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Teaching Pronunciation to Young Learners

Andrea Černá

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Zásady pro vypracování:

Studentka se bude ve své bakalářské práci zabývat výukou anglické výslovnosti u žáků
mladšího školního věku. V teoretické části práce nejprve zasadí zkoumanou problematiku do
širšího kontextu, tedy do konceptu komunikativní kompetence, který definuje. Dále
studentka uvede specifické charakteristiky příslušné věkové skupiny žáků. Jednotlivé aspekty
anglické výslovnosti bude diskutovat s ohledem na zvolenou věkovou skupinu. V praktické
části studentka provede výzkumné šetření na základě pozorování vyučovacích hodin
a dotazníků určených učitelům anglického jazyka na I. stupni základních škol.

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                                Katedra anglistiky a amerikanistiky

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L.S.

prof. PhDr. Petr Vorel, CSc.

děkan

Mgr. Šárka Bubíková, Ph.D.

vedoucí katedry

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Abstract

There have been various opinions over the years about the role of pronunciation in English language teaching. This bachelor paper aims at stressing pronunciation teaching to young learners as one of the prominent factors in gaining the communicative competence in English. Moreover, it makes an effort to provide a valuable insight into pronunciation teaching in the Czech primary schools. Firstly, the theoretical part concentrates on young learners and their cognitive and social development, as well as the factors influencing foreign language acquisition. Secondly, the term communicative competence as the goal in English language teaching is described with an accent to Bachman's conception. The last chapter of the theoretical part deals with aspects of pronunciation. Emphasis is put on the teacher's role, as well as possible difficulties to be aware of among Czech learners. Finally, a range of techniques and activities to refine learners' pronunciation is provided. The practical part describes a small scale research aimed at investigating the situation as to how pronunciation teaching is practiced in the Czech primary schools and furthermore, what are the teachers' attitudes towards teaching pronunciation to young learners in order to achieve the communicative competence in English language.

Key words: young learners, language acquisition, communicative competence, pronunciation

Souhrn

Výuka anglické výslovnosti se dlouhodobě potýká s různými, často protichůdnými názory na její zařazení do vyučovacího procesu. Cílem této bakalářské práce je vyzdvihnout výuku výslovnosti u žáků mladšího školního věku jako významného faktoru pro dosažení komunikativní kompetence v anglickém jazyce. Dalším cílem této práce je poskytnout náhled, jakým způsobem je výuka výslovnosti praktikována na prvním stupni základních škol v České republice. Teoretická část nejprve charakterizuje žáky mladšího školního věku ve vztahu k jejich kognitivnímu a sociálnímu vývoji a rovněž diskutuje faktory ovlivňující osvojování cizího jazyka. V následující kapitole je definován pojem komunikativní kompetence, jakožto cíl výuky cizích jazyků, opírající se o Bachmanovu koncepci. Poslední kapitola teoretické části se věnuje aspektům anglické výslovnosti, vyzdvihuje roli učitele při její výuce a rovněž uvádí nejčastější chyby ve výslovnosti anglického jazyka, s kterými se čeští žáci potýkají. Tuto kapitolu uzavírá výčet technik a aktivit zaměřených na procvičování výslovnosti, které doprovází soubor funkčních příloh. Praktická část popisuje menší výzkum, jehož cílem je zjistit, jakým způsobem je výuka anglické výslovnosti praktikována na prvním stupni základních škol a rovněž jak učitelé vnímají výuku výslovnosti ve vztahu k dosažení komunikativní kompetence v anglickém jazyce.

Klíčová slova: žáci mladšího školního věku, osvojování jazyka, komunikativní kompetence, výslovnost

Table of contents

1. INTRODUCTION

Growing interest in foreign languages in our country in recent years has been marked by efforts to find new effective ways of teaching. The latest development in foreign language teaching (FLT) is directing our attention mainly to the learner and his individual personality and behaviour, as opposed to the actual teaching process (Lojová 2005, p. 5).

Language is composed of a number of components, termed language skills and subskills, and in order to fulfil its main purpose of communicating, all of these need to be acquired to a certain extent. These also include pronunciation, one of the main means of achieving intelligibility and comprehension among the participants in communication. It is obvious that communication is a mutual relationship between the speaker and the listener. This means that one must understand what he hears in the foreign language and produce the sounds of the language he is trying to learn properly. In other case, the communication between the speaker and listener will never be successful.

Why is it then that it is common practice in certain environments to neglect pronunciation teaching? Perhaps the teachers are sceptical of its importance, they doubt their own ability in this area or they are lost as to the appropriate way of teaching it.

This paper focuses on teaching pronunciation to young learners and its aim is to shed some light into this topic. The first part provides some theoretical background as to the terminology, the aspects of pronunciation and the specifics of the learner. It also highlights the importance of teaching pronunciation, especially to young learners. The empirical part is based on observations in real primary school classes and firstly investigates the attitude to teaching pronunciation in the Czech environment, and secondly proposes a brief guide to teachers wishing to include pronunciation in their lessons for young learners.

2. YOUNG LEARNERS

2.1 Young learners and their cognitive development

Since this paper shall focus on teaching children in the primary classroom, it is essential to provide certain characteristics of the average child in terms of its cognitive and social development and behaviour.

Firstly, the term "cognitive development" has been defined by one of the most significant figures in developmental psychology, Jean Piaget (in Williams and Burden 1997), as:

> … a process of *maturation*, within which genetics and experience interact. The developing mind is viewed as constantly seeking *equilibration*, i.e. a balance between what is known and what is currently being experienced. This is accomplished by the complementary processes of *assimilation* and *accommodation* (p. 22).

Piaget's term assimilation means that when a child receives new information it will be modified into its mind and fitted to a particular scheme, an area the child is familiar with. Accommodation, on the other hand, can be understood as a process whereby the child modifies what it already knows in order to take into account new information. On the whole, cognitive development results from a balance between these two processes. If they are in deflection, the child struggles to redress the balance between them (Čáp and Mareš 2007, p. 392, Williams and Burden 1997, p. 22-23).

The second term to specify is the young learner. According to Čáp and Mareš (2007), young learners can be defined as children from six to eleven years of age when they attend the first grade of the primary school. It is a period of important changes in the child's development. They claim that entering school represents a substantial turning point in the child's way of life and development of new social relationships (p. 228). Vágnerová (2005) also adds that the child is now expected to carry out a new set of social engagements – the school duties that cannot be abandoned. She also emphasizes that the child accepts a new social role and a status of a pupil subordinated to the teacher (p. 280).

Čáp and Mareš (2007) also point out that attending school provides the child with a wide range of new didactic activities that include requirements for the development of all aspects of human character, such as sensori-motor, memory, intellect, attention, aesthetic prerequisites, self-control and conscientiousness (p. 229). Moreover, they argue that thinking skills of primary school children respect the rules of logic. They are able to classify, sort out, advise someone and include other surrounding factors (p. 231). However, according to Piaget's theory of developmental stages (in Williams and Burden 1997, p. 22), specifically to his "concrete-operational stage" that refers to our target age group, young children are still interested in reality rather than in abstract interpretation of the world which plays an important role in the upcoming adolescent period.

It is vital to emphasize that cognitive development goes through particular stages, of which the order is impossible to alter or even skip one of them due to the naturally interrelated biological, social and psychological aspects of human development.

Besides Piaget (in Williams and Burden 1997), many other psychologists elaborated the conception of the developmental stages, for instance, Vygotsky, Bruner (both in Čáp and Mareš 2007, Williams and Burden 1997) or Erikson (in Čáp and Mareš 2007, Vágnerová 2005). Nevertheless, Erikson's conception had been widely accepted among a number of psychologists and other experts due to its extensive description of important events in human's cognitive and social development (Čáp and Mareš 2007, p. 214–215). He defined the primary school period as "the period of diligence" (Vágnerová 2005, p. 238). The child realizes that in exchange for supreme performance at school, self-satisfaction and appraisal from the teachers, parents and friends can be achieved, which plays an important role in the child's further development of its will and self-assessment.

To conclude, taking into consideration the above findings from developmental psychology, a healthy relationship between the teacher and learner should be emphasized. It can be assumed that, it is not possible for the teacher to perform effective teaching in the primary classroom unless s/he understands the cognitive processes

influencing the learners' behaviour and acting, so that the teacher can appropriately motivate the learners and create positive atmosphere in the classroom for productive environment both for the teacher and the learners. At the same time, the learner' s experience gained at school, such as a healthy relationship with the teacher and schoolmates, represents no less important factor for the future development of the child's personality and behaviour, especially in the area of self-assessment. Still it has to be taken into account that each child is an individual and develops at a different pace.

Undoubtedly, these statements apply not only to primary classrooms in general, and the next part shall focus on the issue of young learners as foreign language learners.

2.2 Young learners and language acquisition

Language acquisition has been subject of extensive research over many years. We distinguish "first language acquisition" (L1) from "foreign language acquisition" (FLA). The former stands for acquiring the mother tongue, while the latter is a process of learning an additional language after acquiring the mother tongue (Ellis 1985, p. 5). The term "second language acquisition" (SLA) is also used. According to Ellis (1985):

> Second language acquisition is not intended to contrast with foreign language acquisition. SLA is used as a general term that embraces both untutored (or 'naturalistic') acquisition and tutored (or 'classroom') acquisition. It is, however, an open question whether the way in which acquisition proceeds in these different situations is the same or different (p. 5).

. Abbott and Wingard (1981) explain:

> EFL (English as a foreign language) and ESL (English as a second language) are "blanket" terms, each covering part of a very wide spectrum. In an extreme EFL situation, English may be so foreign to the learners that it is merely a subject on the school timetable which they study for three or four lessons a week, never using it otherwise. In an extreme ESL situation, on the other hand, English may play a large part in the daily life of the learners, in that all or most of their teachers use English for teaching, whatever the subject, and they may often hear, speak, read or write English outside school hours. When they leave school they may often use English in communication with people of their own country whose mother tongue is different from them own (p. 7).

They also mention the term "English as an international language", referring to communication not only between native and non-native speakers, but predominantly among non-natives worldwide.

In this paper the term foreign language learning will be used, the focus here being on the Czech primary school classrooms.

Undoubtedly, there are numerous factors, individual learner differences, affecting language acquisition, such as personality, motivation, intelligence, environment, social background and others. There has been considerable discussion about the effects of age on SLA or FLA. The idea of critical age hypothesis was introduced by Penfield and Roberts in 1959 (in Ellis 1985). They suggest that the first ten years of life are the optimum age for language acquisition, due to the plasticity of the learner´s brain that is lost with the onset of puberty. They claim that past this age it is quite difficult, if not impossible to accomplish full FLA because at this age:

> …the neurological capacity for understanding and producing language, which initially involves both hemispheres of the brain, is slowly concentrated in the left hemisphere for most people (p. 107),

which makes learning of foreign languages much more demanding and challenging. The theory of critical age hypothesis was later elaborated by biologist Lenneberg in 1967 (in Ellis 1985), who compared cases of injuries to the right brain hemisphere at children and adults. The results proved the differences in the neurological basis of language in these two groups. However, Lenneberg´s research is also based on assumptions, and these are correct only partially. Interestingly, it applies to pronunciation and excludes other aspects of language.

Marinova-Todd's study (in Lojová 2005, p. 97) suggests that no research proves that after the puberty age the learner cannot achieve a high level of foreign language mastery. In fact, it demonstrates that at least a certain part of the post-puberty population is capable of achieving foreign language mastery quite comparably with the native speakers. The Marinova-Todd's study is in concord with Krashen's theory (1987)

who advocates that:

> The acquisition-learning hypothesis claim, however, that adults also acquire, that the ability to "pick-up" languages does not disappear at puberty. This does not mean that adults will always be able to achieve native-like levels in a second language. It does mean that adults can access the same natural "language acquisition device" that children use (p. 10).

To sum up, surveys and practical observations indicate that learning foreign languages at an early age is neither an absolute prerequisite nor guarantee that the learner will achieve a high level of foreign language mastery. Although at present the critical period is a mere hypothesis, it can not be disregarded and the children's natural intellect, their ability and interest in learning new things ought to be exploited in foreign language learning at primary school.

3.   COMMUNICATIVE COMPETENCE

There is a general agreement that the main aim of learning a foreign language is for communication. According to Nunan (1989, p. 12) it has to be taken into consideration that language learning is not only about acquiring various rules but also about the ability to use the rules effectively and appropriately in real communication.

The term "communicative competence" was firstly introduced by sociolinguist Del Hymes in 1972 to cover the concept of what a speaker needs to know to use that knowledge in communicating with people in different settings and situations. Hymes provided a good starting point for the development of communicative competence that gradually became a well-established goal in ELT (Hedge 2000, p. 44-45).

