a total closure, or there is a closing movement of one of the vocal organs involving some degree of constriction of the mouth passage. (Crystal 2002, 242) Although the consonant sounds distinction concerning vocal cords vibration is a frequently discussed topic, it is agreed that consonant sounds are either ‘fortis’ or ‘lenis’, sometimes also called ‘voiced’ and ‘voiceless’. On the one hand David Crystal points, “Some consonants involve the vibration of the vocal cords [voiced], and others have no vocal cord vibration [voiceless].” (2003, 242) On the other hand Roach points out the problem of air pressure measuring sometimes called ‘force of articulation’ and recommends

using these “two terms [fortis and lenis] as ‘cover terms’ standing for a large and complex set of phonetic characteristics.” (Roach 2000, 37) There are twenty-four consonants in most English variations. (Crystal 2003, 242; Roach 2000, 32-64) They are **b, d, g, v, ð, z, ʒ, h, p, t, k, f, θ, s, ʃ, tʃ, dʒ, m, n, ŋ, l, r, j, w**. For the purpose of the research, knowledge of the 24 English consonants will be considered basic.

Though all the 24 above-mentioned consonant sounds are usually further subdivided into various groups, the topic goes beyond the needs of the research and will not be described more in detail. For more information about the subcategories see appendix No.1 and No.26.

2.2 Supra-segmental Phonology

Supra-segmental phonology deals with so-called ‘supra-segmental elements’. Supra-segmental elements are features of speech generally applied to groups of phonemes within an utterance. Word stress, sentence stress, intonation and how sounds change in connected speech (for example assimilation, elision, linking and intrusion) are important supra-segmental elements in English language. Learners should be aware of such elements as if they are pronounced the message to be conveyed might not be understood at all or might be misunderstood. Some terminology must be explained first to be able to deal with such an English pronunciation area.

2.2.1 Stress

Syllable – every English word has one or more syllables. “A syllable always has a vowel sound and usually contains a consonant sound between it and the next syllable.” (Hagen and Gorgan 1992, 1) David Crystal adds syllable is “an element of speech that acts as a unit of rhythm.” (2003, 468)

Stress - is the amount of effort expended on a syllable. (MacCarthy 1978, 107) Stressed syllable is marked by placing a small vertical line (ˈ) before the syllable it relates to. Stress placement and stress levels can be studied with isolated words (‘syllable stress’ and ‘word stress’) or in the context of continuous speech (‘sentence stress’). For example: **fertility** /fɜːˈtɪlɪtɪ/, **auntie** /ˈɑːnti/

Stressed Syllables - Listeners when listening for a stressed syllable in a word can recognize it thanks to the pitch of voice, vowel length and vowel pronunciation. (Hagen and Grogan 1992, 3) In the stressed syllable the pitch is higher than in the preceding syllable, the vowel is both much longer and is pronounced fully without reduction or dropping. (Hagen and Grogan 1992, 3)

Word stress - “English words of more than one syllable have both stressed (‘strong’) and unstressed (‘weak’) syllables.” (Hagen and Grogan 1992, 1) Moreover, Joanne Kenworthy suggests, “In English language word stress is both variable and mobile”, which means that any syllable of a polysyllabic word can carry the main stress. (1987, 59) Besides, placement of the main stress can also be influenced by a word class. Except for this, some English words can be pronounced in two different ways; these are called strong and weak forms. Peter Roach points out “There are about forty such words in English. Almost all these words belong to a category that may be called function words.” (2000, 112) Auxiliary verbs, prepositions, pronouns, conjunctions are examples of the category called ‘function words’.

Strong forms - there are certain contexts where only the strong form is acceptable such as stressing a word for the purpose of emphasis, when quoting a word, when a weak form word occurs at the end of a sentence and so on. For example: **hæv, sʌm, hɜː, bʌt** (Kelly 2000, 74)

Weak forms - these function words are more frequently pronounced in their weak forms than in their strong forms in connected speech. For example **həv, səm, hə, bət** (Kelly 2000, 74)

Sentence stress - since English stress occur at regular intervals within connected speech, it is claimed that English language belongs to a group of stress-timed languages. With reference to Gerald Kelly “Stress timing and regular rhythm⁴ are most

⁴ **Rhythm** - is a regular pattern of sounds. David Crystal points out “Our sense of rhythm is a perception that there are prominent units occurring at regular intervals as we speak. All forms of spoken English have their rhythm; though in spontaneous speech it is often difficult to hear, because hesitations interfere with the smooth flow of the words.” (2003,249) The stress-timed rhythm theory states that the times from each stressed syllable to the next will tend to be the same, irrespective of the number of intervening unstressed syllables. Some theories of English rhythm use a term “foot” as a unit of English rhythm. (Kelly 2000,135)

noticeable in highly stylised and patterned language, such as poetry or nursery rhymes.” Regularity of speech rhythm varies widely according to context as it helps both deliver and understand meaning in longer utterances. (2000, 71) This is closely connected to intonation.

For example they LIVE in an OLD HOUSE
 they’ve been in a LOVELY OLD COTTage
 LIVing

2.2.2 Intonation

Pitch – This term is used to describe either high or low, but at the same time steady or moving, fast or slow, constant or changing quality. In terms of phonetics “Variations in pitch during speech create the rise and fall of the voice known as intonation.” (MacCarthy 1978, 106)

Intonation – through constant changes of voice speaker can express intention, seek an argument, ask for information or confirmation, make a remark, or indicate what is shared knowledge or new information between the speaker and listener. Native speakers and competent users of every language are very sensitive to the use of intonation, but mostly at an unconscious level. It is recommended that beginning learners at this level of learning should be able to recognize where the pitch goes up and down. Arrows or capital letters are often used to represent intonation patterns. For example ‘she LIVES in LONdon ´ (Kelly 2000, 88)

2.2.3 Sound Changes

In David Crystal’s view “The process of producing connected speech affects the pronunciation of several segments [vowels and consonants] in a number of interesting ways.” (2002, 247) They are:

Assimilation - is a process of simplification in which sounds belonging to one word cause changes in sounds belonging to the neighbouring words in rapid, casual speech. In Peter MacCarthy’s view, this device has been developed due to the tendency to economise effort. (2000,101) In practice, either one sound changes to another because of the sound that follows (‘anticipatory assimilation’) or two sounds combine to form a

different one (‘coalescent assimilation’). For example: good boy = /gʊb bɔɪ/ (Roach 2000, 141)

Elision - another type of simplification to follow the tendency to economise effort during fluent speaking so that regular speech rhythm and speed could be maintained. (Kelly 2000, 110) This term is used to describe cases when “unstressed syllables are not reduced to schwa sound, but instead, they are completely dropped.” (Hagen and Grogan 1992, 9) For example: ‘favourite – fʌvərɪtə; general – ge nərəl; probably – prɒbly

Linking and **Intrusion** - are special cases between one sound and the sounds immediately preceding and following it, in which these sounds are linked in various ways. (Kelly 2000, 111)

Linking – Roach suggests, “The most familiar case is the use of ‘linking r’. For example ‘here are’ - ‘hɪər ə’. (Roach 2000, 144) Another example is suggested by Gerald Kelly “When a word ends in /I: /, or a diphthong which finishes with/I/, speakers often introduce a sound /j/ to ease the transition to a following vowel sound.” (2000, 111) This situation is called ‘linking j’. For example: I agree /aɪjə / (Kelly 2000, 111)

Intrusive r - although the phoneme ‘r’ does not occur in syllable-final position in RP accent (as ‘Received Pronunciation’⁵ is non-rhotic), RP speakers often use ‘r’ to link words ending with a vowel, even there is no written letter ‘r’ to make speech sound more smoothly. (Crystal 2003, 247) For example: I saw it / sɔ:rit/

For the purpose of the research, the knowledge of the terminology is a need. Deeper discussion concerning supra-segmental elements is not adequate in respect to the needs of the research.

⁵ ‘Received Pronunciation’ - is “The regionally neutral, prestige accent of British English.” (Crystal 2002,467) David Crystal continues, “RP is no longer the preserve of a social elite, it is best described as an ‘educated’ accent.” (2002, 365) Alfred Gimson adds, “RP remains the educated speech of the South East England and is recommended in general terms to the foreign learner.” (1989, 315)

3. Developing English Pronunciation

3.1 Pronunciation and Language Learning

Developing pronunciation should be first considered in the wider context of learning a language. Most people learning a foreign language wish to become proficient in listening, speaking, reading, and writing. General knowledge tells us that listening, speaking, reading, and writing are considered language skills. Pronunciation, grammar, vocabulary, and spelling are language sub-skills. (Hendrich 1988, 129-130) Listening and reading are called receptive skills: as the listener and reader receives a message being conveyed by means of language. Speaking and writing are productive skills: as the speaker and writer sends a message to be conveyed. According to Peter MacCarthy

Speaking and pronouncing relate, although pronunciation concentrates only on *how* the speaking is done; while speaking involves both pronouncing and *what* is said. (1978, 7)

On the one hand there are people who pronounce a language well but they are unable to find words matching the situation. On the other hand, people may be able to find words to match the situation but their inaccurate pronunciation can lead to misunderstanding as well. ‘What does that mean in terms of developing pronunciation?’ The above mentioned examples demonstrate speakers’ main problems, explain most common reasons, and emphasize the need for developing all the skills and sub-skills in teaching and learning a language. These examples provide evidence that developing pronunciation is at the same level of importance as the other three language sub-skills [vocabulary, grammar, and spelling] and four skills [listening, reading, writing, and speaking].

For the purpose of the research and the thesis, pronunciation is considered to be one of language skills that are to be developed together with other language skills and sub-skills. The deeper survey into the history of language learning theories with respect to pronunciation will be aimed at the chapter 3.3.1 called ‘What to Develop?’.

3.2 Pronunciation as One of Course Aims

After answering the question ‘How does pronunciation relate to the area of language learning?’, there is another question concerning the process of developing pronunciation and its integration between other course aims.

According to Gerald Kelly

There seems to be two key problems concerning pronunciation teaching. Firstly, teaching pronunciation seems to be often neglected. And secondly when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. Yet pronunciation work can, and should, be planned. (2000, 13)

Christine Dalton and Barbara Seidlhofer add, “A very general pedagogic assumption is that certain aspects of pronunciation need to be overtly taught ..., whereby other aspects are covertly learned.” (1994, 70) To sum up teachers should be aware of the fact that there is a need to plan the process of developing pronunciation carefully in any kind of programme or course. For the purpose of the research, the process of integration will be focused on from the very beginning in the course-planning phase.

3.2.1 Pronunciation Model

Once having decided to make pronunciation an integral part, teachers should consider other issues connecting to the process of developing pronunciation during the course planning stage. Generally, the choice of pronunciation model is recommended. The choice is often discussed from a few viewpoints. It concerns the choice of English language variety, the level of pronunciation called ‘a good pronunciation’, and the model provided by the teacher or tape recordings.

Firstly, the term ‘a good pronunciation’ is to be discussed. What can be understood by the term ‘a good pronunciation’? In Kevin Keys’s view “To sound like a ‘native speaker’ is no longer, and no longer need be, the aim of most learners; ... English is not the property of its native speakers anymore.” (2000, 42) Instead, Joanne Kenworthy emphasizes that a ‘comfortably intelligible’ pronunciation should be aimed

at. (1987, 3) In Paul Trench's view "‘Comfortably intelligible’ pronunciation is a pronunciation which can be understood with little or no conscious effort on the part of the listener." (1991, 17) Besides, Alfred Gimson mentions the term 'Minimum General Intelligibility'. (1989, 328) In spite of the fact that these authors use different terms, they describe the conditions under which a message is transported easily from the side of speaker to the side of listener, is decoded, and understood.

Secondly, an English language variety should be chosen. Alfred Gimson stresses

This is a matter of special importance as far as English is concerned, because of the world-wide use of the language and because of the profusion of differing spoken forms existing not only in such mother tongue areas as Britain, North America and Australasia...The decisive criteria in the choice of any teaching model must be that it has wide currency, is widely and readily understood, is adequately described in textbooks and has ample recorded material available for the learner. (1989, 315)

According to Gerald Kelly "In the past, the preferred pronunciation model for teaching in Britain, or among British teachers abroad, was Received Pronunciation."(2000, 14)

On the contrary, Alfred Gimson points

Certainly the specification of RP as the property of a single social class within a restricted geographical location is no longer valid. ... 'General British' is the type of RP commonly found amongst speakers of the middle generations and has been used and may in time supersede the abbreviation RP. (1989, 315)

No matter what terminology is used, Paul Trench claims "All British textbooks designed for teaching English as a second or foreign language also invariably use Received Pronunciation." (1991, 15) However, American textbooks and dictionaries are also nowadays available on the market. When pronunciation model is concerned, the advice for teachers is to teach what they know and use, although they should definitely be informed about other varieties of English language. Finally it is recommended for foreign learners to become proficient in but one type of English pronunciation. Jeremy Harmer confirms, "Exposing beginner students to too many varieties and accents will be counter-productive since they will already be facing the difficulty of coming to terms with just one variety." (2001, 9) Learners of higher levels of proficiency need to be exposed to authentic recordings of natural speech. Such recordings, according to Alfred Gimson, are recordings accompanied by 'noisy' background. (1989, 337) Jeremy

Harmer adds, “This will prepare students for the times when they come into contact with different language varieties at some later stage.” (2001, 9) Furthermore, there are many other external factors influencing the choice both of the model of pronunciation and the textbook, such as curricular policy, in other words teacher’s objectives in the course, headmaster, other teachers of English, parents, students’ needs, their age, their level of English, course length, number of lessons per week, and so on

Thirdly, there are different opinions concerning the model being provided by the teacher or tape recordings. One opinion stresses the importance of choosing a good model given by the teacher. (Gimson 1989, 317) The other opinion stresses the importance of taped models. (Celce-Murcia 1991, 146) Another tendency is seen in combination of both models given by teacher and taped models. This is supported by Opal Dunn and Jeremy Harmer’ recommendation that learners should listen and notice how English is spoken – either on audio or videotape of from the teachers themselves.” (Dunn 1983, 59; Harmer 2001, 185) Apart from this, nowadays textbooks accompanied by recordings or with other extra material sets including video tapes or CDs are becoming more and more popular. Publishing houses such as Oxford University Press, Cambridge University Press, Longman, Macmillan and others offer quite a range of recordings for the group of young learners. Such recordings are represented by collections of songs, carols, poems and rhymes, fairy tales and also recordings accompanying sets of textbooks and workbooks either of British or American English model.

For the needs of the research an English language variety and a textbook accompanied by a cassette with recordings was chosen in order to provide both the teacher model and tape recordings.

Finally, the choice of particular model closely connects to both the area of pronunciation correction and the area of improving pronunciation.

3.2.2 Pronunciation Correction

When the model is not followed, teachers should deal with incorrect pronunciation and make learners work on improving pronunciation. The topic of managing incorrect pronunciation will be discussed very briefly in this chapter, as many

interesting and useful comments can be found in Mark Bartram and Richard Walton' (1991), in Julian Edge' (1989), and in Peter MacCarthy' (1978) books.

These are the suggestions that were considered useful as early as in the process of planning the course:

- Correction is a way of reminding students of the forms of standard English [of the forms of a chosen model of English] (Edge 1989)
- Correction should not be a kind of criticism or punishment. (Edge 1989)

- Mistakes are a natural and essential part of learning. (Bartram and Walton 1991)

- 'Accuracy' - that part of the lesson when students are encouraged to make their utterances as near to a native-speaker's as possible – which is usually taken as necessitating more intense correction. (Bartram and Walton 1991)

- 'Fluency' - that part of the lesson where students work on their capacity to communicate within the language, generally a period free of correction. (Bartram and Walton 1991)

- 'Mistake' - is wrong language which a native speaker would not usually produce, that is, something that only learners of the language produce. (Bartram and Walton 1991)

- 'Slip' - is wrong language caused by tiredness, carelessness, and nerves. (Bartram and Walton 1991)

- 'Attempt' - when the teacher knows that the students have not yet learned the language necessary to express what they want to say. (Edge 1989)

For the purpose of the course, the question 'How to correct?' is also important. Generally it is accepted that the combination of teacher's correction, peer correction, whole class correction, and self-correction is recommended. Other suggestions that were considered useful for the purpose of the course are listed in appendix No. 2.

3.3 Suggestions and Recommendations

Choosing the approach to be followed, methods, techniques, procedures, and the range of activities to be used completes the next step in the process of planning a course and its lessons. Unfortunately it is quite difficult to cope with terminology, such as 'approach', 'method', 'technique', and sometimes-even 'activity', as they are used

interchangeably⁶ in many resource books, textbooks, and periodicals. This topic is discussed in many resource books, such as those by Richards and Rodgers, Celce-Murcia, Kelly, Bowen and Marks.

For the thesis, to be able to deal with such inconsistent use of terminology, 'approaches', 'methods', 'techniques' and 'activities' will be listed in one chapter altogether as one group of suggestions and recommendations with no attempt to sort or rename the terminology. As previously stated, teachers when planning the course have to define what to teach, how to teach and when to teach the chosen and stated elements of English pronunciation.

3.3.1 What to Develop?

In the area concerning the question 'What to teach?' teachers can follow Christiane Dalton and Barbara Seildhofer's recommendations. In their study Christiane Dalton and Barbara Seildhofer suggest (in their terms) a '**bottom-up**' approach or a '**top-down**' approach. (1994, 69) They define the 'bottom-up approach' as an 'approach' "beginning with the articulation of individual vowels and consonants and working up towards intonation." (1994, 70) According to their definition, the 'top-down approach' is an 'approach' "beginning with patterns of intonation and bringing separate sounds into sharper focus as and when required." (Dalton and Seildhofer 1994, 70) Rodney Jones adds

In the late 1980s, researchers called for a more 'top-down' approach to pronunciation teaching, emphasizing the broader, more meaningful aspects of phonology in connected speech rather than practice with isolated sounds. (2002, 178)

Alfred Gimson adds, "Teaching should obviously be concentrated on those features of English which are not found in the learner's native language." (1989,318) The last, but

⁶ "There is often confusion among the terms: *approach, method, and technique*. These three terms may be viewed as points along a continuum from the theoretical (approach), in which basic beliefs about language and learning are considered, to design (method) in which a practical plan for teaching (or learning) a language is considered, to the details (technique) where the actual learning activity takes place." SIL International 1999. Updated 12 April 1999 [viewed 29 December 2005] <http://www.sil.org/lingualinks/LANGUAGELEARNING/PrepareForLanguageLearning/WhatIsALanguageLearningMethod.htm>

not least Christiane Dalton and Barbara Seidlhofer's suggestion is that 'frequency' should also be taken into consideration. The term 'frequency' stands for example for the case of how often phonemes occur in a special length text or a language. "In English the most frequent vowel is the vowel /ə/ and the most frequent consonant is the consonant /ð/." (1994, 145)

There is no one right or wrong answer concerning the choice of subject matter. Many resource book authors (for example Gimson 1989,338-340; Kelly 2000,114; MacCarthy 1978,31) believe that the choice of subject matter will largely depend on the type of course, on the learners themselves, on the teachers themselves, on the goals learners and teachers define for themselves, and on the conditions under which they operate.

For the research, particularly the course-planning phase the decision concerning the following three questions will be taken into consideration. The questions are 'Will the course start/finish with segmental or supra-segmental elements of English pronunciation?' 'What elements of English pronunciation do not exist in the mother tongue?' 'What English pronunciation elements are frequent and in other words important for learning a language?'

3.3.2 How to Develop?

The choice of course content closely connects to the area of approaches, methods, and techniques that focus on developing pronunciation. To be aware of how pronunciation in language learning has been dealt with, a brief survey of the history of English language teaching methodology is provided.

Approaches to the teaching of pronunciation have changed significantly throughout the recent history of language teaching, moving beyond an emphasis on the accurate production of individual speech sounds to concentrating more on the broader, communicative aspects of connected speech. (Richards and Renandya 2002, 175)

Rodney Jones also provides a brief survey of the development in the history of English language methodology concerning the area of pronunciation. Rodney Jones claims

Irrelevant in the grammar translation approach, pronunciation grew in prominence with the rise of the Direct Method⁷ and Audiolingualism⁸, only to be pushed again to the sidelines with the ascendancy of Communicative Language Teaching⁹ and the Natural approach¹⁰. Today, pronunciation teaching is experiencing a new resurgence, fuelled largely by the increasing awareness of the communicative function of supra-segmental features in spoken discourse. (2002, 178)

For the purpose of the research, the following list of suggestions and recommendations is divided into two main categories: the first category develops reception and recognition, the other category develops production. Though, some suggestions can easily be placed under both categories at the same time.

3.3.2.1 Auditory Training

The term 'auditory training' aims at developing both reception and recognition.

The suggestions and recommendations in this part are as follows:

'Dictation' - is a means of making students aware of segments as well as reduced speech. (Celce-Murcia 1991, 144)

Following suggestions and recommendations can be mentioned also in the chapter 3.3.2.2 called 'Performance Training', as they usually demand perception first and then production.

⁷ Direct Method - The most common approach in TEFL, where language is taught through listening and speaking. There may be little or no explicit explanation of neither grammar rules, nor translation into the mother tongue of the student - inductive learning rather than deductive. <http://www.finchpark.com/courses/glossary.htm>

⁸ Audio-lingual Method - popular in 1950s, based on structuralism and behaviourism, involve the use of repetition of new language, often based on dialogues, encourages children to listen carefully and memorize chunks of language, which are important parts of language learning. Children seem rather bored as there is not enough variety to hold young learners' interest and may not encourage a positive attitude to foreign language learning. (Brewster, Ellis, Girard 2002,43-44)

⁹ The Communicative Approach - developed in the mid-1970s, emphasises the social nature of language learning and interaction. For children this approach means language teachers engage learners in drawing, acting out, listening, talking, reading or writing based on meaningful and contextualized tasks using language which has been carefully prepared for, this approach has been criticized by some for focusing on communication and fluency too much and overlooking grammatical accuracy. (Brewster, Ellis, Girard 2002,44-45)

¹⁰ The Natural Approach - combines acquisition and learning as a means of facilitating language development. More information in on <http://www.finchpark.com/courses/glossary.htm>

Minimal Pairs – are often put under the umbrella term ‘contrastive phonology’¹¹. These are pairs of words often differing only by one phoneme; however, they may also include features of connected speech and intonation. Phoneme substitution, phoneme deletion, stress, and part of speech, substitution of unstressed function words, and intonation are examples suitable for the use of minimal pairs. (Dale 2003, 4-5) Mark Hancock (2003,4-5) together with Jean Brewster, Gail Ellis, Denis Girard (2002,78) acknowledge that such pairs are useful in pronunciation teaching for awareness raising, listening discrimination and speaking accuracy. However, Jean Brewster, Gail Ellis, Denis Girard warn that for young children long stretches of decontextualized practice like this is boring and demotivating, and need to be converted into more game-like activities to provide interest and avoid meaningless repetition. (2000,78) On the whole, minimal pairs should go beyond the segmental level and also practice the supra-segmental level.

Listen and Repeat Activities - are usually funny and make learners tune into the languages. These activities should be combined with movement, with real objects or with pictures to establish the link between words and meaning. (Scott and Ytreberg 1990, 27) Through the development of teaching methodology there have been two different opinions concerning ‘Listen and Repeat activities’. One viewpoint is represented by Peter Tench who believes “The basic strategy in pronunciation teaching is imitation.” (1991, 21) On the contrary the different point of view is represented, for example, by Rodney Jones and Piers Messum. Rodney Jones warns

The ‘listen and repeat’ approach has persisted in the teaching of pronunciation, although widely discredited in the areas of grammar and vocabulary teaching, as recent research has revealed the limitations of this approach, finding that, as with grammar, students who exhibit accuracy in controlled practice may fail to transfer such gains to actual communicative language use. (2002, 180)

Piers Messum continues “Firstly, students cannot hear the difference that is so clear to the teacher and secondly, they have no idea what to do to produce this thing ‘they cannot hear’.” (2002,15) These three opponents suggest the use of articulatory guidance from the teachers who should instead use words such as the Throat/Tongue/Lip model (TTL) together with various types of phonemic charts, for example IPA quadrilateral.

¹¹ Contrastive Phonology is used to show students similarities and differences between their mother tongue and the second language (Dale 2003,18)

(Messum 2002, 19-26) The IPA sound chart will be discussed in chapter the following chapter 3.3.2.2 Performance Training.

‘**Songs**’ - belong to the group of ‘Listen and Repeat Activities’. (Scott and Ytreberg 1990,28) Even though there are many children song books with both artificial and authentic songs on the market, teacher should choose them carefully. On the one hand songs are most useful only if they are integrated within teaching of a particular vocabulary topic or of a particular grammatical issue, on the other hand not all traditional songs can be included in lessons as they are either too long, or with both difficult range of words and complicated language structures. (Dunn 1983, 56) In Opal Dunn’s view

Firstly, it should be remembered that it is more difficult for children to transfer language from songs than from rhymes, as they have first to put the language into spoken form. Secondly, songs conveying special patterns or pronunciation also exist. Such songs are best avoided at the early stage of learning too.
(1983, 85)

Jean Brewster, Gail Ellis, Denis Girard “Carefully selected, songs, rhymes and chants can offer a rich source of authentic input.” (2002, 162)

‘**Rhymes**’ - They are used mainly for practising rhythm, stress, intonation and reduced speech. According to Opal Dunn “When children repeat rhymes over and over again, they are continually refining their pronunciation and increasing their oral fluency.”(1983,82) On the contrary Susan Holden warns “Songs and rhymes give the child a feeling of producing a flow of English, although that flow may make use of unusual stress and intonation. (1980, 65) Jean Brewster, Gail Ellis, Denis Girard continue, “Older children might find some traditional songs, rhymes and chants a little childish or uninteresting. In this case, teachers often use English pop songs.” (2002, 167-168) And how can rhymes are used?

Jean Brewster, Gail Ellis, Denis Girard acknowledge

Songs, rhymes and chants can be used in many different ways: as warmers, as a transition from one activity to the next, closers, to introduce new language, to practise language, to revise language. (2002, 168)

Opal Dunn also recommends to begin each lesson with a warming-up phase called ‘Rhyme Time’. During this phase already familiar rhymes, rhyme-games and songs can

be run through so that children are then ready to move on to new material. (1983, 82)

Generally, songs and rhymes both taped and sang or recited by the teacher are often used.

3.3.2.2 Performance Training

Performance Training means performance practice involving rehearsing, pronouncing the same phrases several times, commenting on performance and practice in growing out of shyness and self-consciousness. This training helps to cope with communication activities. Such training focuses on correct facial movement, management of breath, and gestures. (MacCarthy 1978, 20-67) To help learners to master and raise awareness in English pronunciation, the following suggestions seem to be useful.

Phonetic Placement Methodology - according to Paulette Dale

Phonetic placement and anatomical explanations often used with multi-sensory methods are helpful. It is useful for students to feel tension or lack of tension under the chin, or the presence of vibration of the vocal cords, to see the tongue tip in a small hand mirror. (2003, 18)

Piers Messum (2002, 26) and Joanne Kenworthy (1992,70) suggest that teachers should confirm that their learners know the vocal organs vocabulary, such as 'lips (top and bottom, upper and lower) ', 'teeth (top, front, back teeth) ', 'tongue (tip or front, back of the tongue and sides of the tongue) '. These authors also recommend words such as 'put, place, touch, near, close to, round and spread'. It should not be forgotten that phonetic placement terminology should be with respect to the learners' age and level of proficiency.

Phonemic alphabet / Use of International Phonetic Alphabet (IPA/ International Phonemic chart) – as most dictionaries give the pronunciation of the words in phonemic symbols, it seems useful for students to be aware of the different phonemes and “it is the clearest way of promoting awareness of sound and spelling correspondence by introducing the various symbols.” (Harmer 2001, 185) Alfred Gimson confirms, “The learner will often find it rewarding to transcribe phonetically various utterances.” (1989, 337) However, Jeremy Harmer admits, “It is perfectly possible to work on the sounds of English without ever using any phonemic symbol.” (2001, 185) Here again, target course group, and course aims should be taken into consideration.

‘Tongue-Twisters’ - are either words or phrases that are difficult to pronounce because they contain many difficult sounds, especially ones that are very similar. They exist in every language and are designed for improving the articulation. (Celce-Murcia 1991, 139) Their use will depend on the type of course, target audience, pronunciation element to be presented, practised, or mastered.

‘Drilling’ - “Perhaps the oldest method of teaching pronunciation involves exercises in elocution: imitation drills.” (Jones 2002, 80) Nowadays, there are many types of drills recommended, such as ‘Drilling of Vowel Shifts, of Stress Shifts, Chain Drills, and so on. (Celce-Murica 1991, 140) Rodney Jones suggests that drills should move beyond the simple identification and mimicking of de-contextualised sound contrasts to both the perception and production integrated into effective communication by the use of pictures, gestures, poetry and songs, games and physical activities along the line of Total Physical Response¹². (2002, 181)

‘Games’ - “They are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar and the four language skills.” (Brewster, Ellis, Girard 2002, 172) Some games are competitive, with teams or individual working towards being the ‘winner’. Other games are cooperative, where teams or pairs work together to achieve a common goal, such as drawing a picture or solving a puzzle. (Brewster, Ellis, Girard 2002, 173) Chosen games should be meaningful and real-life, as only in such activities communication takes place in a natural way. (Dunn 1983, 3; Brewster, Ellis, Girard 2002, 173-176) By the use of regularly repeated easy language structures, in literature usually called ‘prefabricated language’, children quickly memorize the language involved. Opal Dunn confirms “Once a child has memorized some prefabricated language, he has a feeling he can speak a lot of English.” (1983, 5)

‘Communicative activities’ - include interviews, speeches, debates, role-plays and dramatizations. Such activities mainly aim at supra-segmental pronunciation elements. To deal with connected speech elements students and teachers can follow a three-stage procedure concerning firstly comparing words in isolation with normal connected

¹² Total Physical Response - is very popular with young learners because it develops listening skills, introduces new language in a very visual, contextualized way, involves activity and movement. When you use action songs, rhymes and stories, this is a form of TPR. (Brewster, Ellis, Girard 2002,44)

speech, secondly identifying what was said in normal connected speech, thirdly producing normal connected speech. (Harmer 2001, 197-198) It should not be forgotten that factors influencing the choice of communicative activities are the same as with the previous suggestions, in other words, target audience, and their level of proficiency.

Some of the above mentioned suggestions and recommendations were used in teaching the course of young learners, the results are discussed in chapter No.6.

4. Evaluation Criteria

To be able to start the process of research data analysis, some criteria have to be enumerated. They cover topics concerning both English pronunciation and young learners. The suggestions and recommendations mentioned in the previous chapter were transformed, for the research, into the format of criteria needed for the further analysis of the used activities.

Course Planning

The criteria are:

- to equip children with the means to communicate at a basic level in simple spoken and/or written language in predictable situations
- not to rely on the course book heavily, but to adapt and add more activities and materials
- to integrate pronunciation into the process of teaching and learning a language
- to prepare a syllabus for a whole term [long term planning] after a discussion with other teachers and after talking with the parents

Lessons Planning

The criteria are:

- to prepare plans for a unit of work, in other words short term planning

- to create one lesson plan for each lesson
- to use of a similar lesson framework, this framework is the basis of a routine followed in each lesson

Developing Pronunciation

In order to evaluate a set of used pronunciation activities, the criteria are

- to develop pronunciation in activities for both reception and production
- to focus both on segmental and supra-segmental elements of English pronunciation
- to deal with incorrect pronunciation on both segmental and supra-segmental level
- to provide model both performed by the teacher and tape recordings
- to follow the chosen language variety

Frequency, Length and Variety of Activities Used

The criteria are:

- to provide opportunity for repetition, to use the same activity at least twice on two different occasions
- to offer a variety of short activities
- to use various interaction patterns
- to use a variety of teaching aids

Young Learners

The criteria, needed for the analysis of the set of pronunciation activities from the viewpoint of the age group of young learners, are:

- to choose activities that are appropriate and respect the cognitive, physical, social and emotional, and language development
- to provide such classroom situations that the learners enjoy and that would give learners appetite to master English language and intelligible pronunciation

Research results, describing the set of the evaluated pronunciation activities, are listed and commented on more in detail in chapter No.6.

III. Practical Part

5. Research

5.1 Course Background

The eight-month course took place at an elementary school in the town of Svitavy. The school belongs to the type of small elementary schools having only one class in each grade, in other words, there are nine classes organized at this school. There are three teachers teaching English language, none of them has graduated in English. Two are middle-aged women. The third teacher is younger than the other two. The two middle-aged women teach classes from fourth to ninth graders. These children are timetabled three English lessons a week. The youngest teacher [teacher A] teaches courses of children who are, since the school year 2005-2006, first, second and third graders. This teacher A has decided, in agreement with the headmaster, to teach these first three grades from a course book called 'Angličtina pro nejmenší' written by Marie Zahálková. The four graders continue with a course book, one course book per grade, called 'New English for You' up to their ninth grade.

Conditions of the eight-month course with the third graders were not ideal from the very beginning when the course organization was limited by the headmaster's requirements. As there was no other opportunity to have my own course with a different group of young learners, these requirements were accepted.

The requirements were:

- the lesson length was stated, each lesson was to last 45 minutes, from one to one forty-five p.m.
- this lesson was the **sixth** lesson in the children's timetable, moreover after lunch
- the course was to take place on Wednesdays, in other words once a week
- the number of children was not limited, finally there were only ten children interested and signed in the course (six girls and four boys)
- the course aimed only at the third graders, in other words children aged from ten to eleven
- the book to be followed was also prescribed
- the course was to take place in the children's own classroom, as this elementary school does not have a language laboratory, so that the classroom settings had to be rearranged before each lesson to match the needs of the course

Though these requirements and course conditions go against all the theory listed in the chapters in the theoretical part of this thesis, these requirements were accepted. After signing a contract, the planning phase following mainly the headmaster's requirements was to begin. To teach children many new things in the period of eight months in lessons organized once a week was not realistic. To be able to define the course aims, three types of planning were used – a long term planning, a short term planning, and lesson plans. These topics are in chapter 6.1 called 'Planning'. To gain the data needed for the research analysis, a 'teaching journal', sometimes also called 'diary' accompanied by 'lessons plans' and 'teaching logs' was kept. The research results and their analysis are in chapter No.6.

5.2 Research Background

5.2.1 Starting the Research

To provide valid and reliable research data several terms concerning 'relevance', 'feasibility', 'coverage', 'accuracy', 'objectivity' and 'ethics' are to be explained. All the mentioned terms were found in a book called 'The Good Research Guide' written by Martyn Denscombe (2003), see appendix No.3.

The first term 'relevance' answers the question 'Does it really matter whether the research take place?' For real-life practice the topic of developing pronunciation and

its incorporation into the teaching and learning process is significant, for the reasons discussed in chapter No.3.1, so that research work on this field is relevant. The next term 'feasibility' can be expressed in the question 'Can the research be done?' In order to answer yes, the teacher B looked for a suitable course and was provided with the eight-month course. The third term 'coverage' can be dealt with in the question 'Is the number of people and events needed for the research sufficient?' The answer is yes, as a third graders class provides vast experience in all fields. The fourth term 'accuracy' tries to answer the question 'Will the research produce true and honest findings? To be able to answer yes, teaching journal entries accompanied by lesson plans and teaching logs were to be written regularly from the course beginning. The fifth term 'objectivity' tries to answer the question 'What chance is there that the research will provide a fair and balanced picture?' Here a weakness of the chosen tools for data collection is seen, as personal reactions and interpretations can not be fully omitted in all phases of the research. The sixth term 'ethics' concerns the question 'What about the rights and feelings of those affected by the research?'. To protect all participants' rights for example letters instead of names are used. The school's name is not mentioned either. The school is characterized according to its size, number of classes, English teachers, and used course books.