After Hymes (in Hedge 2000), a number of authors have developed and extended the notion of communicative competence, Canale and Swain (in Richard and Rodgers 1986), Litllewood (1981), Faerch and Kasper (in Bachman 1990) and Bachman (1990) to name a few. This paper will outline Bachman's conception since it is a more current attempt to expand on the theory of communicative competence provided by Canale and Swain. With respect to the complexity of this matter, it will not be compared with other models since it would be beyond the scope of this paper.

Bachman (1990) proposes a framework of communicative language ability that includes three components: language competence, strategic competence and psychophysiological mechanisms. He describes the term "communicative language ability" as "consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use" (p. 84).

Bachman's description of language competence builds upon organizational competence and pragmatic competence where each of these consists of several categories to be explained subsequently.

Organizational competence includes two types of abilities: grammatical and textual. As Bachman (1990, p. 87-88) defines, grammatical competence comprises the competencies involved in language usage, such as vocabulary, morphology, syntax and phonology while textual competence includes the knowledge of joining utterances together to form a unit of language (spoken or written) by applying the rules of cohesion and rhetorical organization. All these could be generalized as linguistic competence.

Pragmatic competence comprises two interconnected abilities - illocutionary competence, or in other words, knowing how to perform a particular function or express an intention clearly, and sociolinguistic competence, or the knowledge of how to perform language functions appropriately in a given context (Bachman 1990, p. 89–94).

Strategic competence, according to Bachman (1990), enables the speaker to utilize as effectively as possible his gained abilities and knowledge to carry out verbal or non-verbal tasks (p. 106). Bachman builds on Faerch and Kasper's model of strategic competence and includes three components: assessment, planning and execution (for their detailed description see p. 100–104 in Bachman 1990). From Bachman's illustration concerning the strategic competence it can be noticed that he considers this aspect of communicative ability as an important part of all communicative language use.

Lastly, Bachman (1990) takes into account the psycho-physiological mechanisms, namely the neurological and physiological processes that influence our communicative language ability. Specifically, in receptive language use the auditory and visual skills are utilized, whereas in productive language use the articulatory skills are employed (p. 107).

To conclude, being able to communicate requires more than mastering linguistic structures; it requires the ability to use these structures when communicating in various settings and situations and this is the goal of ELT – communicative competence. However, there are many factors that influence the learners' ability to feel confident in communication. One of them is managing the phonological system as an inseparable part of linguistic/grammatical competence according to Bachman's concept. But what are the various aspects of pronunciation that the learners should be made aware of for ease of communication? The following chapter shall provide an outline.

4. PRONUNCIATION AS PART OF COMMUNICATIVE COMPETENCE

Before introducing the aspects of English pronunciation it is necessary to state that they will be discussed in accordance with the rules of Received Pronunciation (RP) – still the most often recommended and the most intelligible model for foreign learners studying British English and used by international BBC broadcasting channels and newspapers (Skaličková 1982, p. 12-13; Roach 1991, p. 4). Figure 1 offers an overall summary of constituent features of pronunciation that are to be discussed below in more detail, within the limits of this paper.
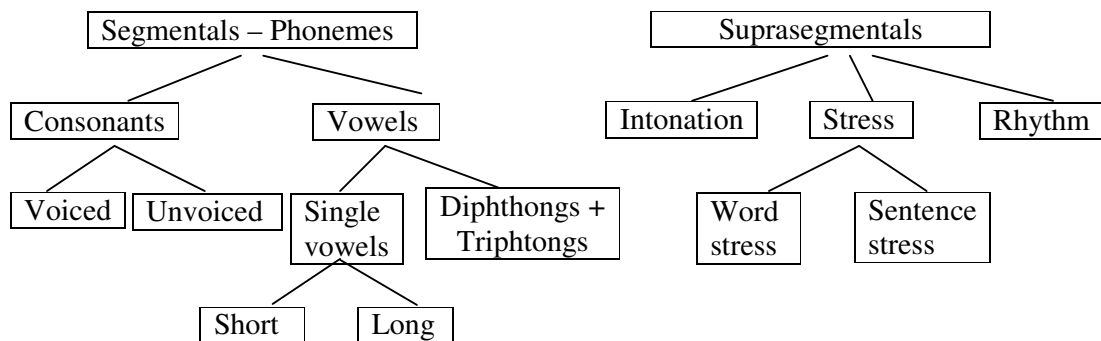
The Principal Features of Pronunciation

Figure1   Kelly (2000, p. 1)

4.1 Segmental features

Segmental phonology deals with units of sounds called "phonemes". Phonemes, according to Kelly's (2000, p. 1 - 2) description, are "the smallest units of sounds within a language that do not have a meaning on its own but can change the meaning of the word." As an example, the word *rat* has the phonemes /ræt/ after changing the middle phoneme, we get /rɒt/ *rot* – a completely different word. On the contrary, if two people pronounce the phoneme /r/ in a different way, the word doesn't change and the listener still understands the same thing. It is advisable to mention that the phoneme symbols are conventionally enclosed between slanting brackets, / /.

The set of phonemes consists of two categories – vowel sounds and consonant sounds. **Vowels** are described by Roach (1991) as "sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips" (p. 10). In addition, Kelly (2000) characterizes the "pure" vowel sounds in the following way: "Vowels are articulated when voiced air stream is shaped using the tongue and the lips to modify the overall shape of the mouth" (p. 29). Kelly uses the expression "pure" to differentiate single vowel sounds from diphthongs to be discussed subsequently.

The English language distinguishes 12 vowel sounds that are all voiced and may be single or combination of two (diphthong) or three (triphthong) sounds. Single vowel sounds can be "short" like /ɪ/ in h*i*t or "long" like /i:/ in b*ea*t. The long sound is denoted by the length-mark made of two dots /:/. English distinguishes seven short vowel sounds /ɪ, e, æ, ʌ , ɒ, ʊ/ and five long vowel sounds /i:, ɜ:, ɑ:, ɔ:, u:/ (Roach 1991, p. 14-19).

Diphtongs are a combination of two vowel sounds involving a glide from one vowel to another, where the first part is much longer and stronger than the second part, such as /aɪ/ like in the words *eye* or *I*. Foreign learners must be aware of pronouncing the second part of diphthongs not too strongly. English language distinguishes eight diphthongs that can be divided into two categories – centring and closing. Centring end

in "schwa" - /ɪə, eə , ʊə/, whereas closing end either in /ɪ/ − /eɪ, aɪ, ɔɪ/; or in /ʊ/ − /əʊ, aʊ/ (Roach 1991, p. 20).

Triphthongs are considered the most complex English sounds of the vowel type. Roach (1991) points out that due to a very small extent of the vowel movement foreign learners can have difficulties not only with pronouncing them but also with their recognition (p. 23).

Consonants - English phonetics deals with 24 consonant sounds that are together summarized in accordance to their manner and place of articulation in the Figure 3 below:

English Consonant Phonemes

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

Figure 3   The symbol for the fortis (voiceless) consonant is placed to the left of the symbol for the lenis (voiced) consonant (Roach 1991, p. 62).

Since the detailed description of the terms referring to the manner and place of articulation is beyond the scope of this paper, see studies of Roach (1991) and Kelly (2000), for an exhaustive explanation to the phenomenon of articulation of English consonants.

Kelly (2000) points out that "consonants are formed by interrupting, restricting or diverting the airflow in a variety of ways" (p. 47). Three ways of describing the consonant sounds according to their articulation can be distinguished. Whereas "the manner of articulation" deals with interaction between the articulators and the airstream, "the place of articulation" gives more information about what the articulators actually do. Lastly, regarding "the force of articulation" consonants are divided into "fortis"

(meaning strong) and "lenis" (meaning weak). Among teachers the terms *voiceless* or *unvoiced* (fortis) and *voiced* (lenis) have usually been preferred. The difference between fortis and lenis sounds can be felt by touching the Adam's apple when speaking. The vibration of vocal cords takes place in case of producing voiced sounds only (p. 48). Moreover, Roach (1991) points out to the problem of disputable distinction between fortis and lenis consonant sounds in terms of air pressure in the vocal tract (p. 34).

Going back to Kelly´s definition at the start of this chapter, being the smallest unit of speech capable of distinguishing a meaning, it is vital to pay attention to the correct pronunciation of individual phonemes. This will undoubtedly contribute to achieving communicative competence, namely linguistic/grammatical in relation to Bachman's conception, discussed in Chapter 3. Some suggestions how to approach this will be presented in Chapter 5.

4.2 Suprasegmental features

Pronunciation covers more than a matter of vowels, diphtongs and consonants that represent words in speech discussed in the previous chapter. Utterances demonstrate a kind of rhythm and are accompanied by variations in pitch, or intonation. Pronunciation is about listening to the way people sound when speaking, and listening to the rise and fall of the pitch of the voice, as well as to the pausing and grouping words and phrases together and putting stress on some syllables while leaving others unstressed.

These aspects of connected speech are called "suprasegmental features" of pronunciation and they represent a crucial component of achieving communicative competence, namely its pragmatic aspect, discussed in Chapter 3. Roach (1991) stresses the importance of word stress, exemplifying it on the word "import". With the first syllable sounding more prominent, it is understood as a noun, whereas with the second syllable being stronger, it is perceived as a verb by the native English speakers He provides another example, this time varying intonation of the word "right". With the rising pitch, it is usually interpreted as a question or an invitation for the speaker to carry on with their statement, while falling pitch would mean agreement or confirmation (p. 45).

To conclude, since sounds play a significant part in communication, teachers' role to build learners' awareness of proper pronunciation right in the beginning of ELT is of utmost importance for the learners to gradually achieve the communicative competence in English language. The next chapter shall offer a brief guide to show that teaching pronunciation could be incorporated into every language lesson in an amusing way.

5. TEACHING PRONUNCIATION
5.1. The role of the teacher in teaching pronunciation

Teaching and learning pronunciation is based on an interaction in the learning-teaching partnership. Many learners are able to pronounce sounds much alike the way they hear them. In other case the teacher comes to stage to help the learner by giving some clues to achieve the particular sound, without being necessarily an expert on phonetics.

One of the teacher's major roles is to provide learners with a good model of the target language. In addition, to highlight the differences between their mother tongue and the target language as they usually have a tendency to hear the sounds of English in accordance with those of their native language. Firstly, the learners listen how the particular element is supposed to sound and then they should be able to mimic the model (Larsen-Freeman 2000, p. 42). This process is mainly carried out through a teaching technique termed "drilling", to be discussed in Chapter 5.3.2.

Being the language model, the teacher still needs to modify his/her language to suit the level of the learners, in other words provide comprehensible input, as defined by Krashen (1987, p. 78). While sounding natural, not overpronouncing certain phonemes or using aspects of connected speech, another role of the teacher, which has been subject to extensive discussion, is that of providing feedback and correction. This should not represent the sole focus of the lesson, however:

> It is very important to pay attention to correct pronunciation and analyze mistakes in pronunciation carefully right in the beginners' course. The primary problem of making mistakes in pronunciation arises in the stress, rhythm or intonation of a single word, phrase or a sentence, not in individual sounds or clusters of sounds. If the speaker's intonation is incorrect, it usually leads to

misunderstanding and misinterpretation of the listener, even more when the listener is a native speaker (Dunn 1983, p. 59).

It can be agreed that another important role of a good foreign language teacher is that of building the learners' awareness of proper pronunciation. Kenworthy (1987) explains:

> Once learners are aware that English words have a stress pattern, that words can be pronounced in slightly different ways, that the pitch of the voice can be used to convey meaning, then they will know *what* to pay attention to and can build upon this basic awareness (p. 27).

An essential comment in conclusion. The teacher needs to express a positive attitude towards correct pronunciation. With the teacher being a language model, the pupils copy not only his/her language skills, but also his/her attitude and beliefs, especially at a younger age. Should there be a view that teaching pronunciation is not vital, there is little chance of the learners paying attention to it (Kenworthy 1987, p. 54).

5.2   Possible difficulties among learners

English pronunciation is only a poor reflection of its spelling, there is no one to one correspondence between graphemes and phonemes, which often poses problems for the native speakers, let alone foreigners. There are a number of extra symbols outside the range of the letters of the English alphabet, for example, the symbol /ʃ/ represents the *sh* sound in the word *ship*; the symbol /ʒ/ the *s* sound in *treasure*; or the double symbols /dʒ/ stand for *j* in *jungle* or /tʃ/ for *ch* in *cheese* (Tench 1991, p. 8). These symbols are gathered up in so called English Phonetic Alphabet (IPA) and there is much controversy as to the importance of teaching the learners, especially the young ones, the phonetic transcription of the words.

As far as Czech learners are concerned, there are certain phonemes not present in the Czech language. Commonly mispronounced are the /ð/ (voiceless) and /θ/ (voiced), as in words "the" and "think". Incorrect pronunciation can result in comical situations or even hinder comprehension. Another consonant not typical for Czech is /w/, often replaced by /v/ by Czech speakers. Although their number is not so high, there are pairs

of words where such substitution would cause a complete change of meaning, such as "vet" instead of "wet".