Besides, some other terms appear through literature. They are 'reliability', 'validity', and 'triangulation'. When the term 'reliability' is concerned, Peter Gavora (2000, 146) and Martyn Denscombe (2003, 273) acknowledge, qualitative research is an opposite pole to quantitative research, as it is not possible to reproduce events happening in the research with the same results because of the events that keep changing, and the role of the researcher behaving as an active participant. In order to produce reliable research data, there is a need to describe methods and procedures used in the process of obtaining data, so that the reader can check accuracy and correctness of the researcher's work. (Gavora 2000, 146) For more information about the 'qualitative research' type, see chapter No.5.2.4. When the term 'validity' is concerned, it is accepted that there are many ways used to guarantee a valid research and its results. Peter Gavora stresses the fact that 'validity' is proved by long-term research, and by large, very detailed, cogent, exact and accurate description of the direct contact with reality. (2000, 146) The last term needed is the term 'triangulation'. In Gavora's view

‘triangulation’ is an important way used to assure that a particular qualitative research is valid. Moreover he suggests that there are three different ways of triangulation. The first way is when more research methods are used, the second way is when more data are used, and the third way is when there are more researchers to examine the same situation, event, or action, in order to deal with the topic from various viewpoints. Unfortunately, there was no opportunity to have another researcher or person to read and check all the journal entries, so this type of triangulations was not used. It was tried to use more research tools for collecting data in order to provide more information about the same events, actions, and situations with respect to activities developing English pronunciation. Teaching Journal Entries, Lesson plans, and Teaching Logs were written regularly. These tools are described in the following chapters.

5.2.2 Teaching Journal

What is a ‘Teaching Journal’? Donald Freeman suggests that it is such a “method or technique used in action research¹³ that contains regular dated accounts of activities and classroom occurrences.” (1998, 93) As with any research method or technique, there are authors stressing both its strengths and its weaknesses. The strengths are discussed first.

The first of the strengths is that “many different topics from classroom experiences can be explored through journal writing containing a huge amount of information to be analyzed.” (Richards and Lockhart 1996, 7; Bell 1993, 103) The second strength is that journals entries “provide valuable information” about professional activities. (Bell 1993, 102) According to Judith Bell the third strength is that journals “generally cover an agreed time-span: a day, a week, a month – depending on what information is required.” (1993, 103) To sum up, “Journal writing enables a teacher to examine teaching in a way that is unavailable through other means.” (Richards and Lockhart 1996, 8) For the purpose of the thesis, a regular schedule for writing Journal Entries was stated on Wednesdays after finishing the lessons. The format used for the Journal Entries was created in such a way that it was easy to be matched with a particular Lesson Plan. The entry was written down on a separate piece

¹³ Action Research – Implementation of an action plan designed to bring about change in some aspects of the teachers’ class with subsequent monitoring of the effects of the innovation (Richards, Lockhart 1996:6)

of paper, see appendix No.4, and afterwards it was clipped to the lesson plan it matched. The Teaching Journal Entries were then rewritten into PC format, see appendix No.5, and only the comments aiming at the topic of developing pronunciation and young learners were highlighted. Then the Teaching Journal Entries were printed and clipped to particular lesson plans and the entries written during the lessons. After completing this, a file of three pieces of paper describing one lesson formed a source of information needed for the further analysis. The whole process mentioned above suggests the strengths. Now, the weaknesses should be mentioned too.

The first weakness comes for the teacher's active participation in the course. Many authors warn that journals and diaries include personal philosophies, feelings, reactions, reflections, interpretation observations, and explanations. (Freeman 1998, 93; Denscombe 2003, 216; Richards and Lockhart 1996, 7) The second weakness is seen in the process of completing diary forms. "Completing diary forms is time-consuming." (Bell 1993, 102) It is recommended to "spend five or ten minutes after a lesson to write or record" what was happening in the lesson. (Richards and Lockhart 1996, 7) From my own experience, it always took longer than ten minutes to fill in all the comments considered important. The third weakness of keeping a journal is that the language used is not always representative either because of the style or correctness. As David Nunan points when letting someone else to read the journal "the writer usually has to get over embarrassment or to revise the database of information before letting the public to read it." (1992, 120)

To conclude, to get valid data the teacher B kept the Journal Entries regularly and carefully, though sometimes it was really demanding either because of lack of time or amount of information that were considered important and needed to be all written down without forgetting anything.

5.2.3 Lesson Plans and Teaching Logs

Lesson Plans with Teaching Logs are described as sources of documentary data, or tools, or even formats used for collecting data in research. (Denscombe 2003, 216-217; Nunan 1992, 120) According to Donald Freeman

‘Lesson plans’ describe the objectives of a class, the materials and processes planned to meet those objectives, and the expected roles of participants. ‘Teaching logs’ record what happened during a lesson. (1998, 212)

Donald Freeman defines “Although they can be used separately, Lesson Plans and Teaching Logs are most effective when done together.” (1998, 212) The previously mentioned authors agree that because ‘Teaching Logs’ provide a rich source of data in non-standard format a kind of structure suitable for a particular type of research should be created. (Freeman, 1998, 212; Nunan 1992, 120) During my own research, comments were written into the printed Lesson Plans immediately after the lessons, see appendix No.6 and No.7. Later these comments were typed into a different format kept on PC to make the further analysis easier, see appendix No.8. This means that each lesson was planned ahead, commented on immediately after the lesson by writing notes into the lesson plan, and during the same day (usually after coming home) the teacher B sorted the gained information and retyped them on PC.

When the 25 Teaching Journal Entries, Lesson Plans, and Teaching Logs put together, a kind of analysis was to follow. To be able to know procedure used for such a data analysis, the next chapter deals with the characteristics of the particular research type called ‘qualitative research’.

5.2.4 Qualitative Research

This chapter characterizes the research type called ‘qualitative research’.

Qualitative research is considered to be such a research that lasts long, is intensive, detailed, and produces large volumes of data. (Gavora 2000, 142; Denscombe 2003, 270) Furthermore, the person doing the research performs the role of both the researcher and active participant at the same time. (Denscombe 2003, 270; Gavora 2000, 142) Peter Gavora stresses the strength coming from the fact of being both the researcher and active participant by saying that long-term observation and face-to-face contact with the target group allow detailed knowledge of observed reality to be gained, as the observed group gets to know the person, starts behaving naturally and openly. (2002, 154) Qualitative research produces ‘words’ not number such as quantitative research. The target group is always chosen with purpose, random choice of target group is never used. The target sample is smaller than in quantitative research type. (Gavora 2002, 142-145)

As there were ten learners regularly attending the lessons, in terms of the research they were considered to form a 'small scale sample'.

5.2.5 Research Stages

There are various suggestions to describe qualitative research stages. For example, Peter Gavora recommends

- first to choose a research problem
- then to choose a target group
- then to start collecting data (stage called 'open coding')
- then to create categories
- then to keep collecting data to specify the created categories, categories not suitable are omitted, new categories are accepted and created
- finally to look for relations among the categories

(2002, 143)

Selinger and Shohany (1990), and Denscombe (2003) provide some other useful suggestions that were, in my research, followed.

In the next stage of qualitative data analysis, Martyn Denscombe (2003, 271) indicates that the data should be broken down into units which will be used for creating categories and their codes, see appendix No.9. When the process of categorizing and coding is finished, it is recommended to go through the notes once more, as new things might emerge as relevant. (Denscombe 2003, 272) After reporting the research results, their interpretation and summary should follow. Selinger and Shohany claim, "Conclusion discusses the meaning of the research results." (1990, 246)

Up to this point, everything mentioned above was on the level of theories. But how was the reality reflected in my own research? The summary of all the research stages is listed to demonstrate the research progress.

There were six stages in the whole research. Each stage, covering a particular time period, required different types of actions, although two actions appeared constantly: the action of reading and consulting various literature sources, and typing information on PC. The following list provides information about each stage, its actions

and its time period. To make the research description straightforward and short, the following format was decided for.

THE STAGES OF MY OWN RESEARCH AND THEIR DESCRIPTION

1. Stage

- the research topic chosen
- the thesis assignment created
- the research problem stated in the form of a single question
- the question: "Did the used activities meet the stated evaluation criteria?"
- literature on this topic read and information typed on PC
- information concerning bibliographies written on PC
- time line: February - April 2004

2. Stage

- a suitable age group class looked for during school visits
- course consequences accepted, a contract signed
- suitable teaching aids looked for
- literature read and information typed on PC
- information concerning bibliographies stored on PC
- long and short term planning started after discussions with teacher A
- time line: May - July 2004

3. Stage

- a two-lesson observations done
- suitable formats for lesson plans and journal entries created
- individual lesson plans started to be gradually created
- literature read and information typed on PC
- information concerning bibliographies stored on PC
- time line: September - October 2004

4. Stage

- individual lesson plans created
- the course taking place
- data from Lesson Plans formats collected and rewritten on PC
- literature read and information typed on PC
- information concerning bibliographies stored on PC
- time line: October 2004 – May 2005

5. Stage

- all the collected data put together into a fold and stored on PC
- individual consultations concerning the progress in the research held at the University of Pardubice
- Teaching Journal and Lesson Plans with Teaching Logs Analysis took place
- literature read and information typed on PC
- information concerning bibliographies stored on PC
- the theoretical part written, evaluation criteria put together
- time line: June – November 2005

6. Stage

- individual consultations concerning the progress in the research held at the University of Pardubice
- the theoretical part of the thesis completed
- chapters in the practical part in the thesis completed
- thesis chapters started to be looked at from the viewpoint of format and of language correctness
- literature read
- information concerning bibliographies stored on PC
- time line: December 2005 – March 2006

The information above brings out several interesting issues. The first issue concerns the overall research length. As the first stage started in February 2004 and the last stage was completed in March 2006, it is estimated that the whole research work took approximately two years. The second issues concerns the length of the stages. The

stage numbered one; two and three lasted approximately two months each. The stages numbered four and five covered the longest time period. The stage four took eight months. The stage numbered five lasted seven months. The last stage, stage six, lasted approximately three months. The most time-demanding and time-consuming stage was the fifth stage covering the content analysis of the obtained data. The information focusing on the course length proves the fact, that qualitative research is such a research type that lasts long, is intensive and detailed. The following chapter deals with reporting and commenting on the qualitative research obtained results.

6. Research Results Reported and Commented

The first sub-chapter deals with the results obtained during the planning stage. The second sub-chapter describes the Teaching Journal Entries Content Analysis. The third sub-chapter concentrates on the Lesson Plans and Teaching Logs Content Analysis.

6.1 Planning

As the planning stage, covering the third research stage, focused on three main time periods [long term planning, short term planning, and lesson plans], three types of plans were created, the obtained data evaluated and the findings are as follows:

6.1.1 Long Term Planning

The first product of the planning stage is a course plan format, see appendix No.10. To create such a plan several issues were taken into consideration.

The first issue concerned timing. As the course was to last eight months, the first part of the plan consists of a column further divided into nine fields separating the eight months and providing an extra field for further notes.

The second issue concerns the course content depending mostly on the course book chosen. The teacher A started with unit 1 in the course book and taught the unit in September, so that the teacher B had a chance to observe two lessons taught from this course book by a particular teacher. At the beginning of my own course, it was planned

to revise the first unit and then to continue with the course book units but to extend the topics. The second column in the course plan format was used to cover the topics of the eight units, though slightly modified to match the needs of the research.

The third and last column was created to state what pronunciation elements were included in each course book unit. Teacher B also incorporated more materials focusing on pronunciation development from the book and cassette called 'Super songs for very young learners'. The pronunciation elements taken from the planned songs and rhymes were also written into the third column of the course plan. Besides, it was tried to choose such topics respecting young children's cognitive, social and emotional, and their language development, for example topics from their immediate surroundings such as family, friends, toys and others. The range of vocabulary planned was the very basic one and children were familiar with them in their mother tongue.

6.1.2 Short Term Planning

The next product within the planning stage was a syllabus, see appendix No.11. Its format differs from the format of the course plan in several ways. Firstly, the format of the syllabus is more structured, as it is divided into more parts and columns. The format is described from the left to the right.

The first column on the left concerns the topics of the whole unit in a particular month, and also the number of weeks available in the month. The second column contains information about teaching aids needed for various types of activities. The third column describes the planned range of vocabulary for the whole month. As seen, although the choice of vocabulary is very basic, when put into context it both provided space for simple dialogues and learning English in meaningful context by giving the children the feeling of speaking a lot of English from the very beginning of the course. The fourth column from the left focuses on the basic grammar issues. Grammar rules were mostly not explained, as the structures were very simple and children memorized them easily when practising them in regularly repeated activities. The next part of the syllabus concerns the topic of developing pronunciation and is further divided into two sub-columns, one describing pronunciation element or elements on the segmental and supra-segmental level. The other column describes the reasons for putting the elements into focus. These two columns were used deliberately to stress what pronunciation

issues were covered either in the group of vocabulary, grammar structures or planned activities. The last column was created to make the teacher not forget to provide feedback.

It was decided not to structure the syllabus more, as there was one syllabus created for each month. In other words, there were eight syllabuses covering the whole eight-month course.

6.1.3 Lesson Plans

After designing the eight syllabuses, the next step was to create individual Lesson Plans. There were 25 weeks available for the whole course, in other words 25 Lesson Plans were to be created.

All the Lesson Plans were created in one particular computer format to make the further data analysis more straightforward. The lesson plan structure, see appendix No.6, is as follows:

The first part of the Lesson Plan contains information such as the lesson plan number, week number, date, lesson length, the lesson number in timetable, time of the beginning and of the end, unit number, and also information about the content of the lesson. In the second part there is a table created in Excel software focusing on brief description of what is to happen during the lesson. The table format is divided into five columns, each column for different type of information. The first column, containing information about lesson phases and descriptions or titles of the activities, is called 'Lesson Phases and Activities'. The second column with time information is named 'Time'. The third column, describing all materials and things needed for activities, was first called 'Materials' but after the first lesson was renamed 'Teaching Aids'. The fourth column called 'Procedure' aims at activities content. The fifth column, with information about what particular pronunciation levels and elements are included, is called 'Pronunciation Issues'. As it was difficult to find all the phonetic symbols in the same font, comments concerning intonation patterns had to be written into printed plans, see appendix No.12. The bottom part of the table called 'After Lesson

Comments' was used for writing comments, done immediately after finishing the lessons, later written into PC form see appendix No.7.

The teacher B taught all the 25 lessons according to the created Lesson Plans. For each Lesson Plan a Teaching Journal Entry was created. All the created Lesson Plans with Teaching Journal Entries were put together in July 2005 in order to store all the materials in a folder for the research analysis.

6.2 Teaching Journal Entries Content Analysis

The whole process of Teaching Journal Entries Content Analysis took place in five stages. The first stage focused on matching each lesson plan and its journal entry format. The next stage focused on the process of dealing with the data themselves. The data, from all the 25 Teaching Journals Entries formed together so called 'basic array'. The third stage aimed at categorizing and coding, described more in detail in the following chapter. Then the next stage, focusing on rereading the categories and codes, was done. During this stage, some new relations and categories appeared. The last fifth stage included putting all the research results into connections and displaying them in PC Excel software format.

6.2.1 Categories and Codes in Teaching Journal Entries

All the 25 Teaching Journal Entries in PC format were read again, and only the notes concerning both the topic of English pronunciation and young learners were highlighted using two different colours, see appendix No.9. Green was used for highlighting activities concerning English pronunciation, blue for activities concerning young learners.

After completing the stage mentioned above, all the information-highlighted green [information on English pronunciation] was read again and a PC format table, with categories and codes, was created, see appendix No.13.

Categories were created according to the nature of activities. These categories included 'presentation activities', 'practice activities', 'receptive activities', 'productive

activities', 'activities aiming at segmental level', 'activities aiming at supra-segmental level'. 'Presentation activities' were such activities done by the teacher, but were looked at from the viewpoint of learners. 'Practice activities', performed by pupils, were further divided into 'receptive activities' and 'productive activities'. Activities focusing on the 'segmental level' were further sub-divided into the categories aiming at 'vowels' and 'consonants'. The activities aiming at 'supra-segmental level' were further sub-divided into categories that focused on 'strong forms', 'weak forms', 'rhythm', 'linking', 'elision', and 'intonation' divided even more into 'intonation in affirmative sentences', 'intonation in questions' and 'intonation in short answers'.

After sorting all the data, the process of creating codes started. All the created categories were to be matched with codes in order to compare them later on with the stated evaluation criteria from the theoretical part of the thesis. The codes were invented by combining letters and numbers. To be able to decode what each code letter or number means, whole words or just their parts were written boldly, see appendix No.13. To make the codes as easy to decode as possible most categories were matched often, but of course not always, with their initial letters. To distinguish between the words such as 'presentation' and 'practise', here the combination of two letters was invented, see appendix No.13. Numbers were used to distinguish between the segmental and supra-segmental level and between the elements on the supra-segmental level.

After creating the categories and codes on the level of English pronunciation activities, the activities concerning information with respect to young learners' developments, stated in the theoretical part of the thesis, was highlighted blue. After highlighting, the categories and codes were created and typed into a PC Excel table, see appendix No.14. It was much easier to create the categories here, as the total amount of categories was much lower. The categories are 'activities involving senses', 'activities involving movement', 'activities involving simple language structures', and 'age-suitable topic'.

While re-reading all the 25 Teaching Journal Entries, it was found that most activities were coded both from the viewpoint of English pronunciation and young learners at the same time. The rest of the activities focusing on young learners did not focus on developing English pronunciation, for example they included transition actions between individual lesson stages.

After completing this stage, the obtained results were further sorted and put together according to the relations they suggested. This topic is discussed more in detail in the following chapters.

6.2.1.1 Activities Aiming at English Pronunciation Presentation

This chapter focuses on presenting the results gained from the set of coded English pronunciation activities. As there are two levels of English pronunciation, the results are presented in separate sub-chapters, one focusing on the segmental level, the other on the supra-segmental level.

6.2.1.1.1 Segmental Level (EPPN1)

There were two groups of information regularly appearing in the process of Teaching Journal Entries Content Analysis. The first group of information demonstrates the presented types of segments, the other shows the ways used for their presentation.

The two groups of segments called 'vowels' and 'consonants' were during the analysis, sorted, categorized, coded, and further divided. The results on the segmental level are presented in two Excel tables No.1 and No.2.

Table No.1: Segmental level – Vowels (EPPN1V)

Short Vowel	Presented Word	Long Vowel	Presented Word
ʌ	mum	a:	far
æ	hat	ɪ:	please
e	head	ɔ:	draw
ɪ	big	u:	two
ɒ	orange	ɜ:	purple
ʊ	full	-	-
ə	a (indef. article)	-	-
Diphthong	Presented Word	Triphthong	Presented Word
ɪə	ear	eɪə	player
eə	hair	aɪə	fire
ʊə	sure	ɔɪə	royal
eɪ	name	əʊə	lower
aɪ	bye	aʊə	tower
ɔɪ	boy	-	-
əʊ	yellow	-	-

aʊ	brown	-	-
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Table No.2: Segmental level – Consonants (EPPN1C)

Consonant	Presented Word	Consonant	Presented Word
b	baby	s	slim
d	dad	ʃ	short
g	grandma	tʃ	witch
v	very	dʒ	jam
ð	this	m	mother
z	zero	n	nose
ʒ	television	ŋ	king
h	hair	l	light
p	pink	r	red
t	T-shirt	j	yellow
k	king	w	window
f	fat	θ	thank

Table No.1 and No.2 list either a vowel or a consonant accompanied by one word that was used for its presentation. Though in reality, there were more words, containing the segments, presented during the whole eight-month course. These two tables also provide evidence that all English vowels and consonants were presented and practised. When these results are compared with the stated evaluation criteria, it can be said, the results meet the evaluation criteria, see chapter No.4.

Secondly, the results show what teaching ways were used and how the segments were presented. The results are listed in table No.3.

Table No.3: Segmental level – Presentation Ways (EPPN1PW)

Code	Way of Presentation	Vowels	Consonants	Language
EPPN1PW01	Phonetic Placement Methodology	ə, ɜ:, æ, ɪə, eə, ʊə,	θ, ð, ŋ, w,	Czech
EPPN1PW02	Demonstration - pocket mirror	æ	θ, ð,	English
EPPN1PW03	Modelling			
EPPN1PW031	teacher model	ɪə, eə, ʊə		English
EPPN1PW032	tape model		θ, ð,	English

EPPN1PW04	Phonemic Symbols/dictionary	ə, ʒ:	θ, ð, ŋ	Czech
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In table No.3, it is seen that both Czech and English language was used. It was not possible to use English language when the Phonetic Placement Methodology way was used, because children were not familiar with the needed English terminology. When presenting a segment or when working on pronunciation improvement this explanatory way, with a detailed description of what to do, was used always in Czech language. From time to time, this way was combined with the others mentioned above, see table No.3. The results also show that 'Phonetic Placement Methodology' is the most frequently used way for presentation when segments are concerned. The first reason is seen in the use of this particular course book. In the course book, a number of activities, concerning segments presentation, is listed. There is at least one activity in each lesson. There were two reasons for following the course book ways of segments presentations, see appendix No.15. Parents were the first reason. They were satisfied; that these explanations were easy for most of them and so they were able to practise the vocabulary with their children. The length of the course and the small number of lessons available were the second reason.

Table No.4 is used to demonstrate the activities used for segments presentation more in detail.

Table No.4: Segmental level – Presentation Ways – Phonetic Placement Methodology (EPPN1PW01)

Segment	Activity	Presented Words
θ	Jazyk ven z úst, dotýká se horních řezáků, fouknout. Dítě přiloží k ústům vztyčený ukazováček, špička jazyka se jej dotýká. Snaží se o T. (Pod pokličkou uniká pára)	thank, three, mouth
ð	Celou plochu jazyka nalepíme na horní patro, špička pokrývá zadní stěnu horních řezáků, měkce se snažíme 'd'. (jako když máme na patře karamelku a jazyk se na ni přilepil.	the, these, this, brother
ŋ	Nacvičte na českém slově 'branka'. Zdůrazněte moment, kdy se jazyk 'zavěsí' před vyslovením hlásky k.	king, finger, long

	Další slova k nacvičení: Hanka, banka, gong, Bingo	
w	Společně rozhýbejte rtíky. Našpulte je a ´posílejte pusinku´. Dělejte tichého kapříka nebo žabičku (kwa:kwa:), nebo kolébavé prasátko (wiŋ,wiŋ)	queen, one, witch, dwarf, window,
æ	Jako by se nám uvolnila spodní čelist, a padla dolů.Ústa nastavíme na <i>a</i> , řekneme <i>e</i> .	sad, bad, dad, hat
ə	nepřízvučné, temné <i>e</i> . Krátce ´hekneme´.	a, around, o´clock
ɜ:	Vyslovit dlouhé, temné <i>e</i> , jako když si nemůžeme vzpomenout.	girl, skirt, purple
ɪə	Vyslovit zvuk <i>i</i> , na který hned naváže nepřízvučné temné <i>e</i> .	here, near, ear
ʊə	Vyslovit zvuk <i>u</i> , na který hned naváže nepřízvučné temné <i>e</i> .	sure
eə	Vyslovit zvuk <i>e</i> , na který hned naváže nepřízvučné temné <i>e</i> .	fair, hair

During the analysis, it was found that these activities, in other words Phonetic Placement Methodology way, were always used only in the case of a new word presentation or in the case of dealing with incorrect pronunciation. The segments were always presented in the context of an isolated word first, then the word was put within a context of either a sentence or a line of lyrics, for example when songs and rhymes were concerned. There was no single situation when a segment was presented first and then put into the context in the case of new word presentation. This procedure when segments are not presented first, but are presented within a word itself is called ´top-down´ approach, see chapter No.3.3. This supports the claim that the course content coheres with the stated evaluation criteria.





The last group of results seen in table No.4 suggests that the listed segments were put into focus, as either some problems were expected or occurred on the level of incorrect pronunciation. There were no problems concerning presenting other segments found during the Teaching Journal Entries Analysis. What happened when it was necessary to deal with incorrect pronunciation? Thanks to the analysis it was found that it always helped to use one of the ways of presentation mentioned in table No.3. There was no single situation when more than two different ways of segments presentation were needed.

6.2.1.1.2 Supra-segmental level (EPPN2)

On the level of supra-segmental elements there were two groups of information that kept appearing in the 25 Teaching Journal Entries. The first set of results concerns information about 'strong forms', 'weak forms', 'intonation in questions', 'intonation in short answers', 'intonation in affirmative sentences', 'rhythm', 'linking' and 'elision'. The second set of results concerns the ways of presentation in which the above-mentioned supra-segmental elements appeared. To be able to present the collected data, it was decided to use PC Excel tables.

The first set of results seen in table No.5 lists the types of supra-segmental elements dealt with, their codes, and examples taken from the Teaching Journal Entries.

Table No.5: Supra-segmental level – Categories and Codes (EPPN2)

Supra-segmental Element	Code	Example
strong forms	EPPN23	Peter is happy.
weak forms	EPPN24	Peter is at home.
intonation-questions	EPPN251	
Yes/No questions	EPPN251yn	Is it red? 
Wh-questions	EPPN251wh	What colour? 
inton.short answers	EPPN252	Yes, it is . 
inton.positive senten.	EPPN253	This is red . 
rhythm	EPPN26	This is red.
linking	EPPN27	red and blue /red´nbú/
elision	EPPN28	Here are bags - /hIərəbægz/

Although the given examples provide information about the supra-segmental elements used on the level of grammar, they were presented and practised in other activity types, for example in songs and rhymes, see appendix No.16-20. The results demonstrate that not all supra-segmental elements and sound changes in connected speech, listed in the theoretical part of the thesis, were presented. For example stressed syllables, sentence stress, assimilation, or intrusion, were neither presented nor practised intentionally, as they were not considered appropriate because of both the learners' proficiency, and the

course content and length. When compared with the criteria, it is demonstrated that the listed supra-segmental elements meets the stated evaluation criteria only partially.

The second set of research results concerns the used presentation ways. Table No.6 presents the used ways with their codes, and their frequency

Table No.6: Supra-segmental level – Presentation Ways (EPPN2PW)

Code	Way of Presentation	Frequency
EPPN2PW03	Modelling	101*
EPPN2PW031	teacher model	70
EPPNPW032	tape model	31
EPPN2PW05	hand clapping	25
EPPN2PW06	finger snapping	68
EPPN2PW07	Phonetic Symbols - drawings	42

Note: * the total number 101 times shows the total number of modelling activities done by teacher model and tape model.

This table provides information about three main presentation ways used on the supra-segmental level. The first way is the way of modelling. There are two sub-categories under the term ‘modelling’.

The first type of modelling represents the case when the teacher B provides model, the second type when a tape is used to provide model. Teaching Journal Entries Content Analysis also show cases in which these two models were combined to present a supra-segmental element or elements, mainly when all six songs and two rhymes were presented. As the combination was used with all the planned songs and rhymes, it was not considered important to present the total number of such combinations. To sum up, as demonstrated in table No.6, it is reported that the set of activities that focused on providing model meets the stated evaluation criterion.

The second presentation way used is the way when fingers and hands were used to demonstrate ‘rhythm’. The results indicate that the total number of hands clapping is lower than finger snapping. The reason is seen in high level of noise done by hands clapping. As sometimes it was not possible to hear the tape recordings, it was finally decided to prefer and use only finger snapping.

The last presentation way, concerning symbols and drawings in cases when intonation pattern was used, needs to be emphasized. It is found there were only two intonation patterns used in the lessons – fall and rise, as all the grammar presented

during the whole course concerned only simple affirmative statements, Yes/No questions, Wh-questions and short answers.

Besides, from all the tables describing the segmental and supra-segmental level it is seen that the number of presentation ways is not high. Instead, the teacher B used them regularly to make understanding and mastering the pronunciation elements as easy as possible. There is another finding worth mentioning. Except for the tape models, the teacher B played a centre role in the presentation activities while the learners were only receiving the information. So that it is generalized the presentation activities from the learner's viewpoint were receptive and, with the only exception of the tape models, from the viewpoint of the teacher they were productive. The following chapter deals with 'practice activities'.

6.2.1.2 Activities Aiming at English Pronunciation Practice (EPPC)

This chapter describes the pronunciation practice activities from three different points of view and follows the structure used in the previous chapters. The segmental level is put into focus first, then the supra-segmental level is described, the third view provides information about activities with respect to the age group of young learners. To come up with some results, the same analysis procedure with categories and codes was applied on the set of practice activities. Although, pink highlighting was used for categorizing and coding of the activities from the viewpoint of young learners, see appendix No.21.

Firstly, all the practice activities concerning English pronunciation were sorted into the segmental and supra-segmental activities. Secondly, they were further subdivided into receptive and productive activities. These two categories are in Excel tables referred as 'Auditory Training' and 'Performance Training' activities, in order to follow the division done in the theoretical part of the thesis. Thirdly, coding followed and the results were put into Excel tables. To make the results demonstration straightforward, the segmental level from the viewpoint of the receptive and productive activities is discussed first.

6.2.1.2.1 Segmental Level (EPPC1)

Two new categories appeared during the stage of sorting the activities. The first category developing reception was called 'Auditory Training Activities'; the second category developing production was called 'Performance Training Activities'. Table No.7 demonstrates the research results concerning the reception activities and their codes. Table No.8 lists the codes and their frequency, in other words how often these activities were performed.

Table No.7: Segmental level – Auditory Training Activities (EPPC1AT)

Code	Activity
EPPC1AT01	tape recordings - minimal pairs - sound discrimination
EPPC1AT02	tape recordings - dictation - listen. comprehension
EPPC1AT03	T - words dictation, Ss - flashcards in a row
EPPC1AT04	T - pronouncing words Ss are to find words containing a sound agreed before the activity- sound discrimination
EPPC1AT05	T - pronouncing words, Ss turning their cards – Bingo
EPPC1AT06	T - saying a part of a sentence and add 1 word (I've got a doll.)
EPPC1AT07	Simon says - T a leader/speaker (listen. comprehension)
EPPC1AT08	T - presenting a game 'Rhyming Sounds' - gives a word
EPPC1AT09	T - pronounces a sound

Table No.8: Segmental level – Frequency of Auditory Training Activities

Code	Frequency
EPPC1AT01	6x
EPPC1AT02	4x
EPPC1AT03	19x
EPPC1AT04	10x
EPPC1AT05	9x
EPPC1AT06	15x
EPPC1AT07	4x
EPPC1AT08	11x
EPPC1AT09	8x
	86

Before commenting on the two tables above, table No.9 and table No.10 are introduced. The reason is that 'Auditory Training Activities' were often followed by the same type of 'Performance Training Activities'. Table No.9 lists codes and the types of 'Performance Training Activities' used. Table No.10 provides information about how often these activities were used in the eight-month period.

Table No.9: Segmental level – Performance Training Activities (EPPC1PT)

Code	Activity
EPPC1PT01	tape recordings - new words repetition/imitation
EPPC1PT02	tape recordings - words translation from C-E
EPPC1PT03	S reading aloud words that T dictated
EPPC1PT04	testing teacher, S pronouncing a word, T repeating it, if T pronounced the word correctly S - Yes, if No - T tries again
EPPC1PT05	S pronouncing words, Ss turning their cards – Bingo
EPPC1PT06	each S repeats the sentence and adds one more word
EPPC1PT07	Simon says - S a leader/speaker - pronounc. practice
EPPC1PT08	Ss pronouncing words that rhyme with the teacher’s word
EPPC1PT09	Ss are asked to pronounce a word containing such a sound

Table No.10: Segmental level – Frequency of Performance Training Activities

Code	Frequency
EPPC1PT01	6x
EPPC1PT02	3x
EPPC1PT03	19x
EPPC1PT04	10x
EPPC1PT05	9x
EPPC1PT06	15x
EPPC1PT07	4x
EPPC1PT08	11x
EPPC1PT09	8x
	85

There are two issues considered useful and interesting in the process of results analysis. The first issue aims at frequency. The second issue considered important aims at the amount of Auditory Training Activities compared with the amount of Performance Training Activities.

Firstly, as seen from the tables above, the most frequent Auditory Training Activity concerns picture dictation under the codes EPPC1AT03/ EPPC1PT03. This activity was used in 19 lessons from the total number of 25. Immediately after completing, the same activity type followed but this time on the level of ‘Performance Training’. It was not T-Ss interaction, but each S was asked to dictate a few words. The second most frequent activity type was used in 15 lessons, and it is the activity when the

teacher B says a short sentence and each pupil is asked to repeat what was said and adds one more word. This activity matches the codes EPPPC1AT06/EPPC1PT06. There are two reasons for using these two types of activities so often. Firstly, in each lesson a few new words were introduced, and so there was a need to revise both the correct pronunciation and the meaning often, as the learners forgot the words very quickly. Secondly, the learners liked the activities, sometimes they even asked for them. It is to be illustrated that two activities concerning tape recordings were used least. One was the Auditory Training Activity coded EPPC1AT02, used four times. This activity was performed four times because there were no similar or same recordings available on the tape. The second activity was the Performance Training Activity coded EPPC1PT02, used in three lessons. The reason concerns the topic of the use of mother tongue during the lessons. Although the teacher B focused on using more English than Czech, the amount of Czech language was still quite high and so more Czech-English word translations were not considered necessary.

Secondly the comparison of the work amount focusing on reception (Auditory Training Activities) and production (Performance Training Activities) is to be discussed. As seen in tables No.8 and 10, with only two exceptions, one coded EPPC1AT02/EPPC1PT02 and the other EPPC1AT04/EPPC1PT04, each type of Auditory Training Activity was followed by the same type of Performance Training Activity. The total number of Auditory Training Activities is estimated to 86, the total number of all Performance Training Activities to 85. When compared, the amount of Auditory Training and Performance Training Activities, on the segmental level, is nearly balanced. Moreover, the numbers show that on average, there were at least three activities focusing on reception and at least three segmental activities focusing on production in each lesson.

6.2.1.2.2 Supra-segmental Level (EPPC2)

After the results on the segmental level, reporting and commenting on the results on the supra-segmental level follow. Here again, supra-segmental level was analyzed from the viewpoint of receptive (‘Auditory Training’) and productive (‘Performance Training’) activities. After sorting, categorizing, and coding, the results were put into the following PC Excel tables.

Table No.11 shows the types of Auditory Training Activities used during the eight-month course.

Table No.11: Supra-segmental level – Auditory Training Activities (EPPC2AT)

Code	Activity
EPPC2ATLR	listen and repeat activities
EPPC2ATLRT	Ss - discriminating a supra-segm. element from tape
EPPC2ATLRTR	Ss - discriminating a supra-segm. element done by teacher
EPPC2ATSR	songs and rhymes
EPPC2ATSRT	Ss - discriminating a supra-segm. element from tape
EPPC2ATSRT3	Ss listening for strong words
EPPC2ATSRT4	Ss listening for weak words
EPPC2ATSRT6	Ss- listening for rhythm
EPPC2ATSRTR	Ss - discriminating a supra-segm. element from teacher
EPPC2ATSRTR6	Ss- listening for rhythm
EPPC2ATDI	dictation (by teacher)
EPPC2ATDI3	Ss - discriminating strong words
EPPC2ATDI4	Ss - discriminating weak words
EPPC2ATDR	drawings
EPPC2ATDR5	Ss recognizing intonation patterns

Note: * To make the table simple, the codes used were even further sub-categorized; though in reality these codes were subcategorized. In other words, to the codes under the umbrella terms of 'listen and repeat activities', 'songs and rhymes' and 'drawings' a number or even more numbers were put. Numbering follows the structure used in table No.5.

The topic of their frequency is also analyzed in table No.12.

Table No.12: Supra-segmental level – Frequency of Auditory Training Activities

Code	Frequency
EPPC2ATLR	34x *
EPPC2ATSR	24x 6 songs - 2x -T/ 1x- TR 2 rhymes - 2x -T/ 1x- TR
EPPC2ATDI	6x strong forms 3x weak forms 3x
EPPC2ATDR	4x YN question 1x-T Wh- question 1x-T short answer 1x-T statement 1x-T
	68

Note: * To see what situations 'listen and repeat' activities were used in, see appendix No.22.