The vowel "schwa" /ə/ is considered the most frequent and most important sound in English. "Schwa" occurs in almost every English word with more than two syllables. Kenworthy (1987, p. 51) emphasizes and fully recommends that all learners should be made aware of it at the beginning stage of English learning not only because there is no letter in the English alphabet representing "schwa" but also because every English vowel letter can be represented by "schwa". Besides, Roach (1991, p. 76) offers a phonological description that "schwa" is associated with weak syllables. Another vowel not used in Czech but common in English is "ash", /æ/, as in the middle of the word "cat". If their attention is not drawn to this, Czech learners frequently mispronounce it as /e/, which can often change the meaning of the word. Concerning vowels, the differences in their length can also pose a problem, such as in words "ship" and "sheep", and once again can produce comical effects or even misunderstanding.

As regards to suprasegmental features, their importance is often underestimated by the teachers and consequently the learners. However, it is important to use aspects of connected speech to sound natural and vice versa, without the ability to understand it there may be difficulties in listening comprehension. Incorrectly used word stress may appear unnatural, while the same with sentence stress can alter the main idea of a statement. Unfortunately, these areas still pose problems for Czech speakers, possibly due to insufficient attention directed to them.

5.3   Ways of teaching pronunciation

With a little thought there are a number of ways how to teach pronunciation, and a variety of them should be used both to raise awareness and to practice even in an entertaining way that is so close to young learners' natural ability to learn new things.
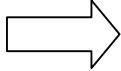
5.3.1   Teaching pronunciation through rhymes and songs

Rhymes and songs are a great way to direct the learners´ attention to aspects of suprasegmental phonology, such as connected speech, including rhythm, stress,

intonation, as discussed in Chapter 4.2. Appendix 1 shows an activity focusing on sentence stress, the aim of which is to get the learners to identify the stressed syllables and words. This is followed by other activities concentrating on "schwa" in unstressed syllables, which are later drilled.

Small children feel comfortable if they learn things by playing games, simply because it is the most natural way how they find out and learn new things. One of the best ways how to start teaching pronunciation to young learners is playing with rhymes and songs. All children love them and have fun to repeating them again and again as early as they start to speak in their mother tongue. Rhymes have a natural rhythm and are repetitive, which children enjoy very much. And just as children are used to playing with the language in their mother tongue, they feel familiar with playing with words in English. (Scott and Ytreberg 1990, p. 27) On the whole, children feel that once they can say a rhyme or sing a song in English, it proves their ability to speak quite a lot of the foreign language similar to adults and this is exactly what children love to do and expect from the English lesson. (Dunn 1983, p. 80).

Rhymes are words or phrases artificially put together to sound a certain way; they make language learning richer as they are usually easier to remember than just regular sentences. Dunn (1983) claims that: "Rhymes introduce children naturally and effectively to the complete sounds of English as well as to stress and intonation" (p. 80). Rhymes are also a vehicle of making the children understand the meaning as well as make it easier for them to remember the content and master the vocabulary for other use. Proper selection of rhymes is helpful for introduction or consolidation of the new language learnt. Vocabulary and phrases learned in a rhyme can easily be transferred to other situations in the classroom. Following examples show how it works:

Goodbye everyone,   *Hello everyone,*
Goodbye everyone,   *Hello everyone,*
Goodbye everyone,   *Hello everyone,*
It's time to say goodbye   *It's time to sit down.*   (p. 82)

Children may find it entertaining to match rhyming words (see Appendix 1). To make this activity even more exciting, it could be turned into a competition.

The example of a jazz chant below demonstrates how the teacher can invite all children in the class to play with the language:

> *I love coffee,*
> *I love tea,*
> *I hate the dentist*
> *And the dentist hates me.*

The above rhyme invites young learners to replace the word "dentist" with another one, for example "doctor", "rain", "housework" (Scott and Ytreberg 1990, p. 27).

When introducing a new rhyme, awareness of proper pronunciation is of great importance. The teacher as a model pronounces the rhyme twice, and then invites pupils to repeat it together line after line for several times in order to refine their pronunciation and improve their oral fluency (Dunn 1983, p. 82-83). This technique is called drilling and is to be discussed in the following subchapter. Such a warming-up part of the lesson may contribute for children to be more motivated to learn new and unfamiliar material.

For easier memorizing of both the rhyme and rhythm physical activities, such as clapping hands, tapping with wooden sticks can be helpful, especially for audio and kinesthetic type of learners.

On the contrary, there are opinions that such practices are rather bizarre. Nunan (1989) argues that there is little empirical evidence that practices on teaching pronunciation like rhythmic chants and dances designed to get learners to integrate their bodily movements and gestures with their attempts at articulating the new language are significantly more effective than more traditional exercises (p. 100). However, it can be argued that the popularity of such practices has persisted, especially among young children.

5.3.2 Drilling

One of the most commonly used activities, typical for the Audio-Lingual Method but used by most teachers, is the drill, and again there are different types. To start with, there is the repetition drill, where the teacher´s model is supposed to be repeated accurately by the pupils. It could be agreed with Kelly (2000) who advocates:

One of the best methods of helping students to master pronunciation in the classroom remains that of drilling, the repetition of the sound giving learners the opportunity to practise the correct movements of their speech organs for themselves. This, combined with 'learner-friendly' explanations of the movements, can be very effective in raising awareness of how sounds are produced (Kelly 2000, p. 54).

Drilling can be used for practising a wide range of pronunciation aspects, such as intonation, word stress, sentence stress, strong and weak syllables, silent letters pronunciation and rhythm. It could be a follow-up activity after one that focuses on practising the above aspects. For many sample activities see Appendix 2.

According to Dunn (1983), a useful tool to fulfill the children's expectations in terms of their ability to communicate in the foreign language is the so-called **"prefabricated language",** such as rhymes, songs, jazz chants, already discussed in the previous subchapter. With regular repetition of the same prefabricated language, children quickly understand situations and memorize the language involved. It appears that children learning a foreign language have a great capacity to imitate and memorize long utterances, as they have already had to do this when learning their mother tongue. Dunn declares:

> Once a child has memorised some prefabricated language, he has a feeling he can speak 'a lot of English' and as soon as he has understood how to transfer language, he seems to have an ability to use the little language he knows in different situations for maximum communication. It means that when a child can communicate with others, he can acquire more language and gradually develop more fluency (p. 5).

From the above it can be supposed that memorizing the language through drilling and repeating the same items may lead to freeing the children from being shy in speaking.

This technique is also a great way to practice individual phonemes, especially those that may cause problems to the learners, such as /w/, /θ/, /ð/ and others. First of all, the learners may identify the words with such phoneme, then listen to them and after that repeat, as you can see in Appendix 3.

As drills may seem rather dull and uninteresting, more variety can be introduced by using different types (Larsen-Freeman, 2000, p. 48-49). Chain drill involves a simple conversation practiced by each student in turn. It is a great opportunity to activate each student in the class. Alternatively, single-slot or multiple-slot substitution drill uses a dialogue, where the lines are memorized by the learners and then certain phrases or words are replaced by those given by the teacher. In addition to mere repetition, the learners are expected to place the cue in the sentence correctly. Alternatively, there could be experiments with different tone of voice, the speed or the volume of pronouncing.

In a nutshell, drills do not have to be boring. Quite on the contrary, when used in primary classrooms, they should be made as interesting as possible.

5.3.3   Integrating

Integrated pronunciation teaching assumes that:

> …it is impossible to restrict pronunciation work to particular lessons or slots. ... There is, therefore, an inevitability about pronunciation work and there is an argument that if pronunciation is so often a part of many language learning activities then it is automatically "integrated". ..... whenever learners hear English or try to speak themselves they are "doing pronunciation work", every lesson is a pronunciation lesson, every time the teacher speaks he or she is presenting a spoken model (Kenworthy 1987, p. 113).

In other words, pronunciation could be combined with other language skills and subskills, for example speaking, listening, vocabulary. Transformation drill (Larsen-Freeman 2000 p. 49) is a great opportunity to integrate grammar with pronunciation work, whereby a cue needs to be transformed somehow, such as a sentence in the active voice to the one in the passive, or a positive statement into a negative one. For other examples of activities integrating pronunciation and spelling (in this case different ways of pronouncing certain graphemes), as well as grammar (past simple irregular verbs and irregular participles), see Appendix 4.

5.3.4   Individual phonemes practice

As mentioned in Chapter 5.2, certain phonemes may prove more problematic for the pupils. Kelly (2000, p. 54) points out that in practice teachers focus on individual sounds usually as a response to difficulties in communication that arises among learners during English lessons.

Some teachers agree with Doff who advocates that it should not be necessary to teach the sounds of English individually. According to him, the learners can easily learn the phonological system of the language by listening to the teacher or the recordings and by practicing words and structures (Doff 1988**,** p. 113). However, there may be particular sounds or sound combinations which students may simply make mistakes in pronunciation without being aware of it. In such cases, it is useful to focus on the sound or group of sounds which is causing the difficulty.

To help young children improve their pronunciation Dunn (1983) advises:

> It is important to draw children's attention to mouth movements and to let them feel as well as hear the difference between voiced and voiceless sounds by putting their fingers on their throats (p. 62).

It could be assumed that if there are difficulties in pronouncing certain phonemes, the need arises to eradicate incorrect pronunciation. Therefore, such practice is advisable. One way to do this is through drilling, as mentioned above, or the use of minimal pairs. These are based on identifying different sounds and comparing them to similar ones, for example:

/p/ and /b/	Pete – beat	/θ/ and /ð/	think - the
/f/ and /v/	fast – vast	/tʃ/ and /dʒ/	choke - joke
/ʃ/ and /ʒ/	shun – vision	/k/ and /g/	core - gore
/t/ and /d/	to – do	/s/ and /z/	Sue - zoo

Kenworthy (1987 p. 46)

6. CONCLUSION OF THE THEORETICAL PART

The theoretical part of this paper has attempted to outline some aspects of pronunciation related to achieving communicative competence in general, while focusing on teaching young learners. To sum up, undoubtedly this combination is possible, and we can even go further to claim it is necessary, given the characteristics of the learner outlined in this paper.

Sample activities have been presented to show there are numerous ways how to teach pronunciation to young learners. Naturally, such list can be extended, but it could represent a starting point for practising teachers or those in training wishing to include pronunciation issues in their lessons.

PRACTICAL PART

7. RESEARCH

7.1 Introduction

The practical part of the thesis concentrates on the actual research that is targeted on teaching English pronunciation to young learners in Czech primary schools. The researched items are supported by the theory of teaching foreign language to children elaborated in the theoretical part of this paper.

Firstly, in the introductory part, the aim of the research shall be stated, followed by outlining the research background that includes the reason for the choice of the particular schools, the profile of participating teachers as well as observed learners. The next step is to introduce the research methodology and its justification. In the final part the data analysis and the research outcomes shall be presented.

7.2 The aim of the research

Based on the hypothesis that pronunciation teaching in Czech primary schools is neglected, the aim of this research is to investigate the situation in teaching

pronunciation in Czech primary schools, as well as to find out how the teachers of English as foreign language view and practice pronunciation teaching to young learners.

7.3 Background information

The research was conducted during February 2011. The actual sample of the research consisted of five schools, ten teachers and twenty classes. The initial plan was to visit five schools in the Hradec Králové region and carry out twenty observations of English lessons performed in primary classrooms. At the initial stage of the research it was not clear how many teachers of English as foreign language would be addressed. However, it evolved from the actual situation and resulted in the number of ten respondents. It was deemed that, in order to increase the validity of the research, such sample would be sufficient for the practical part of the bachelor paper.

7.3.1. The schools' profile

The only criterion for electing the particular schools was the fact that they had to be primary schools in the Hradec Králové region, without specialization for teaching foreign languages. It is suitable to mention that the cooperation with the schools was excellent. The headmasters permitted the research without any comments, while all participating teachers were extremely cooperative and helpful. The names of the selected schools are not to be mentioned in the research from the ethical code point of view.

7.3.2. The teachers' profile

For the purpose of this research the selection of teachers had been done randomly without reference to their qualification for English language teaching. There were only two criteria for the choice of the participating teachers. Firstly, being Czech native speakers and secondly, teaching young learners from the second to fifth grade of the primary schools. The intention was to observe an authentic lesson. To be more specific, visit English classes and observe the action as it is usually performed in ordinary primary schools. The following data for the teachers' profile was obtained from the questionnaires.

There were ten teachers participating in this research, all female Czech native speakers. Interestingly, only three out of ten teachers were fully qualified to teach English at

primary schools. The remaining group had attended short term courses enabling them to teach this subject. Their experience in ELT varied from less than one year to eleven and more years and the exact data can be seen in Figure 3 below.

The Teachers' Experience in English Language Teaching

Years of experience	No of teachers
1 and less	2
2 to 4	3
5 to 7	1
8 to 10	0
11 and more	4

Figure 3

Since English is compulsory in the Czech education system from the third year of primary school level, many of the teachers involved in this research teach English in the third, fourth as well as in the fifth grade. In addition, some of the teachers are involved in teaching English as a spare-time activity to young children in the second year of the primary school. The names of the participating teachers are not to be mentioned in the research from the ethical code point of view.

7.3.3. The learners' profile

The observations were carried out in two classes of second-graders, eight third-graders, eight forth-graders and lastly, in two classes of fifth-graders. The learners in the observed classes were aged between eight to eleven, characterized in Chapter 3 of this paper. Their number in each class varied from twelve to nineteen. In case of the spare-activity lessons (in the second grade) there were eight, respectively twelve children in both classes. The level of their English, based on the textbook used in lessons, varied from beginners to elementary to pre-intermediate according to the Common European Framework of reference scale A1 – A2.

7.4. Research methodology and research tools

To conduct this research, the data were obtained by means of combining two research methods: observation and questionnaire that belong among elicitation techniques

(Nunan 1992, p. 91 - 92). The expected outcome of this combination was obtaining data for further qualitative research.

7.4.1. Observation

The intention behind using the observation research method was to provide an insight into authentic ELT in the primary classroom conducted by Czech native teachers and subsequently confirm or disprove the assumption that teaching pronunciation in this type of schools is rather neglected by the teachers of English as mentioned earlier. For the purpose of the research an observation sheet had been created for documenting the duration of the lesson (see Appendix 5). To ensure the authenticity of the outcomes it is vital to mention that the intention of the observations in terms of teaching pronunciation was not expressed to the participating teachers. Classes were observed without the participation of the observer. Undoubtedly, as it was a direct observation, both the learners and teachers might have been, at least partially, influenced by the observer's presence.

The main aspects observed were the actual activities concerned with speaking and pronunciation although these can never be fully isolated from teaching other aspects of language due to their interconnection. The aim was to record the objectives of such activities in terms of production and recognition which were specified to include the individual aspects of pronunciation discussed in Chapter 5.

In addition, focus was also on pronunciation difficulties not only on the pupils' but also the teachers' side. During documenting the flow of the lesson there were used following abbreviations in the observation sheet: "T" for indicating the teacher and "P"/"Ps" for the pupil/pupils.

7.4.2. Questionnaire

The reason behind opting for a questionnaire as a research method (see Appendix 6) was to find out the attitude of primary school teachers to teaching pronunciation, their awareness of the role of phonological competence as part of communicative competence, how much time they devote to teaching pronunciation within their lessons

with young learners, as well as activities they use in pronunciation teaching. The questionnaires were distributed to all ten teachers after the observation of their English lessons. The intention was to compare the outcomes of the observations of the teachers' genuine teaching appearance with their own attitudes to teaching pronunciation to young learners described in the questionnaires.

The questionnaire was written in Czech on purpose to avoid possible misunderstanding and ambiguity of the researched items among the respondents. It was intended to provide the teachers with an opportunity to react to the questions in their own words, not limit their responses only to "yes/no" answers. This is the reason why the preference was mainly given to open-ended questions rather than to the closed (Nunan 2001, p. 143, Gavora 2000, p. 102-104). Gaining such authentic material for further research was another benefit in order to achieve the target of the research.

The surveyed sample may appear rather small. However, for the purpose of qualitative research we are concerned with the quality of the data supported by the choice of open-ended questions.

The small sample of respondents provided an opportunity to present each teacher with clarification of the included items (if necessary) to avoid ambiguity and misunderstanding. Furthermore, the distribution and collection of the questionnaires was realized in a relatively short time with a hundred percent returnability.

Before the distribution of the questionnaires took place, it was piloted by two teachers who provided the author with valuable feedback on the comprehensibility of presented items. Naturally, these questionnaires were excluded from the research. It is assumed that providing the details of piloting the questionnaire is not necessary.

7.5. Data analysis and outcomes

At the beginning it would be suitable to describe the classrooms' environment which was almost identical in all the classes. The pupils' desks were mostly arranged in rows, only in two cases in a circle. All classrooms were equipped with a CD player, a black or

whiteboard, in addition, in four classes there was an interactive board at disposal. Eighteen classes out of twenty were equipped with English teaching posters hanging on the walls which can be seen very positively in terms of building pupils' awareness of learning English.

In addition, focus was also on pronunciation difficulties not only on the pupils' but also the teachers' side. These mainly included those presented in Chapter 5.2, namely phonemes not present in the Czech language, incorrect vowel lenght, incorrect use of word and sentence stress. Once again these findings highlighted the importance of teaching pronunciation right at the beginner level. For examples noted during the observation see Appendix 7.

In the first question the teachers were asked to express their opinion on the importance of teaching pronunciation in the primary classroom with view to achieving communicative competence, as opposed to other aspects of language. They were supposed to mark their attitude on the scale from 1 to 5, where 1 indicated the highest importance and 5 the least importance. Figure 4 clearly indicates that the results are rather satisfying with almost 80% of teachers having rated the pronunciation on the first (1 teacher) and second place (7 teachers). It could be claimed that there was general agreement on the importance of teaching pronunciation for achieving communicative competence in English. This is in contradiction with the assumption that pronunciation teaching is largely neglected in primary classrooms.
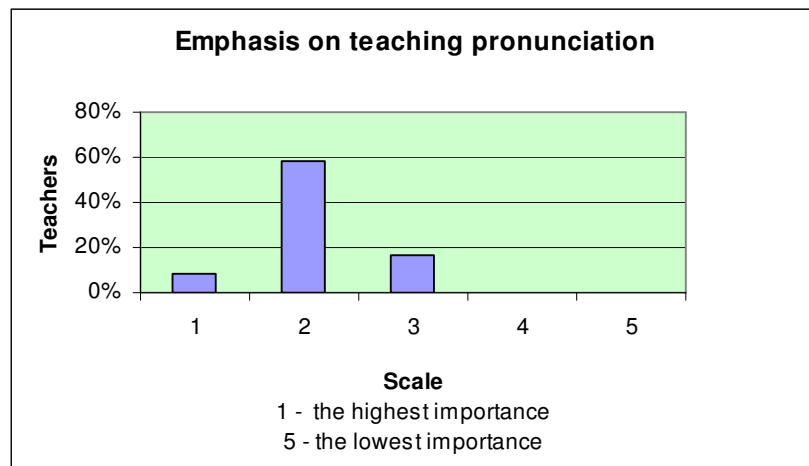

Figure 4

The second question focused on the ratio of English and Czech language usage in English lessons. The purpose of this question was to find out whether the participating teachers are aware of the fact that an English lesson begins immediately after they start to speak and every time the teacher speaks s/he presents a spoken model to the learners, as mentioned in Chapter 5.1. In addition, every English lesson is assumed to be a pronunciation lesson.

From the answers it is visible that nine out of ten teachers use English in more than 50% of teacher talking time. Only one teacher indicated a lesser usage of English by the ratio 40:60%. This question was partially formed as open-ended. When asked to justify their attitude, the prevailing part of the teachers answered that they use Czech for explaining grammar and complicated instructions. One of them, who expressed the use of English versus Czech by ratio 80:20% claimed: "I use English as much as possible, children will understand if you help them by gesticulation. However, issues that are rather time-consuming I explain in Czech" (see Appendix 8: Sample B). The observation revealed that this teacher conducted almost the whole lesson in English and the pupils understood – followed her instructions without difficulties. In case some of the pupils did not understand, the teacher asked other pupils to translate her instructions into Czech. Undoubtedly, she represents an exemplary model for her pupils as well as a provider of comprehensible input, one of the teachers' roles discussed in Chapter 5.1.

Unfortunately, this view is offset by a dimensionally different one with another teacher indicating the usage of English and Czech by 40:60% who applied:

> If I speak English, the teaching process slows absolutely down and we do not manage to follow the lesson plan. If I speak English I translate the information into Czech immediately in order to activate less skilled children (see Appendix 8: Sample A).

Perhaps, a large scale research would reveal the prevalent situation in the Czech primary classrooms.

The intention of the third question was to find out if the participating teachers had been instructed how to teach pronunciation during their studies. Interestingly, only three

teachers of ten answered positively which is in line with the fact that the majority of participating teachers had not been qualified for ELT (see Chapter 7.3.2). Moreover, it is surprising that one of the qualified teachers responded that she had not been trained for teaching pronunciation.

As far as the fourth question is concerned, the preferred variety of is British English perhaps due to the availability of textbooks and other teaching materials.

The fifth question looked into providing the sound input in terms of the teacher as the language model compared to recordings of native speakers. Being aware of the complexity of English pronunciation the teachers frequently make use of recorded listening activities. However, in all cases they rate their share of listening input as being at least 50%, supported by their confidence in providing a suitable language model. One of the teachers responded:

> I think that my experience in ELT is sufficient to provide children with a suitable model. Native speakers' recordings cannot be used in every lesson; it depends on particular activities (see Appendix 8: Sample B).

However, comparing the teachers' statements regarding their confidence as a model speaker with their real appearance noted during observations and taking into account the limits of evaluating the non-native pronunciation it can be concluded that in most of the cases the teachers' pronunciation still need some improvement. It is evident that a teacher should feel confident in front of the class as a model speaker pronouncing correctly and providing a good comprehensible input for the pupils, as mentioned in Chapter 5.1.

The sixth question deals with the frequency of pronunciation teaching. In 80% the response was regularly/every lesson while the remaining 20% stated that occasionally, if time allows. Nevertheless, it is necessary to take into account whether they meant overt, explicit, or covert, indirect pronunciation teaching. With 50% of respondents it is common practice to integrate pronunciation teaching with other aspects of language, such as vocabulary, speaking and listening which also evolved from the observations.

Question number seven concentrates on the learners' pronunciation difficulties. Even though only a small number of teachers were able to provide specific examples, the observations proved that the most common mistakes are identical with those discussed in Chapter 5.2. For their examples see observation sheets in Appendix 7.

The aim of the eighth question was to investigate if the teachers provide pupils with prompt feedback on their pronunciation. If their answer was yes, they were asked to explain in what way. Seven out of ten teachers claimed that they always provide feedback immediately and the remaining three teachers answered that sometimes. One of them added: "I do my best but I cannot say that it is hundred percent. I demonstrate the correct pronunciation and ask the pupil to repeat the word". Another teacher applied:

> If pupils say a sentence correctly, I do my best to praise them. I repeat the sentence once again and make the pupils be aware of pronunciation of the mispronounced words. They are supposed to repeat the sentence correctly with proper pronunciation (see Appendix 8: Sample B).

The next teacher responded:

> I ask pupils for repetition and for being aware of pronunciation. If the mistake remains, I ask other pupils whether they noticed it. Than we correct it together and repeat at least for two times.

Teachers' positive attitude regarding the feedback had been proved while observing the lessons as it can be seen from example observation sheets in Appendix 7.

Question number nine dealt with activities being used for teaching pronunciation. In the first part of the question the teachers were provided with a list of activities which were divided into two parts, firstly, aimed at reception and secondly, at production. Their task was to tick the activities they usually use when teaching and in case of missing some activities, the teachers were asked to put them down. The list of activities included minimal pairs, counting syllables, recognition and marking word stress, sentence stress and intonation, as well as activities concentrated on production, namely rhymes, songs, jazz chants, tongue twisters, practicing role play/dialogue and monologue, drilling of short sentences, individual words and lastly practicing fluency by chaining.

Among the most frequently occurring activities belonged undoubtedly songs, especially in lower classes, followed by drilling of words and sentences or individual phonemes. No less frequent were short dialogues and role plays. A significant part of almost every observed lesson represented integrated pronunciation teaching discussed in Chapter 5.3.3 conducted via listening to native speakers' records. These were then followed by drilling the whole phrases from the dialogues and often resulted in playing the roles of the recorded participants. The role play activity belonged to the most enjoyable one as to addressing the pronunciation practice among young learners since they wished to repeat it again and again. For an example see Appendix 7: Sample B.

The second part of the ninth question should investigate the role of listening activities when teaching pronunciation. Again, valuable teachers' opinions on this issue will be cited. One of the teachers responded: "Listening to the native English is good for children to liven up. Usually, recorded listening activities are included into every lesson" (see Appendix 8: Sample A). Another interesting teacher's opinion:

> I make the best of them, children get used to the native speakers and do not have difficulty in communication. On top of that, children find listening activities funny, especially with Chit Chat (the students' book).

From the findings above, as well as from the observations (for example see Appendix 7: Sample B) it can be concluded that listening activities are of high importance when teaching pronunciation among teachers of English.