Table No.11 and No.12 demonstrate the fact that although the variety of activities was not very wide, each activity type was performed several times. The total number of the Auditory Training Activities is 68. It is estimated that, on average, there were at least two receptive activities focusing on supra-segmental elements in every lesson. The Auditory Training Activities concerning 'Listen and Repeat' activities were done most frequently. To demonstrate the purpose they were used for, see appendix No.22 and 23. When 'Songs and Rhymes' are concerned, they were used for discrimination of 'weak' and 'strong forms' and 'rhythm'. They were performed as the second most frequent. The activities used least, are the activities concerning intonation patterns drawings. These activities were used only to help students to keep in mind particular patterns used for particular language structures.

The Teaching Journal Entries Content Analysis reports that all the Auditory Training Activities were immediately followed by the Performance Training Activities. The types of the Performance Training Activities used are listed in table No.13.

Table No.13: Supra-segmental level–Performance Training Activities (EPPC2PT)

Code	Activity
EPPC2PTLR	listen and repeat activities *
EPPC2PTRL EPPC2PTRL53	role plays S-S, S-Ss: introducing my (family, toy,..) intonation statements
EPPC2PTG EPPC2PTG51yn EPPC2PTG51wh EPPC2PTG51wh	games Ss guessing what a S has in mind (Y/N questions) Ss-T, Ss asking Wh- questions, T-picture description (inton.) Ss-S, Ss asking Wh- questions, S-picture description (inton.)
EPPC2PTSR EPPC2PTSR3 EPPC2PTSR6 EPPC2PTSR8 EPPC2PTSR7	songs and rhymes Ss -handclapping/finger snapping interact. patterns: Ss, Ss in rows, boys, girls, boys wearing green clothes, girls wearing skirts, pairs, individuals strong words, rhythm, elision, linking

Note: * To see what situations 'listen and repeat' activities were used in, see appendix No.23.

Table No.13 shows that there are four main types of Performance Training Activities used, in case that songs and rhymes are taken as two separate activity types. Although

there were only four activity types used in the 25 lessons, there were used frequently, see table No.14.

Table No.14: Supra-segmental level – Frequency of Performance Training Activities

Code	Frequency
EPPC2PTLR	34x
EPPC2PTRL EPPC2PTRL53	10x
EPPC2PTG EPPC2PTG51yn EPPC2PTG51wh EPPC2PTG51wh	4x 6x 3x
EPPC2PTSR EPPC2PTSR3 EPPC2PTSR6 EPPC2PTSR8 EPPC2PTSR7	8x 8x 4x 8x
	85

Table No.14 demonstrates that there were 85 Performance Training Activities performed in the 25 lessons. In comparison to the Auditory Training Activities, the total number of Performance Training Activities on the supra-segmental level is higher. Generally, it is estimated that, on average, there were at least three activities focusing on production in each lesson. The total number of 'listen and repeat' activity types, seen in tables No.12 and 14 is the same, as they were considered having first part aimed at reception and the other aimed at production. Moreover, they are the most frequent activity type on the supra-segmental level. The second most frequent activity type, are songs and rhymes, coded EPPC2PTSR. As they were used regularly at the beginning of each lesson in a lesson stage called 'Rhyme Time', during which all mastered songs and rhymes were revised and practised. The game, with the Ss-S interaction pattern concerning Wh-questions coded EPPC2PTG51wh, was performed only three times. The reason for not using this type more often was in fact that, learners did not seem to enjoy it very much. In this activity a student was asked to choose and bring a picture with their favourite toy, and the other students were to ask Wh-questions in order to recognize the toy. The problem was neither in teacher B who got the learners ask questions using a particular grammar structure, nor in the grammar structures, but in the

fact, that the learners knew the answers (as they knew their schoolmates well) and were not interested in getting them. As all the results are listed in the tables above, the other results are not described more.

As stated at the very beginning, the set of pronunciation activities are to be analyzed from three different viewpoints. The two have already been discussed. The third viewpoint concerns the age group of young learners. The following chapter enumerates the results that emerged during the analysis of the same set of pronunciation activities.

6.2.1.2.3 Activities Aiming at Young Learners

The number of categories emerged during the analysis of the 25 Teaching Journal Entries, when the activities focusing on young learners were highlighted blue. As it was decided to limit the set of activities developing pronunciation to practice activities, pink highlighting was used. The coded categories were ‘activities involving senses’, ‘activities involving movement’, ‘activities involving simple language structures’, ‘age-suitable topic’. Although some Teaching Journal Entries contained other information, for example about interaction patters, this type of analysis was not possible, as the collected data were only partial. After stating the categories, and their codes, see appendix No.14, the results of the analysis are listed in the following PC Excel format table.

Table No.15: Activities Aiming at Young Learners (YL)

Activity	CODES			
	YLS	YLM	YLSL	YLT
Songs	x	x	x	x
Rhymes	x	x	x	x
Games				
Pexeso	x	x	x	x
Bingo	x	x	x	x
Sound bingo	x	x	x	x
Hangman	x	x	x	x
Icy man	x	x	x	x
Throwing ball activities	x	x	x	x
Guess!	x	x	x	x
Add one more word.	x	x	x	x
Simon says	x	x	x	x

Role Plays				
Work with Flashcards	x	x	x	x
Role Play Cards - short conversations	x	x	x	s
Listen and Repeat activities	x	s	x	x
Dictations/Drawings	x	x	x	x
Work with Pocket Mirror	x	x	x	x

Table No.15 lists the activity types, the coded categories and two letters. The letters 'x' and 's' are used to describe whether the activities match the coded criteria. The letter 'x' is used to demonstrate that the activities were always adequate; the letter 's' is used instead of the word 'sometimes'. The letter 's' stands for the situations when something wrong during the activity within the coded area occurred.

All the listed activity types involved learners' senses, and nearly all the listed activity types required some kind of movement. The letter 's', used with 'listen and repeat' activities, suggests that not all 'listen and repeat' activities involved movement. There were no problems within the code area standing for simple language structures. Although some problems were expected to appear for example during the activities when learners worked on their pronunciation and used pocket mirrors, finally such problems did not appear, the reason is seen in the way these segments were explained (see table No.4) as neither difficult nor unknown range of vocabulary was used, moreover the explanation was done in learners' mother tongue. When the code standing for the criterion of age-suitable topic is concerned, it is seen that almost all activity types were based on topics either interesting or close to the learners' interests. 'Role Play Cards' is the only activity type during which some kinds of problems appeared. This topic has already been discussed in the previous chapter when the learners were got to perform short conversations in which one of the students already knew what the answer was going to be, they did not seem to enjoy these activities very much. But when they asked questions and did not know the answers ahead, they liked the activities very much. On the whole, it can be said that all the used activities respected the evaluation criteria in chapter No.4, when young learners are concerned. The set of pronunciation activities met children's cognitive, physical, social and emotional, and language development.

6.3 Lesson Plans and Teaching Logs Content Analysis

After completing the content analysis of the Teaching Journal Entries, there was a need to analyze the Lesson plans and Teaching Logs. Though the analysis followed the same type of procedure and stages, and focused on the same set of pronunciation activities, there were different points looked for. New types of information concerned the areas of interaction patterns and teaching aids used, see appendix No.7 and No.8. For all the types of used interaction patterns and teaching aids, categories and codes were created and put into PC Excel tables, see appendix No.24 and No.25.

Firstly, the results focusing on the used interaction pattern types are listed. During the stage of putting the coded data together, two groups of results emerged. The first group is formed by the activities and does not require teacher's participation; the second group of the activities requires the teacher's participation. All types of the interaction patterns used in the 25 lessons were further sub-divided, see supplement No.24. As some activities consisted of a few stages and required more interaction pattern types, the total number of activities used does not correspond with the total number of interaction patterns used, so that the results are described in words not in numbers.

The results concerning the activities in which the teacher B did not participate are review first. It is estimated that the most frequently used interaction pattern was the pattern with the code IPNT02 standing for the S-S interaction, the pattern immediately following is the pattern coded IPNT01 standing for 'individual work'. These two results were even more analyzed and it was found that 'individual work' was used most frequently in the 'Auditory Training Activities'. 'S-S' interaction, in other words 'pair work', was most frequently used in the 'Performance Training Activities'. 'Group work' was also used frequently. The interaction patterns concerning either 'S-Ss' or 'Ss-S' cooperation were used least, though they were used at least three times in the 'Auditory and 'Performance Training' Activities.

When the group of activities requiring teacher's participation is concerned, it is found that 'frontal teaching' was used as the most frequent interaction pattern in the presentation activities when either a new language structure was presented, or when there was a need to deal with incorrect pronunciation, or when examples were given. The second most frequent interaction pattern was when the teacher cooperated with one

student (T-S). No 'Ss-T' interaction was used, though 'S-T' interaction was performed several times both in 'Auditory and Performance Training Activities'.

Secondly, the results focusing on the used teaching aids are to be described. It is estimated that some activities required more teaching aids, or that there were activities which did not require any. That is why it was decided not to use the format of tables, but to describe the results in words. The level of the presentation activities is dealt with first. On the one hand both a tape recorder and blackboard were the most frequently used teaching aids. On the other hand the soft ball was not used. On the level of productive activities, firstly 'Auditory Training Activities' are described, secondly the 'Performance Training Activities'. The Auditory Training Activities required mostly a tape recorder, than a blackboard, posters and flashcards. In the Performance Training Activities a tape recorder, a blackboard, a drum, notebooks, flashcards, and posters were used frequently, the least frequently used teaching aids were real objects, pocket mirrors and handouts, though they still played an important role.

There were two evaluation criteria stated in the theoretical part of the thesis concerning the use of various types of both the interaction patterns and teaching aids. The above interpreted research results confirm that there was a range of interaction patterns and teaching aids used in the eight-month course, so that they meet the stated criteria.

To conclude, all the above reported and commented results were chosen intentionally as they seem to be most significant from both from the viewpoint of the teacher B and the readers. Unfortunately, as it is not possible to list all my experience and experiences gained during the eight-month course, and express them in the format of results, the analysis does not go deeper.

IV. Conclusion

In the eight-month period in which the whole course took place, there were 25 lessons planned and taught. The research data were collected by regular writing of so called Teaching Journal Entries, Lesson Plans and Teaching Logs which are the examples of tools used for collecting data in qualitative research. Though the course conditions were not very propitious in terms of the lesson length, the lesson time, and the number of lessons, a huge amount of data was collected.

In order to analyze the collected data, a content analysis of both the Teaching Journal Entries and Lesson Plans with Teaching Logs was done. During this analysis, the data about the activities used were put into groups forming a number of categories and sub-categories that were matched with the created codes.

After categorizing and coding the related data were put together in order to come up with some results. Chapter No.6 called 'Research Data Reported and Commented' contains the results coming from the content analysis of both the Teaching Journal Entries, and the Lesson Plans with Teaching Logs. PC Excel format tables are mostly used to demonstrate the results. As not all the gained results were of the same nature, the results from the analysis of Lesson Plans and Teaching Logs were not put into tables but were described in words.

In chapter No.6 the research results are compared with the evaluation criteria listed in chapter No.4 in this thesis. As the course class of ten pupils is considered to be

a small scale sample, the gained results can neither be generalized nor put into broader context of teaching young learners and pronunciation development. Yet, the results demonstrate what was and what was not achieved in the particular course. The basic research question is 'Did the used activities meet the stated evaluation criteria?' The commented results in chapter No.6 are to be briefly summarized.

In the planning stage, it is seen the three types of planning [including long planning, short planning and lesson plans] helped to integrate the activities on English pronunciation fully into all the 25 lessons, though from time to time there were situations when the plans were changed according to what was happening in the classroom. It was also achieved to focus on the activities both developing English pronunciation reception and practice. All the English segments were presented and practised several times always in context or integrated with other language skills or sub-skills. Another achievement is seen in following the chosen language variety that was transmitted by both the teacher and the taped recordings. The learners were also led to learn about and understand the need for 'good pronunciation' presented as 'intelligible pronunciation', this was done mainly through the variety of practice pair work activities. Besides, the results report the total numbers of receptive and productive activities. As the numbers are high it is estimated that the elements on the segmental level were dealt with at least six times in each lesson and the supra-segmental elements at least five times, on average. The total number of activities used on the two levels in one lesson is not estimated, as there were cases when the activities concerned both the segmental and supra-segmental elements at one time. Still, due to the high numbers of activities used, it is claimed that the performed activities were conveniently short and of a wide range. The range of activities also proves that the used activities were appropriate for the age group of young learners and their developments.

According to the stated evaluation criteria, there were also issues that were not managed. Firstly, it was not possible to focus on all supra-segmental elements and sound changes listed in chapter No 2. Secondly, as the notes in the Teaching Journal Entries, Lesson Plans and Teaching Logs, did not provide sufficient and complete data concerning the topic of dealing with incorrect pronunciation, the analysis on this base was not done deeply.

To conclude, it was interesting to see what results emerged during the data analysis. It was even more interesting to comment on the results and compare them with the stated evaluation criteria. It is admitted that it would be interesting to do the same research type again, on a large scale, to find out whether the results would be at least similar.

V. Resumé

Problematika nácviiku a osvojování zvukové podoby anglického jazyka ve skupinách mladšího školního věku je obsahem této diplomové práce.

První kapitola teoretické části nejprve obecně řeší specifika populace žáků mladšího školního věku. Již první pokus o stanovení věkové hranice těchto žáků naráží na nejednotnost názorů odborné veřejnosti. Nejednotnost panuje v názorech jak na spodní tak na horní věkovou hranici. Autor se nakonec přiklání k definici, která za takového žáka považuje žáka od pěti až šesti let do jedenácti až dvanácti let věku. Obecně panuje shoda, že žáci této věkové skupiny mají spoustu energie, mají potřebu pohybu, prochází různými vývojovými stádii, rychle zapomínají, jsou egocentričtí, jejich schopnost se soustředit je krátká, a rychle se znudí. Protože jsou velké rozdíly mezi žáky stejného věku, jsou také mezi žáky ve věku od pěti do dvanácti let. Proto se, pro potřeby výzkumu ve skupině žáků třetí třídy, kapitola dále zužuje na uvedení specifík žáků od osmi do deseti let věku. Děti v tomto věku jsou děti, které mají své názory na svět, v prostředí školní třídy mají vyvinutý smysl pro povinnost, jsou schopny pracovat s ostatními, často kladou otázky, ví co rádi a neradi dělají. Znalost těchto informací je však pouhým základem, jež má být doplněn o zdroje poskytující informace o jejich kognitivní, fyzickém, sociálním a emočním, a jazykovém stupni jejich vývoje. Toto vše dohromady napomáhá pochopení těchto žáků, a to nejen ve školním prostředí.

Snaha o respektování rozdílů mezi žáky, napomáhá žákům dosažení pocitu úspěchu, který je důležitou složkou v procesu učení. Pocit úspěchu úzce spojen s motivací vede k zvyšování a zlepšování výkonů, k dosažení stanovených cílů v prostředí školní třídy. U žáků mladšího školního věku v oblasti osvojování cizího jazyka je prvek motivace nezbytný pro pochopení nutnosti osvojení anglického jazyka, jako jednoho z nástrojů komunikace mezi lidmi po celém světě. I v rovině nácviku a osvojování zvukové podoby anglického jazyka je role motivace nezanedbatelná. Učitelé by měli být schopni vysvětlit důvody nezbytnosti správného osvojení zvukové podoby anglického jazyka, především demonstrováním a zdůrazňováním tak zvané 'srozumitelné úrovně' výslovnosti umožňující snadnější komunikaci v běžném životě.

Druhá kapitola teoretické části poskytuje podrobnou charakteristiku zvukové podoby anglického jazyka s ohledem na segmentální a supra-segmentální rovinu. Segmentální rovina anglické výslovnosti je popsána z pohledu samohlásek a hlásek, a jejich dalšího podrobného členění. Slovní a větný přízvuk, přízvuk plné a oslabené výslovnosti, výška hlasu, intonace a rytmus, dále doplněné o informace o změnách výslovnosti segmentů v plynulé řeči, na příklad asimilaci, vynechávání a napojování hlásek, tvoří základ přehledu prvků v rovině supra-segmentální.

Třetí kapitola diskutuje problematiku zvukové podoby jako jednoho z jazykových prostředků a klade důraz na integraci nácviku a osvojování výslovnosti mezi ostatní tři jazykové prostředky (slovní zásobu, gramatiku a pravopis) a čtyři řečové dovednosti (poslech, mluvení, čtení a psaní). Zdůrazňuje tuto integraci, jako integraci pečlivě naplánovanou a zabudovanou mezi ostatní cíle jazykových kurzů a programů, nejen u skupiny žáků mladšího školního věku. Pro správnou integraci zvukové podoby jazyka je nutné, aby, za prvé byla předem stanovena varianta jazyka, za druhé úroveň, ke které se má směřovat, a za třetí, zdroj, který bude danou variantu pečlivě a věrně prezentovat. Protože anglický jazyk má po celém světě mnoho variant, varianta jazyka musí být zvláště pečlivě vybrána. Při pohledu na jazykové učebnice je jasné, že se na českém trhu se nachází především dvě varianty anglického jazyka, jedna Britská a druhá Americká. Protože během setkání s ředitelem dané základní školy ve Svitavách bylo zjištěno, že žáci od čtvrté třídy navazují na učebnici 'Angličtina pro nejmenší' učebnicí 'New English for You', byla dána přednost variantě Britské angličtiny před Americkou. V posledních letech již není dosažení úrovně zvukové podoby rodilých mluvčích úrovní,

ke které se směřuje. V dnešní době nácvič a osvojování zvukové podoby směřuje k tak zvané 'srozumitelné úrovni' zvukové podoby anglického jazyka. Po ujasnění si varianty a úrovně zvukové podoby následuje stanovení si zdroje. Někteří autoři zdůrazňují roli učitele, jiní zase poslechové nahrávky. Pro potřeby osmiměsíčního kurzu, kombinaci obou těchto zdrojů byla dána přednost.