Question number ten aims at exploring the teachers' view on the use of the International Phonetic Alphabet (IPA) when teaching young learners. The teachers more or less agreed that they do not use it in the lessons in most of the cases. The most frequent opinion to this reasoning was that the IPA is way too complicated for common use, especially when teaching young children. Interestingly, in two cases the suggestion to simplify the alphabet had been expressed. There were two teachers out of ten who agreed with using the IPA when teaching young learners and observations proved their statements. These two teachers used it for transcribing new vocabulary by writing it on the blackboard but none of them instructed pupils to use it as well. It was voluntary. One of the two teachers' opinions expressed in the questionnaire was: "At the beginning

it is difficult for pupils to cope with the IPA, nevertheless, the more they get used to it, the easier it will be for them in the future."

It could be suggested that teachers using the IPA could become an everyday teaching practice in the primary classroom without explicitly requiring it on the learners' side. With the time, the learners would get used to it. Besides it would raise learners' interest in using dictionaries as a necessary teaching aid when learning foreign languages.

The last question of this research material regards the teachers' profile that had been already discussed in Chapter 7.3.2.

8. CONCLUSION OF THE PRACTICAL PART

Since the theme of the class observations was not revealed to the participating teachers until after the questionnaires were completed, it is interesting to find correlation of the data gained by both research methods.

The research provided some interesting findings as to the attitude of some primary school teachers of English towards teaching pronunciation, as well as their preferred activities. The initial hypothesis as to pronunciation being left out of teaching proved incorrect, which is great news. Perhaps surprisingly there is no correlation between formal qualifications of the teachers and their attitude to pronunciation, whereby some of those with formal education in teaching do not consider themselves to be sufficiently equipped with pronunciation knowledge, while those who have not undergone formal training feel more confident. Moreover, this study exempted primary schools specialized in language teaching, which could have provided a different perspective.

 Nevertheless, it is certainly positive to note the optimistic approach of the teachers, despite the limitations of this research. It would be interesting to carry out a larger scale research, but unfortunately it was beyond the scope of this paper.

9.   CONCLUSION OF THE THESIS

This paper has dealt with the issue of teaching pronunciation to young learners.

The first part focused on some theoretical background regarding the terminology, the specifics of the learners, including their cognitive development and the factors influencing foreign language acquisition, as well as the aspects of pronunciation as a vital component of communicative competence. It also attempted to highlight the importance of teaching pronunciation, especially to young learners, together with some areas that may cause difficulties. A range of activities was proposed as a brief guide to show that pronunciation can and should be incorporated into language lessons with young learners in an entertaining way.

The empirical part was based on observations in authentic primary school classes and investigated the attitude to teaching pronunciation in the Czech environment. The findings of this small-scale research contradicted the initial hypothesis that pronunciation is neglected in this environment. By means of using observations and questionnaires, the participating teachers displayed reasonable concern for this topic and provided valuable insight into the activities commonly used.

Given the cognitive development of primary school children discussed in Chapter 2, it is strongly suggested that pronunciation is given the attention it deserves with view to achieving communicative competence. It is believed that the initial aim of this thesis has been fulfilled and this paper can serve as a starting point for further study in the field of teaching pronunciation to young learners.

10. RESUMÉ

Výuka anglické výslovnosti se dlouhodobě potýká s různými, často protichůdnými názory na její zařazení do vyučovacího procesu. Cílem této bakalářské práce je vyzdvihnout výuku výslovnosti u žáků mladšího školního věku jako významného faktoru pro dosažení komunikativní kompetence v anglickém jazyce a současně potvrdit či vyvrátit hypotézu, že je ve vztahu k ostatním jazykovým prostředkům a řečovým dovednostem upozaďována. Tato bakalářská práce si rovněž klade za cíl zprostředkovat náhled do reálné výuky anglického jazyka, stejně tak jako získat cenné názory učitelů na výuku výslovnosti na prvním stupni základních škol.

Úvodní část této kapitoly se nejprve soustřeďuje na vymezení pojmu žák mladšího školního věku, jakožto cílové skupiny této práce, a to zejména z hlediska jeho kognitivního a sociálního vývoje založeného na výzkumech odborníků v oblasti školní psychologie.

Nejprve je definován samotný pojem kognitivní vývoj, jehož problematikou se podrobně zabýval renomovaný švýcarský psycholog Jean Piaget. Důraz je kladen na dva protikladné procesy asimilace a akomodace, díky kterým se dítě přizpůsobuje požadavkům vnějšího prostředí a nabývá nových znalostí. Nicméně Piaget není jediným badatelem zkoumajícím vývoj dítěte. Proto jsou tu jmenováni další odborníci z oblasti vývojové psychologie, jako Vygotsky nebo Bruner. Vzhledem k rozsahu této práce avšak nejsou jejich teorie diskutovány, pouze jsou brány na zřetel.

Následně je tu definována věková skupina dětí mladšího školního věku od šesti do jedenácti let. Toto období, kdy děti navštěvují první stupeň základní školy, je označováno jako období důležitých změn ve vývoji dítěte pro rozvoj všech aspektů osobnosti. Neméně důležitá je nová sociální role dítěte ve společnosti - role školáka, díky které si dítě osvojuje nové znalosti, vztah s učitelem a se školou jako institucí. Zvládnutí požadavků školy vytváří předpoklad pro získání dalších rolí spojených se společenským postavením. Ve škole je dítě hodnoceno podle toho, jak se chová a jaké výkony podává. Škola dítěti dává první příležitost dosáhnout pozitivního hodnocení

vlastním úsilím, kdy žák musí přijmout nové povinnosti a zodpovědnost. Toto období je pro dítě nesmírně důležitým mezníkem v životě, neboť jej připravuje a ovlivňuje pro další vývoj do dospělosti, jak pro roli osobní, tak i pracovní.

Závěrečná část této kapitoly se zabývá osvojováním cizího jazyka u mladých žáků ve vztahu k učení se cizímu jazyku jako takovému. Jsou zde diskutovány různé teorie a poznatky, které byly učiněny v této oblasti. Důraz je kladen na Lennenbergovu hypotézu kritického období, která rozebírá otázku vymezení věkové skupiny ve smyslu, v jakém věkovém období by bylo nejlépe vhodné začít s osvojováním cizího jazyka. Jsou tu prezentovány odlišné názory odborníků na tuto problematiku.

Třetí kapitola této práce definuje pojem komunikativní kompetence jako stěžejního cíle učení se cizím jazykům. Pro vysvětlení tohoto termínu je v této práci použita Bachmanova koncepce komunikativní kompetence, která je považována za právě aktuální a uznávanou. Nicméně jsou tu prezentováni i další významní vědci zabývající se touto problematikou, jako například Canale a Swain, Littlewood a další. Vzhledem ke komplexitě těchto teorií, nejsou v této práci srovnávány, pouze brány na zřetel.

Bachman uvádí, že komunikativní kompetence, dle jeho pohledu, zahrnuje tři komponenty: jazykovou kompetenci, strategickou kompetenci a psychofyziologické mechanizmy. Jazyková kompetence dále zahrnuje organizační a pragmatickou, které jsou dále rozvedeny do několika kategorií. Organizační kompetence na gramatickou a textovou a pragmatická kompetence na ilokucionární a sociolingvistickou. Současně Bachman bere v úvahu psychofyziologické mechanizmy, tedy neurologické a fyziologické procesy, které ovlivňují schopnost verbálně komunikovat. Jelikož pro definování těchto kompetencí v detailu není v tomto shrnutí prostor, vzhledem k tématu práce je alespoň vhodné zařadit znalost výslovnosti do patřičné skupiny dle Bachmanova pojetí, kterou je gramatická kompetence a tu definovat ve vztahu ke kompetenci textové. Zahrnuje tedy dílčí kompetence týkající se používání jazyka, jako je slovní zásoba, morfologie, syntax a fonologie, zatímco textová kompetence představuje schopnost spojovat slova do vět prostřednictvím využití pravidel pro kohezi a rétorickou organizaci. Všechny tyto lze souhrnně vyjádřit jako lingvistickou

kompetenci, v níž by měli žáci dosáhnout co nejvyšší možné úrovně tak, aby byli schopni používat jazyk spontánně v jakémkoli prostředí a v jakýchkoli situacích.

Poslední stěžejní kapitola si klade za cíl podpořit argumenty ve prospěch výuky anglického jazyka již na prvním stupni základních škol. Nejprve jsou tu rozebírány jednotlivé aspekty výslovnosti, které jsou rozděleny do dvou hlavních částí, na segmentální a supra-segmentální jevy. Konkrétně jsou tu specifikované anglické souhlásky a samohlásky, intonace, přízvuk a další aspekty mluveného projevu za účelem nabídnout ucelený přehled o komplexnosti a rozmanitosti zvukové stránky anglického jazyka. Tato kapitola poskytla dobrý základ pro výzkumnou část, jejíž zadání bude později představeno.

Dostáváme se ke kapitole, která se týká konkrétní výuky zvukové stránky jazyka. Je tu vyzdvihnuta role učitele jako významného faktoru ve výuce anglické výslovnosti. Protože zvuková stránka hraje důležitou roli při verbální komunikaci, jedna z mnoha rolí učitele je vést žáky ke kladnému vnímání tohoto aspektu jazyka, ve smyslu osvojování si pravidel anglické výslovnosti za účelem dosažení dobré komunikativní kompetence. K učiteli je tu nahlíženo jako k modelu, který žákům zprostředkovává správnou zvukovou podobu cílového jazyka. Další část kapitoly se zaměřuje na chyby, které se u českých žáků nejčastěji vyskytují. V závěru je pak apelováno na podceňování výuky aspektů anglické výslovnosti ze strany učitelů.

Teoretickou část uzavírá výčet technik a aktivit zaměřených na procvičování různých aspektů anglické výslovnosti, které doprovází soubor funkčních příloh. Pozornost je zaměřena na problémové jevy mezi českými mluvčími.

Praktická část této práce se zabývá výzkumem, jehož cílem je zjistit, jakým způsobem je výuka anglické výslovnosti na prvním stupni základních škol praktikována a rovněž jak učitelé vnímají výslovnost ve vztahu k dosažení komunikativní kompetence v anglickém jazyce. Byla stanovena výzkumná hypotéza ve znění: Výuka výslovnosti anglického jazyka je na prvním stupni základních škol v České republice zanedbávána. Pro výzkum byla zvolena metoda observací v kombinaci s dotazníkem. Výzkum se

odehrával na prvním stupni základních škol v Hradci Králové a okolí. Objektem pozorování byli učitelé anglického jazyka a žáci druhých, třetích, čtvrtých a pátých ročníků. Jako výzkumný vzorek bylo stanoveno dvacet pozorování výuky anglického jazyka vyučovaných deseti učiteli na pěti základních školách.

Jelikož předmět pozorování ve třídách nebyl oznámen zúčastněným vyučujícím až do vyplnění dotazníků, je zajímavé zjistit paralelu v údajích zjištěných oběma výzkumnými metodami.

Výzkum poskytl zajímavá zjištění ohledně přístupu některých učitelů angličtiny na prvním stupni základní školy k výuce výslovnosti, a také o jejich upřednostňovaných aktivitách za tímto účelem. Úvodní hypotéza ohledně zanedbávání výuky výslovnosti se ukázala chybnou, což jsou dobré zprávy. Snad překvapivou se ukázala chybějící vazba mezi formálním vzděláním učitelů a jejich přístupu k výslovnosti, kdy někteří respondenti s formální pedagogickou kvalifikací se nepovažují za dostatečně vybavené znalostí výslovnosti, zatímco učitelé bez plného pedagogického vzdělání mají v tomto směru větší jistotu. Nutno ještě podotknout, že tato studie se netýkala základních škol zaměřených na výuku cizích jazyků, jejichž zahrnutí by pravděpodobně poskytlo odlišnou perspektivu.

Je jistě pozitivní zaznamenat optimistický přístup učitelů k výuce výslovnosti u dětí mladšího školního věku. Výzkum ve větším měřítku, například celorepublikově, by jistě ukázal realistickou situaci, ale bohužel by se vymykal limitacím této bakalářské práce.

Vzhledem ke kognitivnímu vývoji dětí mladšího školního věku, kdy děti mají nejlepší předpoklady pro osvojení si zvukové stránky cizího jazyka, je vhodné doporučit či navrhnout, aby výslovnosti byla věnována pozornost, kterou si zaslouží, vzhledem k její roli jako součásti komunikativní kompetence v cizím jazyce.

Věřím, že úvodní záměr této práce byl splněn a že práce poslouží jako odrazový můstek pro další zkoumání v oboru výuky výslovnosti u dětí mladšího školního věku.

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APPENDIX 1: Sample activities: Rhymes and songs, rhyming words, rhythm
New Headway Pronunciation: Pre-Intermediate Student's Practice Book (Bowler and Parminter 2001)
New English File: Elementary Workbook (Oxenden and Latham-Koenig 1997)

Sentence stress

Rhythm and /ə/

1 Some syllables are 'heavier' than others in the
following poem. We stress them because they are in
important words.

T5.5 Listen and mark the stresses ●. The first verse
and the last verse are done for you.
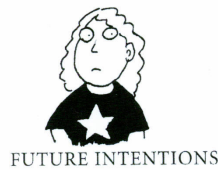
FUTURE INTENTIONS

●   ●   ●   ●
In June this year I'll finish school,

   ●   ●   ●
And the summer's getting near.

●   ●   ●   ●
My classmates all know what they want to do,

●   ●   ●
But I haven't got any idea.

5 Pippa's going to travel round the world.

Hannah's going to stay at home.

Peter's going to join a punk rock band,

And Richard's going to teach in Rome.

Amanda's going to move to Hollywood

10 Where she hopes to become a star.

Frank's going to pass his driving test,

And then he's going to buy himself a car.

Paula's going to study up at Cambridge,

And Roger's going to learn how to cook.

15 Emma's going to have a lot of babies,

And Sarah's going to write a book.

Steven's going to be a scientist

And try to help the human race.

Helen's going to be in the Olympic team,

20 And finish in the long jump in first place.

●   ●   ●
Ian's going to be a millionaire,

   ●   ●   ●
And Anna's going to help the poor.

●   ●   ●   ●
But I still don't know what I want to do,

   ●   ●   ●
So I'll sit here and I'll think some more.

►► p58

Unit 5   21

2 How many syllables (stressed and unstressed) are there in the eight lines below? (*going* counts as one syllable in fast speech.)

line 3   My classmates all know what they want to do
☐ *syllables*

line 6   Hannah's going to stay at home
☐ *syllables*

line 7   Peter's going to join a punk rock band
☐ *syllables*

line 8   And Richard's going to teach in Rome
☐ *syllables*

line 11 Frank's going to pass his driving test
☐ *syllables*

line 12 And then he's going to buy himself a car
☐ *syllables*

line 14 And Roger's going to learn how to cook
☐ *syllables*

line 19 Helen's going to be in the Olympic team
☐ *syllables*

3 The unstressed syllables are 'squashed' between the stresses. Very often the sound in these unstressed syllables is /ə/.

T5.6 Listen to these words and names. Notice the unstressed /ə/ sounds.

/ə/ ● /ə/	●	/ə/	/ə/●	● /ə/	● /ə/
Amanda	summer		Olympics	human	Anna

4 **T5.7** Listen to the eight lines below. Mark the /ə/ sounds in each line.

/ə/
line 3   My classmates all know what they want to do

/ə/ /ə/ /ə/ /ə/
line 6   Hannah's going to stay at home

line 7   Peter's going to join a punk rock band

line 8   And Richard's going to teach in Rome

line 11 Frank's going to pass his driving test

line 12 And then he's going to buy himself a car

line 14 And Roger's going to learn how to cook

line 19 Helen's going to be in the Olympic team

Now listen again and repeat each line above. Follow the stress pattern you hear on the recording.

5 Work in groups of four. Choose an odd numbered line, as follows:

Student A – *line 3*	Student C – *line 11*
Student B – *line 7*	Student D – *line 19*

You're going to have a speaking race. Say your line together with the other students in your group. All start at the same time and all speak as fast as you can.

Who was the winner? Did any of you finish at the same time?

Now do the same with an even numbered line, as follows:

Student A – *line 6*	Student C – *line 12*
Student B – *line 8*	Student D – *line 14*

6 **T5.8** Listen to the first verse of the poem with rhythm clicks. As you listen, clap with the recording.

◄ **T5.5** Listen to the whole poem again. Clap the rhythm as you read aloud with the recording.

PRONUNCIATION rhyming words

a Match the words that rhyme.

aunt	see	wear	~~wait~~	near	eat	hot	water

1 hate	___wait___		5 daughter	_____
2 meet	_____		6 key	_____
3 hair	_____		7 what	_____
4 beer	_____		8 can't	_____

b Practise saying the words.

APPENDIX 2: Sample activities: Drilling – intonation, word and sentence stress, silent letters, strong and weak syllables

New Headway Pronunciation: Pre-Intermediate Student's Practice Book (Bowler and Parminter 2001)
New English File: Elementary Workbook (Oxenden and Latham-Koenig 1997)

Intonation and sentence stress

Showing interest and surprise

T9.5 When someone tells you something interesting, you can show your interest by asking a short 'reply' question, like this:

My uncle's a fortune teller.   Is he?

T9.6 If your voice is flat you will sound uninterested.

My uncle's a fortune teller.   Is he?

T9.7 If you want to sound really interested, your voice should start low and finish high.
Practise, first exaggerating, like this:

Is he?   Is he?   Is he?

1 Look at the rules for making reply questions.

Rules

- When the verb *be* is in the sentence, use the correct form of *be* in the reply question.

  My uncle's a fortune teller.
  Is he?

- When another auxiliary verb is in the sentence, use the correct form of that verb in the reply question.

  He's got a gypsy caravan.
  Has he?

- When there is no auxiliary verb in the sentence, use the correct form of *do*.

  He likes looking into the future.
  Does he?
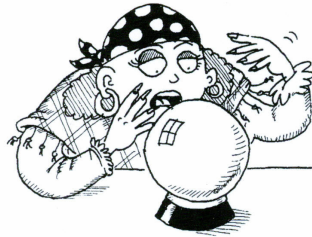
2 Complete this conversation with reply questions.

My aunt's a fortune teller.

1 _____?

Yeah, she uses a crystal ball to see into the future.

2 _____?

Mmm. It belonged to my granny.

3 _____?

Yeah. She can read the lines on your hand as well.

4 _____?

And she's also got some very old Tarot cards.
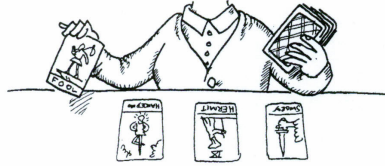
5 _____?

Yeah, one pack is over 100 years old.

6 _____?

Mmm. And she's recently bought a horoscope programme for her computer.

7 _____?
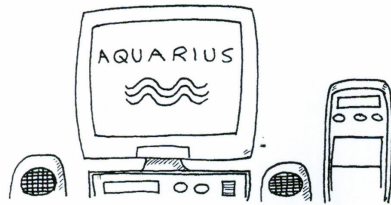
Oh, yes. There's a computer in her caravan, you see.

8 _____?

Mmm. And now I'm interested in fortune telling.

9 _____?

What's more I've started reading lots of books about it.

10 _____?

Yes. And sometimes my friends ask me to tell their fortunes.

11 _____?

Naturally I always say yes.

12 _____?

T9.8 Listen and check your answers.

► ► p61

3 Listen again and repeat the reply questions with the recording. Sound interested.

4 Work on your own. Write down some surprising 'facts' about a relative of yours. (You don't have to be truthful!)

Example
My wife's a film star.
She's got a house in Beverly Hills.
I'm her sixth husband.

5 **T9.9** Listen to the short dialogue below. Can you hear that **B**'s voice starts very low and goes up very high at the end of each question?

A My wife's a film star.

B Is she?

A Yes. She's got a house in Beverly Hills.

B Has she?

A Yes. Of course, I'm her sixth husband.

B Are you?

6 Now work with a partner to make similar dialogues.

Student A Tell your partner what you have written down.

Student B Show your surprise, using reply questions. Pay attention to your intonation.

When you finish, swap roles.

41

Word focus

Words with silent letters

**1** These words all contain silent letters. Cross out the silent letters like this:

g̶host   i̶sland   k̶now   w̶ho

castle	comb	wrist
daughter	might	fruit
opera	cupboard	bought
listen	foreigner	friend
designer	handsome	suit
whale	lamb	white
could	night	wrong
scissors	cheque	two
answer	champagne	yoghurt

T12.6 Listen and check your answers.

2 Listen again and repeat the words. Make sure you don't pronounce the silent letters.

3 Work on your own. Write sentences using as many of the words in 1 as you can.
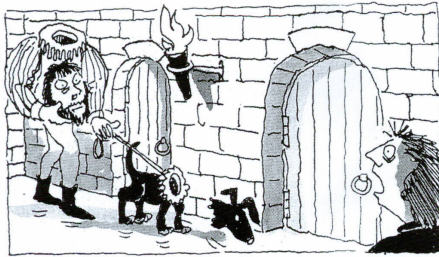
Examples
There might be more than two ghosts in the castle.
Who bought the fruit yoghurt in the cupboard?
The handsome foreigner wore a white suit.
The opera designer drank champagne all night.

4 Work with a partner. Exchange sentences. Practise reading your partner's sentences aloud as fast as you can.

PRONUNCIATION vowel sounds, word stress

a Write the words in the chart.

Argentina	twenty	airport	coffee
hotel	where	are	copy	Britain
mobile	Wednesday	hundred	

car	clock	computer	egg	phone	chair
Argentina	___	___	___	___	___
___	___	___	___	___	___

b Underline the stressed syllable in these words.

1 Spanish   6 Brazil
2 Japan   7 Portuguese
3 Japanese   8 Italy
4 Germany   9 Italian
5 Poland   10 American

c Practise saying the words in **a** and **b**.

PRONUNCIATION sentence stress

a Underline the stressed words.

1 A Would you like to drive a sports car?
 B Yes, I'd love to.
 A Why?
 B Because I love cars and I love driving.
2 A Would you like to ride a horse?
 B No, I wouldn't.
 A Why not?
 B Because I don't like horses.

b Practise saying the dialogues.

PRONUNCIATION sentence stress

a Underline the stressed words.

1 A Can you speak German?
 B Yes, I can.   4 Where can I buy a newspaper?
2 I can't find the keys.   5 A Can your father cook?
3 She can sing.   B No, he can't.

b Practise saying the sentences.

New Headway Pronunciation: Pre-Intermediate Student's Practice Book (Bowler and Parminter 2001)
New English File: Elementary Workbook (Oxenden and Latham-Koenig 1997)

5

The sound /w/
Rhythm and /ə/
Hearing the difference between polite and impolite offers

Sounds

The sound /w/

1 Circle the words in the box which contain a /w/ sound.

warm	how	heavy	violence
leaving	world	when	watch
two	languages	borrow	favourite
own	views	worried	questions

T5.1 Listen and check your answers. You will only hear the words with a /w/ sound.

►► p58

2 **T5.2** Listen to some students saying these sentences. Mark the pronunciation of the /w/ words right (✓) or wrong (✗).

1 Can I have some *wine*?

2 *Would* you like anything to drink?

3 He *won't* talk to his mother.

4 It's in the *west* of Hungary.

5 You need to buy a new *wheel*.

6 It's the *worst* film I've ever seen.

To make the sound /w/, first practise /uː/. Push your lips out, and make them round and hard. /w/ is a short sound.
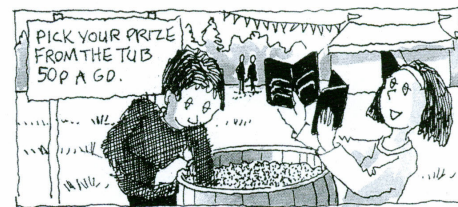
/w/

If saying /w/ at the beginning of words is difficult for you, put a word that ends with a rounded vowel or diphthong sound (*two, saw, no, now*) in front of the /w/ word.

►► p58

3 **T5.3** Listen and practise.

PICK YOUR PRIZE FROM THE TUB 50p A GO.

two
two wallets
I found   two wallets.

4 Say these sentences in the same way. Start with the word before the /w/ word each time.

1 They saw wild koalas in the trees.

2 There's no wine in the shop.

3 Now wait a minute!

4 She bought him a new watch.

5 Match the questions with the answers.

1 Where was Wendy while they were watching the whales?

2 What was wrong with the weather on Wednesday?

3 Which wine would you like, Winifred?

4 Why were Wayne and Wanda whispering?

a The sweet white one, Walter.

b Working in Washington.

c They didn't want Will to worry.

d It was wet and windy.

T5.4 Listen and check your answers.

►► p58

6 Work with a partner. Practise the questions and answers.

20   Unit 5

43

Sounds

The sounds /θ/ and /ð/

1 The letters *th* can be pronounced /θ/ or /ð/. Put these words into the columns below, according to the pronunciation of the letters *th*.

grandfather	other	them	three
north	things	clothes	athlete
health	months	their	leather

/θ/	/ð/
north	*grandfather*

T7.5 Listen and check your answers.

2 Can you add more words to the columns above?

- To make the sound /θ/, touch the back of your top teeth with your tongue. Push out air between your teeth and your tongue. /θ/ is a voiceless sound.

- To make the sound /ð/, make the sound /θ/ but use your voice.