Nácvič a osvojování stanovené varianty anglického jazyka a její úrovně také souvisí se zacházením a nápravou její nesprávné zvukové podoby. Téma jako je přesnost, plynulost, nebo přehnutí je diskutováno v kapitole číslo 3.2.2 teoretické části. Další kapitola zabývající se problematikou nácvič a osvojováním zvukové podoby anglického jazyka poskytuje přehled návrhů a doporučení, které představují jednotlivé vyučovací techniky používaných pro výběr zvukových elementů na úrovni segmentální i supra-segmentální, a dále vyučovací techniky a typy aktivit určené k nácvič a osvojování různých segmentálních i supra-segmentálních prvků. Tato kapitola prezentuje typy vyučovacích techniky a aktivit dělené na ty, jež jsou určené pro nácvič diskriminace jednotlivých zvukových prvků a na ty, určené pro nácvič a osvojování správné produkce těchto prvků.

Poslední kapitola teoretické části nazvaná 'Hodnotící kritéria' se zaměřuje na shrnutí již zmíněných rad, návrhů a doporučení, a transformuje je do formátu kritérií, které dále slouží k zhodnocení souboru aktivit zaměřených na nácvič a osvojování zvukové podoby anglického jazyka, které byly použity během osmiměsíčního Kurzu skupiny žáků mladšího školního věku.

Praktická část diplomové práce je rozdělena do dvou hlavních kapitol, první popisující typ a podmínky kurzu i výzkumu, druhá prezentující získané výsledky z výzkumu s komentářem založeným na jejich srovnání s předem stanovenými hodnotícími kritérii.

Protože druh výzkumu, způsoby sběru dat a jejich analýza byla ovlivněna charakterem samotného kurzu, kurz i jeho podmínky jsou prezentovány nejdříve. Kurz samotný trval osm měsíců, probíhal na jedné základní škole ve Svitavách, a byl zaměřen na skupinu žáků mladšího školního věku. Přestože podmínky kurzu nebyly ideální již jeho úplného začátku, podařilo se získat velké množství informací. Výzkumná data byla získána pravidelným psaním záznamů do Učitelského deníku, tvorbou plánů hodin doplněných o Učitelské záznamy a komentáře psané hned po ukončení hodiny. Ve oblasti

pedagogického výzkumu záznamy v Učitelském deníku, Plány hodin doplněny o Učitelské záznamy a komentáře jsou považovány za nástroje či způsoby sběru dat používané v kvalitativním typu výzkumu. Kvalitativní typ výzkumu je ten typ, který je dlouhodobý, intenzivní, detailní, poskytující data vyjádřená slovy ne čísly, vyžadující přímou participaci výzkumníka a záměrné zvolení zkoumaného vzorku. Sebraná data, týkající se použitých typů aktivit, z výše zmíněných způsobů sběru dat, byly kategorizovány a kódovány během obsahové analýzy. Tato data obsahovala informace o použitých typech aktivit, jak z hlediska nácviku a osvojování zvukové podoby anglického jazyka, tak z pohledu věkové skupiny žáků mladšího školního věku. Výsledky jsou v kapitole číslo 6, nejprve prezentovány, dále porovnány se stanovenými evaluačními kritérii a následně okomentovány.

Výsledky výzkumu, plynoucí z analýzy tří typů plánů a Učitelských záznamů a komentářů, naznačují, že se integrace výslovnosti jako jednoho z jazykových prostředků podařila zcela ve všech 25 odučených hodin. Využíváním dvou zdrojů učebnic založených na variantě Britské angličtiny, bylo docíleno, že na začátku kurzu stanovená varianta jazyka byla po celou dobu kurzu pečlivě dodržována. Z obsahové analýzy zápisů z Učitelského deníku, je vidět, že se segmentální i supra-segmentální úroveň zvukové podoby anglického jazyka podařila zakomponovat do aktivity rozvíjející poslech i mluvení, do aktivit zaměřených na prezentaci i procvičování. Přestože celkové množství evaluovaných aktivit není významně vysoké, lze je považovat za dostačující, z důvodů jejich pravidelného se opakování. Dále se podařilo poskytnout kombinaci obou zdrojů zvukové podoby, díky poslechovým nahrávkám i učiteli jako zdrojů stanovené varianty anglického jazyka. Daný soubor aktivit zaměřených na nácvik a osvojování zvukové podoby anglického jazyka byl dále zmenšen pouze na aktivity podporující procvičování. Tento vzorek byl dále obsahovou analýzou záznamů z Učitelského deníku analyzován z pohledu skupiny žáků mladšího školního věku. Bylo zjištěno, že použité aktivity byly adekvátní a respektovaly jednotlivé fáze vývoje jednotlivců.

Nepodařilo se však ani prezentovat ani procvičit všechny prvky vyjmenované na úrovni supra-segmentální, např. slovní a větný přízvuk, asimilace, vypuštění, a intruzní spojování hlásek v plynulé řeči. Také se nepodařilo evaluovat rovinu zvládnutí, korekci a

nápravu nesprávné zvukové podoby, protože údaje plynoucí ze všech tří zdrojů sběrů dat nebyly úplné.

Závěrem je třeba zdůraznit fakt, že daný osmi měsíční kurz napomohl k průkaznosti, že nácvik a osvojování zvukové podoby anglické výslovnosti se dá realizovat i v krátkém a málo intenzivním jazykovém kurzu ve skupině žáků mladšího školního věku a to na úrovni receptivní i produktivní. Nelze však tvrdit, že došlo k nácviku a osvojení všech zvukových prvků anglické výslovnosti, právě z důvodů již zmíněných.

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VII. Appendixes

Number 1: Segmental Level - Consonants

Plosives – are consonants produced when a complete closing of the air passage is followed by an audible release of the air compressed behind the closure. (MacCarthy 1978,107, Crystal 2002, 243) There are six plosive consonant sounds – **p, t, k, b, d, g**. (Roach 2000, 32)

Fricatives – are consonants produced with audible friction when the air is expelled through a narrowed air passage. (MacCarthy 1978,104, Crystal 2002, 243) There are nine fricative consonant sounds in English – **f, v, θ, ð, s, z, ʃ, ʒ, h**. (Roach 2000, 49)

Affricates – are complex consonants produced with a complete closure made at some point of the mouth, air pressure builds up behind the closure, and is then released relatively slowly (compared with the suddenness of a plosive release). (Crystal 2002, 243) The only affricate phonemes in English are **tʃ, dʒ**. (Roach 2000, 54)

Nasals – In general point of view the three English nasal consonants are **m, n, ŋ**. (Roach 2000,58, Crystal 2002,243), although Roach point out that some authors consider the sound **ŋ** to be an allophone¹⁴ of the phoneme **n** and claim there are only two nasal phonemes in English

¹⁴ An allophone is one of several similar speech sounds belonging to a phoneme. Each allophone is the form of the phoneme used in a specific context.

Nash, Tom. 2005. *Phonology: Sound Systems of Language*. [viewed 17 January 2005] <http://campus.sou.edu/~nash/>

An allophone is a variety of different realisations of a phoneme. (Dalton, Seidlhofer 1994, 28)

language. (2000,69) Nasals are produced with a complete closure made at some point in the mouth, with the soft palate lowered, so that air escapes through the nose. (Crystal 2002, 243)

Laterals – there is only one lateral consonant in the English language and it is the sound **l**. (Roach 2000, 61) This consonant is produced with a partial closure made by the blade of the tongue against the alveolar ridge, in such a way that the air stream is able to flow around the sides of the tongue. (Crystal 2002, 243)

Approximants – “is a type of consonant, which is rather difficult to describe” (Roach 200, 62) These consonants sounds are **r, j, w**. Furthermore, Roach suggests that the sounds **j** and **w** are “phonetically like vowels but phonologically like consonants” (Roach 2000, 64) In the articulation of approximants; articulatory organs produce a narrowing of the vocal tract, but leave enough space for air to flow without much audible turbulence. Approximants are therefore more open than fricatives. (<http://en.wikipedia.org/wiki/Approximants>)

Number 2: Suggestions concerning Pronunciation Correction and Improvement

‘**Minimal response**’ - teachers intervene only when the learners need something from them. It means that whatever is being done is at an acceptable standard for the time being, it also reduces the impulse to keep approving the learner’s right actions. (Harmer 2001:138)

‘**Gestures**’ - “with a little practice, teachers can built their repertoire of gestures to convey such things as jaw position and degree of opening mouth, tongue position, lip rounding and spread, nasal, voiced and unvoiced sounds, more and less energy in articulation, stopping sounds suddenly and gradually, deletion and addition of sounds, adjustment to stress, rhythm and intonation, etc.” (Harmer 2001:138)

‘**Instructions**’ - instructions as: ‘Change it!’, ‘Make it different!’, ‘Make it longer!’ Make it shorter!’, ‘Smoother!’, ‘More sudden!’, ‘Say it very slowly!’, ‘Say with sadness!’, ‘ Say it with boredom!’ , ‘Watch my lips!’ (while I mime), ‘Move the tongue back like this!’, ‘Shape your lips like this!’, ‘Now make that sound in your own language!’, ‘And now in English!’, ‘Notice the difference!’ etc. (Harmer 2001:135-138)

‘**Questions**’ - Jeremy Harmer recommends asking questions as: ‘Which is more English?’, ‘How many syllables?’, ‘How many stresses?’, and so on, calling on learners’ own knowledge. The importance is then seen by immediate feedback from the teacher.

‘Using pocket mirrors’ - helps learners to become more aware of their own lip, tongue and jaw movement, encouraging learners to ‘look English’ and ‘feel English’ when they speak is also important. (Harmer 2001:140)

‘Using diagrams and the chart’ - “diagrams and charts on display can help learners become more conscious of their speech organs and can be used to illustrate some key features of vowels and consonants.” (Harmer 2001:140)

‘Grouping the learners by their mistakes’ - “learners making the same mistakes can be grouped together, teachers should be sure they also challenge those who can it correctly so that everyone knows they have room for improvement” (Harmer 2001:141)

‘Tape recording the group’ - by taping a small sample pronounced by each learner followed either by self-correction or peer correction, various aspects of English pronunciation can be noticed and discussed. (Harmer 2001:142)

‘Discussion’ - discussions can provide feedback from learners on their pronunciation experiences, their feelings, their shared difficulties and frustrations, etc. Discussions can also be aimed at clarifying the manner and place of specific articulations and sharpening learner’s perception. The discussion can take place in whichever language. (Harmer 2001:142)

Number 3: List of Research Terminology by Martyn Denscombe

When undertaking research you should feel confident about answering 'yes' to the following questions:



Issue	Factors to be considered	
Relevance Does it really matter whether the research takes place?	• Is the research significant in relation to current issues in society?	<input type="checkbox"/>
	• Will the research build upon existing knowledge about the topic?	<input type="checkbox"/>
	• Are specific theories to be used, tested or developed?	<input type="checkbox"/>
Feasibility Can it be done?	• Is there sufficient time for the design of the research, collection of data and analysis of results?	<input type="checkbox"/>
	• Will the resources be available to cover the costs of the research (e.g. travel, printing)?	<input type="checkbox"/>
	• Will it be possible and practical to gain access to necessary data (people, events, documents)?	<input type="checkbox"/>
Coverage Are the right things included?	• Will the questions cover the full range of issues?	<input type="checkbox"/>
	• Will an adequate number and suitable diversity of people, events etc. be included?	<input type="checkbox"/>
	• Will it be reasonable to make generalizations on the basis of the data collected?	<input type="checkbox"/>
	• Is it likely that there will be an adequate response rate?	<input type="checkbox"/>
Accuracy Will the research produce true and honest findings?	• Will the data be precise and detailed?	<input type="checkbox"/>
	• Are respondents likely to give full and honest answers?	<input type="checkbox"/>
	• Will the investigation manage to focus on the most vital issues?	<input type="checkbox"/>
Objectivity What chance is there that the research will provide a fair and balanced picture?	• Can I avoid being biased because of my personal values, beliefs and background?	<input type="checkbox"/>
	• Will the research be approached with an open mind about what the findings might show?	<input type="checkbox"/>
	• Am I prepared to recognize the limitations of the research approach that is adopted?	<input type="checkbox"/>
Ethics What about the rights and feelings of those affected by the research?	• Can I avoid any deception or misrepresentation in my dealings with the research subjects?	<input type="checkbox"/>
	• Will the identities and the interests of those involved be protected?	<input type="checkbox"/>
	• Can I guarantee the confidentiality of the information given to me during the research?	<input type="checkbox"/>

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Denscombe, Martyn. 2003. *The Good Research Guide*. Maidenhead: Open University Press.

Number 4: Teaching Journal Entry

TEACHING JOURNAL ENTRY

Lesson Plan No. 1: 1st week, 6 October 2004, 45 minutes, 5th lesson on Wednesday (1-1.45 p.m.)

Unit I: Introduction and Names

WHAT'S HAPPENING	TIME	CODE	GOOD	WRONG
① class register - headmaster, teacher A, teacher B, list of participants 10 children	5'		✓	
② K - speech, learn English, + introducing herself	5'		✓	
③ K - in book, process of creation their own cards with names, children making them	5'		✓	
④ pupils meaning it ⇒ R repeats her the phrase, situation ⇒ blackboard, K ⇒ S, S ⇒ S, T explains different feelings / pronunciation	3'		✓	
⑤ evole, drumbeats = children making, drum beats = children introducing themselves A: Hello, Jim ... B: Hello, Jim ... (needs names used) ↳ blackboard	8'		✓	
⑥ T - now read, as pronounced, T-S; S-S, blackboard written + see B with drum A Hello, Jim B Hello, Jim A bye-bye B bye-bye	10'		✓	
⑦				✓ unexplained problem

⑧ all make revision, T - asks for notebooks,
reviews a list of participles; Reads what
probably they know; tidying up
classroom ✓

Number 5: Teaching Journal Entry PC Format

TEACHING JOURNAL ENTRY

Lesson Plan No. 1: 1st week, 6 October 2004, 45 minutes,
5th lesson on Wednesday (1-1.45 p.m.)
Unit 1: Introduction and Names

English Pronunciation (highlighted), Young learners (highlighted)

Codes

This was the first lesson spent with the children. At the very beginning headmaster with the pupil's previous teacher spent 5 minutes with us, they introduced me to the class, then class register and list of participants were checked. When they left, the first real lesson with the class of ten young learners began.

The very first task was to present myself to the children in English, for this purpose, I wrote the words on the blackboard first, then I showed the children a card with my name written on it, put it around my neck (it had a string), children seemed to be interested in what's going on.

The first slight problem arose as children were surprised that they saw a different spelling and heard different sounds when the words were pronounced. This was briefly discussed and explained, though there were about two children not happy as they realized they would have to learn more words at one time. The situation was got over when I asked them to prepare things as scissors. (in Czech) Then I gave empty copies A5 to them, and finally asked them to create a name card for themselves. In this part, children were again quite interested, as it seemed they enjoyed cutting and writing and colouring. Already at this moment, it was easy to recognise children who were very skilful, talkative, boys were much noisier than girls too.

After completing this task, most of the children automatically put on their cards, as they probably noticed the teacher B still wearing it too. Then I showed all of them what to do with the name cards and the lesson went on. I showed them two flashcards, one with the word 'hello', the other with 'I'm'. The pronunciation of the two individual words was presented by repeating the words separately, t- pronounced, repeated, then repeated again, then S were asked (of course in Czech) to repeat the word, the last part of this activity was to make the class repeat the whole phrase (everything put together), children were just to insert own names into it. The teacher then asked one boy to complete the short dialogue (see the other TJ entry from the lesson), he managed to complete it easily, so he was asked to perform the same with someone who he wanted with. Then they were asked to create a circle, here the first thing to do was to move the desks a bit backwards, and then the drum was introduced and the task was introduced. To make sure that all of them new what to do, it was done as an example, and then they managed to be better and better with each turn they did. After about four minutes in a circle, all of them seemed to be happy they learnt something new.

At this point, children went to their desks again, and t- presented the new greeting 'bye-bye'. The process was repeated again (t-wrote it, pronounced it 3 times, then a short dialogue between the t – s, then the same activity with the drum was done.

At the very end, T – asked for both the Czech and English translation of the new learnt words to make sure that the words and phrases were pronounced well. The last phase was to tidy the classroom, to give everything back as it was before and children were asked to bring an A4 notebook next time.

Number 6: Format of a Lesson Plan without Comments

Lesson Plan No. 1: 1st week, 6 October 2004, 45 minutes, 5th lesson on Wednesday (1-1.45 p.m.)

Unit1: Introduction and Names

Lesson Phases and Activities	TIME	Teaching Aids	Procedure	Pronunciation issues
1. class register	5´	class register	Checking the list of participant.	
2. Greeting, Introducing myself.	5´	phrase: Hello, I´m Nad´a piece of hard paper, flashcard	Saying the phrase (x times) Present. of card creation	pronunciation /He´lou/ (segm.) /He´lou, Ajm Nad´a/. (supras.)
3. Making a Name Card	10´	pieces of hard paper, string + scissors	Children making their own name cards	
4. Introducing ourselves	5´	soft ball, circle of pupils	t - throwing a ball a child with ball - introduction	
5. Introducing each other	10´	name card with string drum	Children moving around the classroom, drumbeat, when it stops, children stop, introduce each other saying the phrase: Hello, I´m	
6. Greeting: Bye-bye	5´	flashcard, the greeting	Present. and practice	/bai-bai/ - segmental,
7. Revision	5´		group work, all the learnt words revision,	incorporated into the dialogue then supra-segm.
After lesson comments				

Number 7: Format of a Lesson Plan with Comments Done just after the Lesson

LESSON PLAN NO. 1: 1ST WEEK, 0 OCTOBER 2004, 45 MINUTES, 5th LESSON ON WEDNESDAY (1-1.45 p.m.)
 Unit: Introduction and Names

revised after this lesson

Lesson Phases and Activities	TIME	Materials	Procedure	Pronunciation issues
1. class register	5'	class register	Checking the list of participant.	
2. Greeting, Introducing myself.	5'	phrase: Hello, I'm Nad'a piece of hard paper, flashcard	Saying the phrase (x times) Present. of card creation	pronunciation /He'lou/ (segm.) /He'lou, Ajm Nad'a/. (supras.)
3. Making a Name Card	10' (5')	pieces of hard paper, string + scissors	Children making their own name cards	
4. Introducing ourselves	5'	soft ball, circle of pupils	t - throwing a ball a child with ball - introduction	
5. Introducing each other	10' (8')	name card with string drum	Children moving around the classroom, drumbeat, when it stops, children stop, introduce each other saying the phrase: Hello, I'm	A: Hello, I'm B: Hello, I'm
6. Greeting: Bye-bye	5' (10')	flashcard, the greeting	Present and practise group work, all the learnt words revision.	/bai-'bai/ - segmental, + vowel, circumflex, /
7. Revision	5' (4')			
After lesson comments				

After lesson comments:
 - grade accomplished
 - all reading well read + understood
 - imitations: T-T-S; S-S; T-Ss; classroom activity managed
 - amusing part of
 - points: sound-spelling correspondence explained
 - appeal from the lesson got ⇒ more time than expected when planning, huge & extended
 - students active (more than the others) ⇒ interest
 - T - pronunciation / imitations, explanation, make, practice
 - S - imitations / no problems after T made /, individual work (hand work), notes, whole class work in practice

Handwritten notes at the bottom of the page:
 A: Hello, I'm
 B: Hello, I'm
 A: Bye-bye
 B: Bye-bye
 1. that
 2. that
 3. that
 4. that

Number 8: PC Format of the Same Lesson Plan with Comments

Lesson Plan No. 1: 1st week, 6 October 2004, 45 minutes, 5th lesson on Wednesday (1-1.45 p.m.)

Unit1: Introduction and Names

Note: LP = lesson plan

Lesson phases: 8

Activities: 15

- T' introduction herself in English
- T – presenting new words (flashcard, blackboard, name card), pronouncing 2x
- Ss – repeating the words (imitation)
- T- instructions (in Czech),
- Ss – making name cards,
- T' introduction (pronunciation) 2x,
- T-S dialogue – introducing each other (in desks, ball),
- S-S – introducing each other (in desks, little conversation),
- Ss – circle, drumbeat
- T- presenting new words (flashcard, blackboard), pronouncing 2x
- Ss – repeating, imitation
- T-S – model of a little conversation (see the LP)
- S-S – pairs conversation practice
- Ss – circle, drumbeat
- T – revision, comments for next lesson (notebooks)

Activities with senses and movement:

- Ss – making name cards,
- T-S dialogue – introducing each other (in desks, ball),
- Ss – circle, drumbeat
- Ss – circle, drumbeat

Activities on pronunciation:

from the point of T:

- T' introduction herself in English
- T – presenting new words, pronouncing 2x
- T- instructions (in Czech)
- T-S dialogue
- T – drumbeat
- T- presenting new words
- T-S – model of a little conversation
- T – drumbeat
- T – revision phase

from the point of S:

- Ss – repeating the words (imitation)
- Ss – making name cards
- T-S dialogue
- S-S – introducing each other
- Ss – moving in a circle
- Ss – repeating, imitation
- S-S – pairs conversation practice
- Ss – moving in a circle

Activities practice: 5

Activities presentation: 4

Lesson Phases length: from 5', 5', 5', 8', 10', 7'

Teaching Aids – flashcards, hard paper copies, string, scissors, soft ball, blackboard, drum

Interaction patterns: T, T-Ss, T-S, S-S,

Number 9: Teaching Journal Entry with Codes and Categories

TEACHING JOURNAL ENTRY

Lesson Plan No. 1: 1st week, 6 October 2004, 45 minutes,

5th lesson on Wednesday (1-1.45 p.m.)

Unit1: Introduction and Names

English Pronunciation (highlighted), Young learners (highlighted)

Codes

This was the first lesson spent with the children. At the very beginning head-master with the pupils' previous teacher spent 5 minutes with us, they introduced me to the class, then class register and list of participants were checked. When they left, the first real lesson with the class of ten young learners began.

The very first task was to **present myself to the children in English**, for this purpose, I wrote the words on the blackboard first, then I showed the children a card with my name written on it, put it around my neck (it had a string), children seemed to be interested in what's going on.

EPPNR2

The first slight problem arose as children were surprised that they saw a different spelling and heard different sounds **when the words were pronounced**. This was briefly discussed and explained, though there were about two children not happy as they realized they would have to learn more words at one time. The situation was got over when I asked them to prepare things as scissors. (in Czech) Then I gave empty copies A5 to them, and finally asked them to create a name card for themselves. In this part, children were again quite interested, as it seemed they enjoyed **cutting and writing** and **colouring**. Already at this moment, it was easy to recognise children who were skilful, talkative, boys were much noisier than girls too.

EPPCR, EPPN2

After completing this task, most of the children automatically put on their cards, as they probably noticed the teacher B still wearing it too. Then I showed all of them what to do with the name cards and the lesson went on. I showed them two **flashcards, one with the word 'hello', the other with 'I'm'**. **The pronunciation of the two individual words was presented** by repeating the words separately, t- pronounced, repeated, then repeated again, **and then Ss were asked (of course in Czech) to repeat the word**, the last part of this activity was to **make the class repeat the whole phrase** (everything put together), children were just to insert their own name into it. The teacher then asked **one boy to complete the short dialogue (see the other TJ entry from the lesson)**, he managed to complete it easily, so he was asked to perform the same with someone who he wanted **with a ball**. Then they were **asked to create a circle**, here the first thing to do was to move the desks a bit backwards, and then **the drum was introduced and the task was introduced**.

YLS

YLS,
EPPN1, YLSL

EPPCPR1
EPPCPR1

EPPC2
YLM, YLM

YLM

To make sure that all of them what to do, the it was done as an example, then they managed to be better and better with each turn they did. After about four minutes in a circle, all of them seemed to be happy they learnt something new.

At this point, children went to their desks again, and **t- presented the new greeting 'bye-bye'**. The process was repeated again (t-wrote it, pronounced it 3 times, **then a short dialogue between the t - s**, then **the same activity with the drum was done**.

EPPN1

EPPCPR2
YLM

At the very end, T - asked for both the Czech and English translation of the new learnt words to make sure that the words and phrases were **pronounced well**. The last phase was to tidy the classroom, to give everything back as it was before and children were asked to bring A4 notebooks next time. **EPPCPR1**

Number 10: Course Plan

LONG TERM PLANNING – PLANNING THE COURSE

MONTH	TOPIC	PRONUNCIATION
October	Greetings Please Thank you Yes/No I'm .. (Peter) What's your name?	/θ/ - thank you
November	The English Alphabet My family	/ð/ - this song: The Alphabet Song
December	Colours Numbers 1-10	linking: (red and green) /ə , 3:/ - a x girl song: Ten Little Teddy Bears
January	verb "to BE" (positive, negative) some adjectives clothes	/æ / - hat /θ/ x /t/ - three x tree song: If you're Happy, Clap your Hands
February	Body Fairy Tale figures verb "to Be" - questions, answers	/kju:/ - consonant - q rhyme: 7 dwarfs on the floor song: Head, Shoulders, Knees and Toes intonation
March	How many + body vocabulary? plural verb "Have got" - positive	/ŋ/ - finger, long pairs: /θ/ x /ð/ /t/ x /d/
April	Toys Prepositions verbs: point, show, touch	rhyme: Two Clean Hands song: Clap your Hands
May	My favourite toy is.... Once upon a time there was...	/æ / x /e/ x /ə/
Notes:	textbook: Angličtina pro nejmenší (M. Zahálková) book and cassette class: on Wednesdays pupils: ten	Ordinary classroom arrangement, no video or PC access, own tape recorder notebooks introduced

Number 11: Syllabus (short-term planning)

MONTH : February 2005						
TOPIC/TIME	TEACHING AIDS	VOCABULARY	GRAMMAR	PRONUNCIATION		NOTES
				WHAT	WHY	
Human Body Fairy Tale 4 weeks	flashcards poster with song poster with rhyme tape recorder	parts of hum.body fairy tale figures	verb "to BE", questions and short answers	consonant: /kju:/ - queen	<ul style="list-style-type: none"> rhythm, word stress practised 	<ul style="list-style-type: none"> inf. assessm. with class
				rhyme: 7 dwarfs on the floor		
				song: Head, Shoulders, Knees and Toes		

MONTH : March 2005						
TOPIC/TIME	TEACHING AIDS	VOCABULARY	GRAMMAR	PRONUNCIATION		NOTES
				WHAT	WHY	
How many? How many + parts of human body 3 weeks	flashcards all posters with songs song and rhymes previously used and learnt	How many? clothes and human body vocabulary	plural verb "have got", positive	consonant: /ŋ/ - finger, long	<ul style="list-style-type: none"> very common in English, not so common in Czech very difficult English sounds, voiced and voiceless 	<ul style="list-style-type: none"> inf. assessm. with class new recordings with pupils
				pairs: /θ/ x /ð/ /t/ x /d/		

Number 12: Lesson Plan

Lesson Plan No.9: 9th week, 15th December 2004, 45 minutes, 6th lesson on Wednesday (1-1.45 p.m.)
 Unit 3: Numbers 1-10

Lesson Phases and Activities	TIME	Teaching Aids	Procedure	Pronunciation Issues
1. class register	5'	class register	Checking the list of participant.	What colour? <i>Red</i> Red? <i>Red!</i> This is ... <i>Six!</i>
2. Revision.	15'	flashcards - colours flashcards - numbers /1-5/ tape - The English Alphabet tape- Colours	2 teams - hangman 2 different teams song - only girls, only boys song - sang in rows (in groups), all S	- suprasegm. elements <i>This is red. X This is red. A</i> <i>NOTE: yes/no questions, /tʃ/ /dʒ/</i> <i>Wh- questions + falling</i>
3. New numbers presented	10'	tape flashcards with numbers	listening and imitation 2x 3rd listening	
4. New song listened	5'	copies with lyrics, glue tape - Ten Little Teddy Bears	Ss - notebooks, sticked copies Listened 1x	segmental level: <i>/sɪks/, /sevn/, /eɪt/, /naɪn/, /ten/ /hɪl/, /tedi/, /beəz/</i>
5. New words presentation	5'	flashcards notebooks	T and tape - student initiating words written down	
6. All numbers revision	3'	flashcards	whole class activity	
7. closure	2'	HW setting		
After lesson comments				
No lesson on 22 December 2004				

Number 13: Categories and Codes concerning English pronunciation

Categories	Codes	Notes
activities aiming at English Pronunciation	EP	
English pronunciation presentation activities	EPPN	
English pronunciation presentation/segmental level	EPPN1	segmental level =1
English pronunciation presentation/segmental level/ - vowels	EPPN1V	
English pronunciation presentation/segmental level/ - consonants	EPPN1C	
English pronunciation presentation/segmental level/presentation ways	EPPN1PW	
Phonetic Placement Methodology	EPPN1PW01	
Demonstration - pocket mirror	EPPN1PW02	
Modelling	EPPN1PW03	
teacher model	EPPN1PW031	
tape model	EPPN1PW032	
Phonemic Symbols/dictionary	EPPN1PW04	
English pronunciation presentation/supra-segmental level	EPPN2	supra-segmental level=2
English pronunciation presentation/supra-segmental level/strong forms	EPPN23	strong forms = 3
English pronunciation presentation/supra-segmental level/weak forms	EPPN24	weak forms = 4
English pronunciation presentation/supra-segmental level/intonation/	EPPN25	intonation = 5
English pronunciation presentation/supra-segmental level/intonation/question	EPPN251	inton. question =51
English pronunciation presentation/supra-segmental level/intonation/question/yes-no	EPPC51yn	inton. question =51yn
English pronunciation presentation/supra-segmental level/intonation/question/wh-	EPPC51wh	inton. question =51wh
English pronunciation presentation/supra-segmental level/intonation/short answers	EPPN252	inton. short answers = 52
English pronunciation presentation/supra-segmental level/intonation/positive senten.	EPPN253	inton.positive sentence =53
English pronunciation presentation/supra-segmental level/rhythm	EPPN26	rhythm = 6

English pronunciation presentation/supra-segmental level/linking	EPPN27	linking = 7
English pronunciation presentation/supra-segmental level/elision	EPPN28	elision = 8
English pronunciation presentation/supra-segmental level/presentation ways	EPPN2PW	
Modelling	EPPN2PW03	
teacher model	EPPN2PW031	
tape model	EPPN2PW032	
hand clapping	EPPN2PW05	
finger snapping	EPPN2PW06	
Phonetic Symbols - drawings	EPPN2PW07	
English pronunciation practice activities	EPPC	
English pronunciation practice/segmental level	EPPC1	segmental level =1
English pronunciation practice/segmental level/ - vowels	EPPC1V	
English pronunciation practice/segmental level/ - consonants	EPPC1C	
English pronunciation practice/segmental level/auditory training activities	EPPC1AT	
tape recordings - minimal pairs	EPPC1AT01	
tape recordings - dictation	EPPC1AT02	
teacher - words dictation	EPPC1AT03	
teacher - pronouncing words	EPPC1AT04	
Bingo - vocabulary t-leader	EPPC1AT05	
Add one more word.T-starts	EPPC1AT06	
Simon says T-leader	EPPC1AT07	
Rhyming Sounds T-examples	EPPC1AT08	
Say a word with sound...T-examples	EPPC1AT09	
English pronunciation practice/segmental level/performance training activities	EPPC1PT	
tape recordings (repetition/imitation)	EPPC1PT01	
tape recordings - words translation from C-E	EPPC1PT02	

S reading aloud words that T dictated	EPPC1PT03	
test your teacher	EPPC1PT04	
Bingo - vocabulary pronounced by Ss	EPPC1AT05	
Add one more word.- only Ss	EPPC1PT06	
Simon says - S a leader/speaker	EPPC1PT07	
Rhyming Sounds - Ss say the words	EPPC1PT08	
Say a word with sound...Ss	EPPC1PT09	
English pronunciation practice/supra-segmental level	EPPC2	supra-segmental level=2
English pronunciation practice/supra-segmental level/strong forms	EPPC23	strong forms = 3
English pronunciation practice/supra-segmental level/weak forms	EPPC24	weak forms = 4
English pronunciation practice/supra-segmental level/intonation/	EPPC25	intonation = 5
English pronunciation practice/supra-segmental level/intonation/question	EPPC51	inton. question =51
English pronunciation practice/supra-segmental level/intonation/question/yes-no	EPPC51yn	inton. question =51yn
English pronunciation practice/supra-segmental level/intonation/question/wh-	EPPC51wh	inton. question =51wh
English pronunciation practice/supra-segmental level/intonation/short answers	EPPC52	inton. short answers = 52
English pronunciation practice/supra-segmental level/intonation/statement	EPPC53	inton.positive sentence. =53
English pronunciation practice/supra-segmental level/rhythm	EPPC26	rhythm = 6
English pronunciation practice/supra-segmental level/linking	EPPC27	linking = 7
English pronunciation practice/supra-segmental level/elision	EPPC28	elision = 8
English pronunciation practice/supra-segmental level/auditory training activities	EPPC2AT	
listen and repeat activities	EPPC2ATLRx	x = supra-segmental element
listen and repeat activities/from tape	EPPC2ATLRTx	x = supra-segmental element
listen and repeat activities/by teacher	EPPC2ATLRTRx	x = supra-segmental element
songs and rhymes	EPPC2ATSRx	x = supra-segmental element
songs and rhymes/from tape	EPPC2ATSRTx	x = supra-segmental element
songs and rhymes/by teacher	EPPC2ATSRTTRx	x = supra-segmental element
dictation (by teacher)	EPPC2ATDI	

dictation (by teacher)-discrimination - strong words	EPPC2ATDI3	
dictation (by teacher)-discrimination - weak words	EPPC2ATDI4	
Drawings	EPPC2ATDR	
drawings - Ss - recognizing intonation patterns	EPPC2ATDR5x	x = supra-segmental element
English pronunciation practice/supra-segmental level/performance training activities	EPPC2PT	
listen and repeat activities	EPPC2PTLR	
role plays	EPPC2PTRL	
role play -intonation/statements	EPPC2PTRL53	
games	EPPC2PTG	
games - intonation/questions/yes-no	EPPC2PTG51yn	
games - intonation/questions/wh-	EPPC2PTG51wh	
songs and rhymes	EPPC2PTSR	
songs and rhymes- strong words	EPPC2PTSR3	
songs and rhymes- rhythm	EPPC2PTSR6	
songs and rhymes - elision	EPPC2PTSR8	
songs and rhymes - linking	EPPC2PTSR7	

Number 14: Categories and Codes concerning 'Young Learners'

Categories	Codes
activities aiming at Young Learners	YL
activities involving senses (cognitive development)	YLS
activities involving movement (physical development)	YLM
activities involving simple language structures (language development)	YLSL
age-suitable topic (motivation)	YLT

Number 15: Suggestions Concerning Presentation Activities – Segments

VÝSLOVNOST

PRONUNCIATION

Angličtina obsahuje řadu hlásek, které v češtině nenajdeme. K zápisu výslovnosti nám slouží zvláštní znaky, které se píšou do závorek.

SAMOHLÁSKY

krátké: /a/ /e/ /o/ /u/ jsou stejné jako v češtině.

/i/ neměkčí *d, t, n*.

/æ/ ústa nastavíme na *a*, ale vyslovíme *e*.

cat /cæt/ **hat** /hæt/ **tram** /træm/ **carrot** /'kærət/ **dad** /dæd/ **bag** /bæg/

/ə/ nepřízvučné, temné *e*. Krátce „hekneme“.

banana /bə'na:nə/ **potato** /pə'teɪtəu/ **brother** /'brədə/ **carrot** /'kærət/

dlouhé: /a:/ /e:/ /i:/ /o:/ /u:/ jsou stejné jako v češtině.

/ɜ:/ dlouhé, temné *e*, jako když si nemůžeme vzpomenout.

girl /gɜ:l/ **skirt** /skɜ:t/ **purple** /'pɜ:pl/ **bird** /bɜ:d/ **dirty** /'dɜ:ti/ **T-shirt** /'ti:ʃɜ:t/

dvojhlásky: /oi/ /ai/ /au/ /əu/ /ei/ /eə/ /iə/

SOUHLÁSKY

/b, d, f, g, j, l, m, n, s, v, z/ jsou stejné jako v češtině.

/r/ vyslovujeme pouze před samohláskou. Špička jazyka směřuje vzhůru a dozadu, mezi ní a dásněmi vzniká úžina jako při *ř*.