- If you have problems making the sounds /θ/ and /ð/, put your finger in front of your mouth and touch it with your tongue, like this:

PRONUNCIATION /ʊ/, /uː/, and /ʌ/

a Match the words to sounds 1, 2, and 3. Then connect the words that have the same sound.

1 ʊ   2 uː   3 ʌ
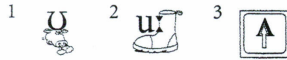
☑ good	student
☐ love	money
☐ music	cook

☐ hungry	book
☐ newspaper	lunch
☐ looking	true

b Practise saying the words.

c Complete the dialogues by using the pairs of matching words from exercise a.

1 Does your husband make the dinner?

Yes, he's a very ___good___ ___cook___.

2 What are the most important things in life?

_____ and _____.

3 What do you do?

I'm a _____ _____.

4 Can I help you?

Yes, I'm _____ for a _____ about Italy.

5 A lot of the things you read in the _____ are often not _____.

6 I'm _____. What's for _____?

d Practise reading the dialogues.

PRONUNCIATION vowel sounds

a Circle the word with a different vowel sound.

ɪ	uː	aɪ	əʊ	e
cheap	study	high	comb	red
niece	blue	dry	book	pen
eat	new	live	slow	me
(wear)	do	wife	smoke	wet

b Underline the stressed syllable in these words.

1 beautiful   3 expensive   5 ugly
2 empty   4 difficult   6 dirty

c Practise saying the words in a and b.

PRONUNCIATION the letter *o*

Circle the word with a different vowel sound. Practise saying the words.

ɒ	uː	ʌ	əʊ
office	school	no	slow
(home)	two	son	go
long	food	mother	comb
job	hot	worried	brown

PRONUNCIATION consonant sounds

a Write the words in the chart.

China   shop   photo   you   chair   Germany
job   file   England   university   drink   person

p parrot	f flower	tʃ chess	dʒ jazz	j yacht	ŋ singer
shop					

b Underline the stressed syllable in these words.

1 journalist   4 pilot   7 receptionist
2 politician   5 musician   8 housewife
3 hairdresser 6 engineer   9 student

c Practise saying the words in a and b.

New Headway Pronunciation: Pre-Intermediate Student's Practice Book (Bowler and Parminter 2001)

PRONUNCIATION past simple irregular verbs

a Circle the word with a different vowel sound.

æ	ɒ	ɔː	eɪ	e
swam	cost	**bought**	ate	met
(came)	wrote	saw	made	left
sang	got	heard	said	fell
sat	hot	called	paid	knew

b Practise saying the words.

PRONUNCIATION past simple verbs

a Match the verbs with the same vowel sound.

drove could ~~made~~ said learnt bought had lost

1 came	_made_	5 saw	_____
2 left	_____	6 spoke	_____
3 got	_____	7 took	_____
4 ran	_____	8 heard	_____

b Practise saying the words.

PRONUNCIATION verb + -ing

a Circle the word with a different sound.

ɪ	drinking	(writing)	swimming	giving
iː	meeting	reading	speaking	hearing
ɔː	talking	walking	working	calling
eɪ	playing	having	raining	painting
əʊ	knowing	going	doing	closing
aɪ	living	buying	finding	riding

b Practise saying the words.

PRONUNCIATION -ed endings

a Underline the word where -ed is pronounced /ɪd/.

1 booked	checked	<u>wanted</u>	walked
2 painted	arrived	turned	travelled
3 asked	waited	looked	worked
4 called	played	landed	listened
5 danced	watched	helped	started
6 worked	decided	followed	lived

b Practise saying the words.

PRONUNCIATION irregular participles

Circle the word with a different vowel sound.
Practise saying the words.

ɪ	ɔː	e	ʌ	eɪ	əʊ
given	found	left	come	taken	known
written	thought	heard	done	made	lost
(seen)	caught	said	drunk	read	broken
driven	worn	sent	got	paid	spoken

APPENDIX 5:   **Observation sheet (blank)**

Observation Sheet No: School:

Teacher:		Class:	Date:
Qualified for EFL teaching:	yes – no	No of Pupils:	Time:
EFL teaching practice:		Level of English:	

ACTIVITY Instructions in E / CZ / both	Objectives aim & focus	Materials & aids	Interaction patterns/ methods	Pronunciation difficulties Teacher / Pupil	Feedback	Timing	Comments

1

Výuka výslovnosti anglického jazyka u žáků mladšího školního věku

Dotazník určený učitelům anglického jazyka (dále „AJ") jako cizího jazyka na I. stupni základních škol v České republice

1. <u>Jaký důraz kladete na výuku výslovnosti</u> *při hodinách AJ ve srovnání s ostatními jazykovými prostředky (slovní zásoba, gramatika, spelling) a řečovými dovednostmi (mluvený projev, psaní, poslech s porozuměním, čtení s porozuměním) pro dosažení komunikativní kompetence v AJ? Prosím, vyznačte na škále od 1. – 5., na které místo řadíte výslovnost (1. místo označuje největší důraz na výuku výslovnosti, 5. místo nejmenší důraz).*

   1.   2.   3.   4.   5.

2. Na hodinách AJ hovoříte k žákům spíše anglicky nebo česky? *Prosím, vyznačte na grafu poměr používání anglického versus českého jazyka a prosím, zdůvodněte tento Váš přístup:*

....
....
....
....
....

3. Byl/a jste během Vašeho studia instruován/a, jak učit výslovnost AJ?
☐ ano   ☐ ne

4. Jakou variantu AJ vyučujete (BrE / AmE) a jakou úlohu v tom hraje zvolená učebnice?

....
....
....

5. a) Jak svým žákům zprostředkováváte zvukovou stránku AJ?
☐ živý model (učitel)   ☐ reprodukovaný model (nahrávky – rodilí/nerodilí mluvčí)
Prosím, uveďte poměr, jaký model ve Vašich hodinách převažuje................................

b) Cítíte se jako model jistě? ☐ ano   ☐ ne   *Prosím, zdůvodněte:*.....................
....
....
....

6. a) Jak často věnujete pozornost výuce výslovnosti ve Vašich hodinách AJ?
☐ pravidelně, každou hodinu   ☐ občas, když zbyde čas   ☐ minimálně

b) Používáte samostatné aktivity na výslovnost nebo její výuku integrujete spolu s jinými jazyk. prostředky a řeč. dovednostmi? Které převažují, samostatné či integrované?

....
....

7. Jaké chyby v anglické výslovnosti Vaši žáci nejčastěji dělají?

....

....

....

....

8. Poskytujete svým žákům okamžitou zpětnou vazbu k jejich výslovnosti?

☐ ano, vždy   ☐ občas   ☐ ne

Pokud ano, jakým způsobem? ....

....

....

9. Jaké aktivity používáte pro výuku výslovnosti AJ?

a) zaměřené na *recepci (vnímání)*:   ☐ minimal pairs   ☐ dělení slov na slabiky
     ☐ značení intonace   ☐ značení přízvuku ve slovech   ☐ značení přízvuku ve větách
     ☐ rytmizace (např. vytleskávání, vyťukávání)   ☐ jiné - prosím, uveďte:

....

....

b) zaměřené na *produkci*: ☐ rýmovačky ☐ písničky ☐ jazz chants ☐ jazykolamy ☐ monolog
☐ role play/dialog   ☐dril-krátké věty   ☐dril-samotná slova   ☐ chaining(řetěz)   ☐jiné-prosím,uveďte:

....

....

....

c) Jakou roli hrají při výuce výslovnosti ve Vašich hodinách poslechové aktivity?

....

....

....

10. Jaký je Váš názor na používání fonetické abecedy při výuce výslovnosti u žáků mladšího školního věku?

....

....

....

11. Jaká je délka Vaší učitelské praxe, co se týče výuky AJ:

☐ 1 rok a méně   ☐ 2 – 4 roky   ☐ 5 – 7 let   ☐ 8 – 10 let   ☐ 11 let a více

Aprobovaný/á pro výuku AJ   ☐ ano   ☐ne

Kurzy a vzdělávání (AJ): ....

....

Třídy, které vyučujete AJ:

Děkujeme Vám za pěknou spolupráci a Váš čas, který jste tomuto dotazníku věnovali. Vaše odpovědi jsou velmi cenným zdrojem pro vypracování empirické části bakalářské práce. Tyto dotazníky budou zpracovány zcela anonymně, Vaše jméno, ani jméno školy nebude ve výzkumné práci uvedeno.

APPENDIX 7: Observation sheet: Sample A

Observation Sheet No: **School:** ZŠ

Teacher: Mgr.	**Class:** 4	**Date:** 10.2.	
Qualified for EFL teaching: (yes) – no	**No of Pupils:** 19	**Time:** 1150 –	
EFL teaching practice:	**Level of English:** pre-intermediate		

ACTIVITY — Instructions in E / CZ / both	Objectives aim & focus	Materials & aids	Interaction patterns/ methods	Pronunciation difficulties Teacher / Pupil	Feedback	Timing	Comments
GREETING ⇨ GOOD MORNING, -"- -"-,-"-,-"-, to you we're glad to see you	FLUENCY		Ps ⇒ T	No		1'	
INTERACTIVE BOARD " FIND THE LETTER		I-board				5'	
1 bee – B / 2 eye – I / 3 why – Y / 4 you – U / 5 tea – T / 6 sea – C / 7 pea – P / 8 we – V (not W)	RECOGNITION		Ps ⇒ T	P: [be:] INSTEAD OF [bi:]	T corrects		
RHYME{ T: vymysli co nejvíce slov, které se rýmují small see net / ball me bat / hall tea fat / T: bee – be = diff. meaning but the same sound	RECOGNITION PRODUCTION	black board		sometimes difficulties with individual phonemes	T corrected		COMPETITION - between 3 groups
RHYMING WORDS T: [BE CAREFUL] ⇨ NO NOW NEW NOT = Ps had difficulties							

ACTIVITY — Instructions in E / CZ / both	Objectives aim & focus	Materials & aids	Interaction patterns/ methods	Pronunciation difficulties Teacher / Pupil	Feedback	Timing	Comments
LISTENING DAYS IN THE WEEK & FOOD T: instructions in E ⇨ On Monday Peter ate 3 plums (A) T is pretending the activity! T pretends and shows pictures of food	& FOOD 3 plums activity!	CD recorder	T ⇒ Ps				T was great - very good at gesticulation Ps enjoyed the activity
(B) Ps repeated all sentences 1. the whole class 2. one row after another	COMPREHENSION INTEGRATION FLUENCY			Ps: [plʊms]	T corrects [plʌms]		

The most /the least effective parts of the lesson?

Would I do anything differently if I taught the lesson? NO, the teacher was excellent !!!

Observation sheet: Sample B

Observation Sheet No:		School: ZŠ

Teacher: Mgr.	Class: 3.A	Date: 15.2.
Qualified for EFL teaching: yes – no	No of Pupils: 10	Time: 10⁴⁵ - 11³⁰
EFL teaching practice:	Level of English: Beginners	

ACTIVITY Instructions in E / CZ / both	Objectives aim & focus	Materials & aids	Interaction patterns/ methods	Pronunciation difficulties Teacher / Pupil	Feedback	Timing	Comments
○ GOOD MORNING - song	FLUENCY		Ps - T			1'	
○ LISTENING = INTEGRATION "BUG CAFÉ" T: stops CD after each item Ps: repeat all together new vocab. T: goes around the class with SBook (CHIT & CHAT) and individually invites Ps to look at the picture & say it in E. T: invites Ps to repeat vocab. after her (all together) by pointing on the pictures T: plays CD again Ps: listen carefully!	RECOGNITION FLUENCY (PRODUCTION)	CD player Students' book (SB) CHIT & CHAT		Wrong stress bad pronunc. T: [DRINDZI:Z] long /I:/			

ACTIVITY Instructions in E / CZ / both	Objectives aim & focus	Materials & aids	Interaction patterns/ methods	Pronunciation difficulties Teacher / Pupil	Feedback	Timing	Comments
T: stops CD and starts a dialogue: "What do you like, Alžběta?" P: I like salad. T: What do you like, Peťa?" P: I like potatoes. → until the whole class each P. had a turn.				good pronun. no difficulties except of VEGETABLES Ps: [vegetebls] instead of: [vedʒtəbls]	T corrected		
DIALOGUE 2 Ps stand in front of the class and play a dialogue in restaurant: PA: What do you like? PB: Pizza & chips, please. PA: Here you are PB: Thank you. T: invites other pairs of Ps until the whole class had a turn.	FLUENCY			Difficulties in INTONATION when asking Qs	T didn't give a feedback		T should have given feedback on wrong intonation after the dialogue Ps enjoyed the activity very much. They wanted to play it again and again.

The most /the least effective parts of the lesson?

Would I do anything differently if I taught the lesson?

The dialogue was played once again.
Ps enjoyed it a lot.