Nácvik: Vložíme si ukazováček napříč mezi horní a dolní zuby a snažíme se o *r*. (Pejsek vrčí s klackem v tlamě.)

run /rʌn/ **recorder** /ri'kɔ:də/ **read** /ri:d/ **red** /red/ **ride** /raid/ **roll** /rəʊl/

/h/ je zpravidla neznělé, vyslovujeme ho jako pouhý dech.

Nácvik: Hrajeme si na udýchaného pejska.

hen /hen/ **happy** /'hæpi/ **hand** /hænd/ **head** /hed/ **hello** /he'ləu/ **home** /həʊm/

/p, t, k/ před samohláskou vyslovujeme s přídechem.

purple /'pɜ:pl/ **pencil** /'pensl/ **pig** /pig/ **pink** /piŋk/

table /'teɪbl/ **teddy** /'tedi/ **tea** /ti:/ **toy** /toi/ **two** /tu:/

cake /keɪk/ **kite** /kai/ **car** /kɑ:/ **cat** /kæt/ **cock** /kɒk/

/w/ rty našpulíme na *u*, vyslovíme následující samohlásku.

one /wʌn/ **window** /'windəʊ/ **white** /wait/ **watch** /wɒtʃ/ **sweet** /swi:t/ **water** /'wɔ:tə/

/ŋ/ jazyk připravíme na *k*, vyslovíme *n*.

Nácvik: branka, Hanka, Manka, banka, gong, Lenka, Bingo

pink /piŋk/ **king** /kiŋ/ **sing** /siŋ/ **drink** /driŋk/ **long** /loŋ/ **fingers** /'fiŋgəz/

/ð/ celou plochu jazyka přitiskneme na horní patro, špička pokrývá zadní stěnu horních řezáků, měkce se snažíme o *D*. (Jako když máme na patře karamelku a jazyk se na ni přilepil.)

the /ðə/, /ði/ **these** /ði:z/ **this** /ðis/ **brother** /'brədə/

/θ/ špička jazyka je vysunuta ven z úst, dotýká se horních řezáků.

Nácvik: Přiložíme k ústům vztyčený ukazováček, špička jazyka se jej dotýká.

Lehkým fouknutím se snažíme o *T*. (Jako když pod pokličkou uniká pára.)

thank /θæŋk/ **three** /θri:/ **mouth** /maʊθ/

V cizojazyčných slovnících se používají pro zápis výslovnosti i některé další symboly. O jejich přepisu do češtiny si povíme v učebnici **Angličtina pro malé školáky**.

SLOVNÍ PŘÍZVUK

Hlavní, silnější přízvuk se označuje čárkou nahoře před přízvučnou slabikou.

Vedlejší, slabší přízvuk se označuje čárkou dole před přízvučnou slabikou.

Number 16: Songs: The Alphabet Song; Colours

1/

Alphabet Song

A - B - C - D - E - F - G
H - I - J - K - L - M - N - O - P
Q - R - S - T - U and V,
W - X - Y and Z

Now I know my A - B - C's
Next time won't you sing with me?

2/

Colours

Red and orange, yellow, green,
Yellow, green, yellow, green.
Red and orange, yellow green,
Dark blue, purple.

Grey and light blue, black and white,
Black and white, black and white,
Grey and light blue, black and white,
Pink and brown.

Number 17: Songs: Ten Little Teddy Bears; If You're Happy

3/

Ten Little Teddy Bears

One little, two little, three little Teddy Bears
Four little, five little, six little Teddy Bears
Seven little, eight little, nine little Teddy Bears

Ten little Teddy Bears.

Ten little, nine little, eight little Teddy Bears
Seven little, six little, five little Teddy Bears
Four little, three little, two little Teddy Bears
One little Teddy Bear.

4/

If you're happy, happy, happy,

If you are happy, happy, happy,

Clap your hands.

If you are happy, happy, happy,

Clap your hands.

If you are happy, happy, happy,

If you are happy, happy, happy,

If you are happy, happy, happy,

Clap your hands.

Number 18: Rhyme: Seven Dwarfs on the Floor

5/

SEVEN DWARFS ON THE FLOOR

One dwarf,

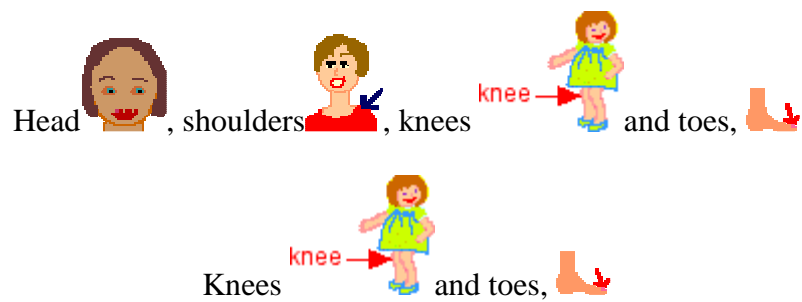
Two dwarfs,

Three dwarfs,



Four.
Five dwarfs,
Six dwarfs,
Seven dwarfs on the floor.





Number 19: Song: Head, Shoulders, Knees, and Toes

Head, Shoulders, Knees, and Toes





Head , shoulders , knees  and toes, 

Knees  and toes, 

And eyes , and ears  and mouth  and nose, 

Head , shoulders , knees  and toes, 

Knees  and toes, 

Head and Shoulders

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
Eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes

Number 20: Rhyme: Two Clean Hands; Song: Clap Your Hands

7/

TWO CLEAN HANDS

Two clean hands and two fat thumbs,
Eight little fingers,
Ten little toes,
One round head goes nod, nod, nodding,
Two eyes peeping,

One tiny nose.

8/

CLAP YOUR HANDS

Clap your hands, clap your hands,

Clap them just like me.

Touch your shoulders, touch your shoulders,

Touch them just like me.

Tap your knees, tap your knees,

Tap them just like me.

Shake your head, shake your head,

Shake it just like me.

Clap your hands, clap your hands,

Then let them quiet be.

Number 21: Teaching Journal Entry with Codes and Categories

TEACHING JOURNAL ENTRY

Lesson Plan No. 1: 1st week, 6 October 2004, 45 minutes,

5th lesson on Wednesday (1-1.45 p.m.)

Unit 1: Introduction and Names

English Pronunciation (highlighted), Young learners (highlighted)

Codes

This was the first lesson spent with the children. At the very beginning head-master with the pupils' previous teacher spent 5 minutes with us, they introduced me to the class, then class register and list of participants were checked. When they left, the first real lesson with the class of ten young learners began. The very first task was to **present myself to the children in English**, for this purpose, I wrote the words on the blackboard first, then I showed the children a card with my name written on it, put it around my neck (it had a string), children seemed to be interested in what's going on.

EPPNR2

The first slight problem arose as children were surprised that they saw a different spelling and heard different sounds **when the words were pronounced**. This was briefly discussed and explained, though there were about two children not happy as they realized they would have to learn more words at one time. The situation was got over when I asked them to prepare things as scissors. (in Czech) Then I gave empty copies A5 to them, and finally asked them to create a name card for themselves. In this part, children were again quite interested, as it seemed they enjoyed **cutting and writing and colouring**. Already at this moment, it was easy to recognise children who were skilful, talkative, boys were much noisier than girls too.

EPPN2

YLS

After completing this task, most of the children automatically put on their cards, as they probably noticed the teacher B still wearing it too. Then I showed all of them what to do with the name cards and the lesson went on. I showed them two **flashcards, one with the word 'hello', the other with 'I'm'**. **The pronunciation of the two individual words was presented** by

YLS,
EPPN1, YLSL

repeating the words separately, t- pronounced, repeated, then repeated again, **and then S were asked (of course in Czech) to repeat the word, the last part of this activity was to make the class repeat the whole phrase (everything put together),** children were just to insert their own name into it. The teacher then asked

EPPCPR1
EPPCPR1

one boy to complete the short dialogue (see the other TJ entry from the lesson), he managed to complete it easily, so he was asked to perform the same with someone who he wanted **with a ball**. Then they were

EPPC2

YLM, YLM

asked to create a circle, here the first thing to do was to move the desks a bit backwards, and then **the drum was introduced and the task was introduced.**

EPPCPR2, YLM

To make sure that all of them new what to do, it was done as an example, then they managed to be better and better with each turn they did. After about four minutes in a circle, all of them seemed to be happy they learnt something new.

At this point, children went to their desks again, and **t- presented the new greeting 'bye-bye'**. The process was repeated again (t-wrote it, pronounced it 3 times, **then a short dialogue between the t - s, then the same activity with the drum was done.**

EPPN1

EPPCPR2
YLM, EPPCPR2

At the very end, T - asked for both the **Czech and English translation of the new learnt words** to make sure that the words and phrases were **pronounced well**. The last phase was to tidy the classroom, to give everything

EPPCPR2,

back as it was before and children were asked to bring A4 notebooks next time. EPPCPR1

EPPCPR1

**Number 22: Supra-segmental level – Auditory Training Activities:
Listen and Repeat Activities**

Code	Activity	Frequency
EPPC2AT3T	tape recordings - listening for strong forms	2
EPPC2AT4T	tape recordings - listening for weak forms	2
EPPC2AT5T	tape recordings - intonation pattern discrimination	0
EPPC2AT51ynT	yes/no questions	1
EPPC2AT51whT	wh-questions	1
EPPC2AT52T	short answers	1
EPPC2AT53T	positive sentences (statement)	1
EPPC2AT6T	tape recordings - rhythm	8
EPPC2AT7T	tape recordings - linking	3
EPPC2AT8T	tape recordings - elision	1
EPPC2AT3TR	teacher presenting strong forms	1
EPPC2AT4TR	teacher presenting weak forms	1
EPPC2AT5TR	teacher presenting - intonation pattern discrimination	0
EPPC2AT51ynTR	yes/no questions	1
EPPC2AT51whTR	wh-questions	1
EPPC2AT52TR	short answers	1
EPPC2AT53TR	positive sentences (statement)	1
EPPC2AT6TR	teacher presenting - rhythm	4
EPPC2AT7TR	teacher presenting - linking	2
EPPC2AT8TR	teacher presenting - elision	2
		34

**Number 23: Supra-segmental level – Performance Training Activities:
Listen and Repeat Activities**

Code	Activity	Frequency
EPPC2PT3T	students pronouncing - focus on strong forms	2
EPPC2PT4T	students pronouncing - focus on weak forms	2
EPPC2PT5T	students pronouncing - focus on intonation pattern	0
EPPC2PT51ynT	yes/no questions	1
EPPC2PT51whT	wh-questions	1
EPPC2PT52T	short answers	1
EPPC2PT53T	positive sentences (statement)	1
EPPC2PT6T	students - focus on rhythm	8
EPPC2PT7T	students - focus on linking	3
EPPC2PT8T	students - focus on elision	1
EPPC2PT3TR	students pronouncing - focus on strong forms	1
EPPC2PT4TR	students pronouncing - focus on weak forms	1
EPPC2PT5TR	students pronouncing - focus on intonation pattern	0
EPPC2PT51ynTR	yes/no questions	1
EPPC2PT51whTR	wh-questions	1
EPPC2PT52TR	short answers	1
EPPC2PT53TR	positive sentences (statement)	1
EPPC2PT6TR	students - focus on rhythm	4
EPPC2PT7TR	students - focus on linking	2
EPPC2PT8TR	students - focus on elision	2
		34

Number 24: Categories and Codes in Lesson Plans and Teaching Logs Analysis

Category	Code
interaction patterns	IP
no teacher	NT
individual work	IPNT01
pair work (S-S)	IPNT02
group work	IPNT03
Ss - Ss	IPNT03a
Ss - S	IPNT03b
S - Ss	IPNT03c
Ss	IPNT03d
with teacher	WT
frontal teaching	IPWT04
T-Ss	IPWT05
Ss-T	IPWT06
T-S	IPWT07
S-T	IPWT08

Category	Code
teaching aids	TA
drum	TAa
tape recorder	TAb
pointer	TAc
posters	TAd
copies	TAe
blackboard/chalks	TAf
flashcards/cards	TAg
real objects (e.g. toys)	TAh
course book	TAi
notebooks	TAj
scissors	TAk
crayons	TAI
soft ball	TAm
pocket mirror	TAn

Number 25: Coded After Lesson Comments (Lesson Plans and Teaching Logs Analysis)

Lesson Plan No. 1: 1st week, 6 October 2004, 45 minutes, 5th lesson on Wednesday (1-1.45 p.m.)

Unit1: Introduction and Names

Note: LP = lesson plan

Lesson phases: 8

Activities: 15

T´ introduction herself in English **IPWT04**

T – presenting new words (flashcard, blackboard, name card), pronouncing 2x **IPWT04**

Ss – repeating the words (imitation) **IPWT06**

T- instructions (in Czech), **IPWT04**

Ss – making name cards, **IPNT01**

T´ introduction (pronunciation) 2x, **IPWT04**

T-S dialogue – introducing each other (in desks, ball), **IPWT07**

S-S – introducing each other (in desks, little conversation), **IPNT03a**

Ss – circle, drumbeat **IPNT03d**

T- presenting new words (flashcard, blackboard), pronouncing 2x **IPWT04**

Ss – repeating, imitation **IPWT06**

T-S – model of a little conversation (see the LP) **IPWT07**

S-S – pairs conversation practice **IPNT03a**

Ss – circle, drumbeat **IPNT01**

T – revision, comments for next lesson (notebooks) **IPWT04**

Activities with senses and movement:

Ss – making name cards,

T-S dialogue – introducing each other (in desks, ball),

Ss – circle, drumbeat

Ss – circle, drumbeat

Activities on pronunciation:

from the point of T:

T´ introduction herself in English

T – presenting new words, pronouncing 2x

T- instructions (in Czech)

T-S dialogue

T – drumbeat

T- presenting new words

T-S – model of a little conversation

T – drumbeat

T – revision phase

Activities practice: 5

Activities presentation: 4

Lesson Phases length: from 5´, 5´, 5´, 8´, 10´, 7´

Interaction patterns: T, T-Ss, T-S, S-S,

Teaching Aids – flashcards, hard paper copies, string, scissors, soft ball, blackboard, drum

TAg, TAe, TAk, TAm, TAf, TAa

from the point of S:

Ss – repeating the words (imitation)

Ss – making name cards

T-S dialogue

S-S – introducing each other

Ss – moving in a circle

Ss – repeating, imitation

S-S – pairs conversation practice

Ss – moving in a circle

Number 26: International Phonetic Alphabet

THE INTERNATIONAL PHONETIC ALPHABET (revised to 1993)

CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

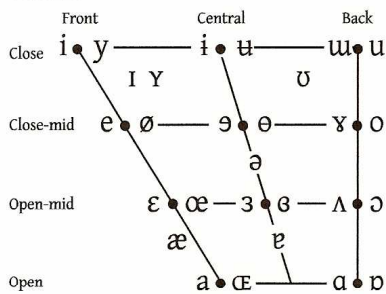
CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
ʘ Bilabial	ɓ Bilabial	as in:
ǀ Dental	ɗ Dental/alveolar	ɸ Bilabial
ǃ (Post)alveolar	ɟ Palatal	ɬ Dental/alveolar
ǂ Palatoalveolar	ɠ Velar	ɰ Velar
ǁ Alveolar lateral	ʄ Uvular	ʂ Alveolar fricative

SUPRASEGMENTALS

	TONES & WORD ACCENTS	
	LEVEL	CONTOUR
ˈ Primary stress	ˈ	ˈ
ˌ Secondary stress	ˌ	ˌ
ː Long	ː	ː
ˑ Half-long	ˑ	ˑ
ˑ̇ Extra-short	ˑ̇	ˑ̇
· Syllable break	·	·
˙ Minor (foot) group	˙	˙
˘ Major (intonation) group	˘	˘
◌◌ Linking (absence of a break)	◌◌	◌◌
	↓ Downstep	↗ Global rise
	↑ Upstep	↘ Global fall

VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel

OTHER SYMBOLS

M Voiceless labial-velar fricative	ɕ ʑ Alveolo-palatal fricatives
W Voiced labial-velar approximant	ɭ Alveolar lateral flap
ɥ Voiced labial-palatal approximant	ɥ Simultaneous ʃ and X
H Voiceless epiglottal fricative	Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary
ʕ Voiced epiglottal fricative	
ʡ Epiglottal plosive	

k̟p̟ ts̟

DIACRITICS

Diacritics may be placed above a symbol with a descender, e.g. ɲ̥̊			
◌̥ Voiceless	◌̊ Breathily voiced	◌̚ Dental	◌̚̚
◌̜ Voiced	◌̝ Creaky voiced	◌̞ Apical	◌̞̞
◌̠ Aspirated	◌̡ Linguolabial	◌̢ Laminal	◌̢̢
◌̣ More rounded	◌̤ Labialized	◌̥ Nasalized	◌̥̥
◌̦ Less rounded	◌̧ Palatalized	◌̨ Nasal release	◌̨̨
◌̩ Advanced	◌̪ Velarized	◌̫ Lateral release	◌̫̫
◌̬ Retracted	◌̭ Pharyngealized	◌̮ No audible release	◌̮̮
◌̯ Centralized	◌̰ Velarized or pharyngealized	◌̱	
◌̲ Mid-centralized	◌̳ Raised	◌̴ (ɹ = voiced alveolar fricative)	
◌̵ Syllabic	◌̶ Lowered	◌̷ (β = voiced bilabial approximant)	
◌̸ Non-syllabic	◌̹ Advanced Tongue Root	◌̺	
◌̻ Rhoticity	◌̼ Retracted Tongue Root	◌̽	

<http://www2.arts.gla.ac.uk/IPA/fullchart.html>

ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	Developing Pronunciation with Young Learners
Autor práce	Nad'a Tomčíková
Obor	Učitelství anglického jazyka
Rok obhajoby	2006
Vedoucí práce	Mgr. Pavel Brebera
Anotace	Teoretická část diplomové práce se zabývá specifikami žáků mladšího školního věku, s ohledem na nácvik a osvojování zvukové podoby anglického jazyka. Výstupem teoretické části je soubor kritérií, které jsou použity v praktické části diplomové práce k evaluaci souboru výslovnostních aktivit použitých ve vlastním osmiměsíčním kurzu.
Klíčová slova	žáci mladšího školního věku nácvik a osvojování zvuková podoba anglický jazyk