Observation sheet: Sample C

Observation Sheet No: **School:** ZŠ

Teacher: Mgr.	Class: 4. C	Date: 24. 2.
Qualified for EFL teaching: yes – no	No of Pupils: 18	Time: 11⁵⁰ – 12³⁵
EFL teaching practice:	Level of English: Beginners	

PLAN: Our, their   HW: WB 36/3

ACTIVITY Instructions in E / CZ / both	Objectives aim & focus	Materials & aids	Interaction patterns/ methods	Pronunciation difficulties Teacher / Pupil	Feedback	Timing	Comments
① Hello Mrs Teacher							
② VOCABULARY Remision							
town x village x country city	production accuracy					5'	
Ps repeat aloud							
T: (The) Czech Republic				P: [d] "the"	T corrects [ðə]		
Ps practice "the" [ðə]							
③ PERSONAL PRONOUNS RHYME	INTEGRATION production accuracy		INTEGRATION T → P P → T			10'	
I you he she it – já se to chci naučit							
We you they – to jsem šťorney							
its color is black				P: [ouə] → T: [auə]			
our classroom							
! their T: not [ðeɪə]	production accuracy pronunciation		T → Ps Ps → T	P: [			
%. [ðe:ə]							

ACTIVITY Instructions in E / CZ / both	Objectives aim & focus	Materials & aids	Interaction patterns/ methods	Pronunciation difficulties Teacher / Pupil	Feedback	Timing	Comments
P: your T-shirt – wrong Pr.				P: instead of	✳ T's explanation		
T explains teacher x T-shirt different Pr. BE CAREFUL !			T → Ps P → T	[tɪ: ʃət] T-shirt [tɪ:ʃə] teacher			
④ FIND A RHYME	recognition		P → T			5'	
P: ball – tall hat – cat pig – big	Ps create rhyming pairs by themselves						
⑤ MATCH CARDS	recognition production	PEXESO matching cards picture x picture	Group work Ps → Ps (Groups of 4)		T gives F by going around the class	15'	Great activity ☺ kartičky musel utvořit ve finále obdelník
words on the cards must make a rhyme: coat-boat							
PRONUNCIATION PRACTICE		x = the same rhyme					

The most /the least effective parts of the lesson?

Would I do anything differently if I taught the lesson?

eat – hat   æ
dog – frog   ɔ
run – sun   ʌ
mouse – house   aʊ
plain – train   eɪ
car – star   ɑ:
chair – pair   e:

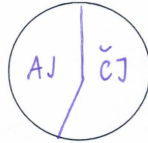**APPENDIX 8:**   **Questionnaire for teachers:**   **Sample A**

1

Výuka výslovnosti anglického jazyka u žáků mladšího školního věku

Dotazník určený učitelům anglického jazyka (dále „AJ") jako cizího jazyka na I. stupni základních škol v České republice

1. <u>Jaký důraz kladete na výuku výslovnosti</u> *při hodinách AJ ve srovnání s ostatními jazykovými prostředky (slovní zásoba, gramatika, spelling) a řečovými dovednostmi (mluvený projev, psaní, poslech s porozuměním, čtení s porozuměním) pro dosažení komunikativní kompetence v AJ? Prosím, vyznačte na škále od 1. – 5., na které místo řadíte výslovnost (1. místo označuje největší důraz na výuku výslovnosti, 5. místo nejmenší důraz).*

   1.   ②   **3.**   **4.**   **5.**

2. **Na hodinách AJ hovoříte k žákům spíše anglicky nebo česky?** *Prosím, vyznačte na grafu poměr používání anglického versus českého jazyka a prosím, zdůvodněte tento Váš přístup:*

(AJ | ČJ)

pokud mluvím anglicky, zpomalí se absolutně celý proces výuky, nestihlo by se množství učiva. pokud mluvím anglicky, vzápětí to téměř vždy přeložím, aktivuji tak i méně nadané děti.

3. **Byl/a jste během Vašeho studia instruován/a, jak učit výslovnost AJ?**
   ☐ ano   ☒ ne

4. **Jakou variantu AJ vyučujete (BrE / AmE) a jakou úlohu v tom hraje zvolená učebnice?**
   BrE, učebnici vybralo vedení školy

5. a) **Jak svým žákům zprostředkováváte zvukovou stránku AJ?**
   ☒ živý model (učitel)   ☒ reprodukovaný model (nahrávky – rodilí/nerodilí mluvčí)
   Prosím, uveďte poměr, jaký model ve Vašich hodinách převažuje
   5 : 2

   b) **Cítíte se jako model jistě?** ☒ ano   ☐ ne   *Prosím, zdůvodněte:*
   před dětmi ano

6. a) **Jak často věnujete pozornost výuce výslovnosti ve Vašich hodinách AJ?**
   ☒ pravidelně, každou hodinu   ☐ občas, když zbyde čas   ☐ minimálně

   b) **Používáte samostatné aktivity na výslovnost nebo její výuku integrujete spolu s jinými jazyk. prostředky a řeč. dovednostmi? Které převažují, samostatné či integrované?**
   používám výuku výslovnosti při jiných aktivitách, samostatně spíše v 1.roce výuky dětí

7. Jaké chyby v anglické výslovnosti Vaši žáci nejčastěji dělají?

neumí spojit výslovnost s abecedou
vyslovují jak se to píše
špatně vyslovují θ, ð

8. Poskytujete svým žákům okamžitou zpětnou vazbu k jejich výslovnosti?

☒ ano, vždy ☐ občas ☐ ne

Pokud ano, jakým způsobem?

opravuji, musí po mě zopakovat slovo

9. Jaké aktivity používáte pro výuku výslovnosti AJ?
a) **zaměřené na *recepci (vnímání)*:** ☒ minimal pairs ☐ dělení slov na slabiky
☐ značení intonace ☐ značení přízvuku ve slovech ☐ značení přízvuku ve větách
☐ rytmizace (např. vytleskávání, vyťukávání) ☐ jiné - prosím, uveďte:

b) **zaměřené na *produkci*:** ☒ rýmovačky ☒ písničky ☒ jazz chants ☐ jazykolamy ☐ monolog
☒ role play/dialog ☒ dril-krátké věty ☒ dril-samotná slova ☐ chaining(řetěz) ☐ jiné-prosím,uveďte:

c) **Jakou roli hrají při výuce výslovnosti ve Vašich hodinách poslechové aktivity?**

děti slyší rodilou angličtinu, zpestření
1 aktivita v hodině je reproduk. poslech

10. Jaký je Váš názor na používání fonetické abecedy při výuce výslovnosti u žáků mladšího školního věku?   je důležitá, v zúžené zákl. formě
1.rok výuky děti dostanou seznam fonetic. znaků
1, 2. třída kroužek aj píšu výslovnost česky

11. Jaká je délka Vaší učitelské praxe, co se týče výuky AJ:
☐ 1 rok a méně ☐ 2 – 4 roky ☐ 5 – 7 let ☐ 8 – 10 let ☒ 11 let a více
Aprobovaný/á pro výuku AJ ☐ ano ☒ ne
Kurzy a vzdělávání (AJ):
ZDŠ s roxšířeným vyuč. jazyku (7 let AJ), 2letý kurs pro výuku AJ na NŠ
Třídy, které vyučuje AJ: různá školem jednorázová

Questionnaire for teachers: **Sample B**

1

Výuka výslovnosti anglického jazyka u žáků mladšího školního věku

Dotazník určený učitelům anglického jazyka (dále „AJ") jako cizího jazyka
na I. stupni základních škol v České republice

1. _Jaký důraz kladete na výuku výslovnosti_ při hodinách AJ ve srovnání s ostatními jazykovými prostředky (slovní zásoba, gramatika, spelling) a řečovými dovednostmi (mluvený projev, psaní, poslech s porozuměním, čtení s porozuměním) pro dosažení komunikativní kompetence v AJ? Prosím, vyznačte na škále od 1. – 5., na které místo řadíte výslovnost (1. místo označuje největší důraz na výuku výslovnosti, 5. místo nejmenší důraz).

1.   (2.)   3.   4.   5.

2. **Na hodinách AJ hovoříte k žákům spíše anglicky nebo česky?** Prosím, vyznačte na grafu poměr používání anglického versus českého jazyka a prosím, zdůvodněte tento Váš přístup:

(handwritten pie chart: ČJ 20%, AJ 80%)

snažím se co nejvíce AJ, děti poslají, pokud jim pomáhám pantomimou nebo předvedením, ale některé věci, které by stály příliš mnoho času, vysvětlím v ČJ

3. **Byl/a jste během Vašeho studia instruován/a, jak učit výslovnost AJ?**
☒ ano   ☐ ne

4. **Jakou variantu AJ vyučujete (BrE / AmE) a jakou úlohu v tom hraje zvolená učebnice?**
BrE, v učebnici je dáno, tak se toho držíme, i další podpůrné materiály máme většinou v BrE

5. a) **Jak svým žákům zprostředkováváte zvukovou stránku AJ?**
☒ živý model (učitel)   ☒ reprodukovaný model (nahrávky – rodilí/nerodilí mluvčí)
Prosím, uveďte poměr, jaký model ve Vašich hodinách převažuje *jsou v organizaci dětem sama 80% ku 20%*

b) **Cítíte se jako model jistě?** ☒ ano   ☐ ne   Prosím, zdůvodněte: *myslím, že mám s AJ dobré zkušenosti, že dokážu dětem poskytnout dobrý vzor, nahrávky mělce použivat v každé hodině (záleží na aktivitách)*

6. a) **Jak často věnujete pozornost výuce výslovnosti ve Vašich hodinách AJ?**
☒ pravidelně, každou hodinu   ☐ občas, když zbyde čas   ☐ minimálně

b) **Používáte samostatné aktivity na výslovnost nebo její výuku integrujete spolu s jinými jazyk. prostředky a řeč. dovednostmi? Které převažují, samostatné či integrované?**
převážně integruji - opravuji žákům výslovnost, kdykoli mluví, je to tedy v rámci jiných aktivit, ale nedílnou součástí

55

7. Jaké chyby v anglické výslovnosti Vaši žáci nejčastěji dělají?

- se zacátku čtou tak, jak vidí (píší) slovo, špatný
přízvuk

8. Poskytujete svým žákům okamžitou zpětnou vazbu k jejich výslovnosti?

☒ ano, vždy   ☐ občas   ☐ ne

Pokud ano, jakým způsobem? *když řeknou větu dobře, vždy se snažím je*
pochválit, větu v AJ zopakuji a čtu, až si děti poví na
výslovnosti zaný, kde udělali ebu, musí vzad větu správně
(vyslovenou)

9. Jaké aktivity používáte pro výuku výslovnosti AJ?

a) zaměřené na *recepci (vnímání)*:   ☐ minimal pairs   ☐ dělení slov na slabiky
☐ značení intonace   ☒ značení přízvuku ve slovech   ☐ značení přízvuku ve větách
☒ rytmizace (např. vytleskávání, vyťukávání)   ☐ jiné - prosím, uveďte:

b) zaměřené na *produkci*:   ☒ rýmovačky   ☒ písničky   ☒ jazz chants   ☐ jazykolamy   ☐ monolog
☒ role play/dialog   ☐ dril-krátké věty   ☐ dril-samotná slova   ☐ chaining(řetěz)   ☐ jiné-prosím,uveďte:

c) Jakou roli hrají při výuce výslovnosti ve Vašich hodinách poslechové aktivity?
jsou velmi důležité, zařazuji je vždy tam, kde je to vhodné -
- ně učebnice, ale i další materiály (ne bod b,) + TPR aktivity

10. Jaký je Váš názor na používání fonetické abecedy při výuce výslovnosti u žáků mladšího školního věku?
žáci si uvědomují rozdíl mezi psanou podobou
a výslovností, je problém u žáků s DYS-poruclami, spelling
aplikuji často jen tak, pro kontrolu psaní obtížnějších slov

11. Jaká je délka Vaší učitelské praxe, co se týče výuky AJ:
☐ 1 rok a méně   ☐ 2 – 4 roky   ☒ 5 – 7 let   ☐ 8 – 10 let   ☐ 11 let a více
Aprobovaný/á pro výuku AJ   ☐ ano   ☒ ne
Kurzy a vzdělávání (AJ): *státní jazykové zkouška, kurzy v nabídce DVPP v HK,*
velmi užitečné kurzy od Mgr. Dolákové
Třídy, které vyučujete AJ: *1. – 9. r. (1. +2.r. kroužek AJ, ostatní povinně)*

Děkujeme Vám za pěknou spolupráci a Váš čas, který jste tomuto dotazníku věnovali. Vaše odpovědi jsou velmi cenným zdrojem pro vypracování empirické části bakalářské práce. Tyto dotazníky budou zpracovány zcela anonymně, Vaše jméno, ani jméno školy nebude ve výzkumné práci uvedeno.