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Student se ve své bakalářské práci bude zabývat problematikou autonomie v procesu učení se anglické výslovnosti u vysokoškolských studentů. V úvodu teoretické části nejprve definuje koncept autonomie, který bude následně diskutovat ve vztahu k osvojování si cizího jazyka v kontextu vzdělávacího systému České republiky. Student dále stručně představí fonologický systém současné angličtiny a uvede relevantní faktory ovlivňující osvojení si výslovnosti dospělými uživateli jazyka. V praktické části práce realizuje vlastní výzkumné šetření s cílem zjistit, zda a do jaké míry jsou studenti univerzity autonomní při osvojování si anglické výslovnosti. Pro sběr dat student využije dotazovací techniky.

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

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ABSTRACT

This bachelor thesis deals with the issue of autonomy in learning English pronunciation focusing on university students. The theoretical part outlines the concept of autonomy mainly in relation to foreign language learning in the context of the Czech educational system. The phonological system of contemporary English is also introduced, together with some relevant factors affecting the acquisition of pronunciation by adult users of the language. The practical part includes research aiming to find out the level of autonomy of university students when learning English pronunciation. Data collection is implemented through query techniques.

KEYWORDS

autonomy, educational system, learning to learn, language learning strategies, pronunciation, questionnaire

ANOTACE

Student se ve své bakalářské práci bude zabývat problematikou autonomie v procesu učení se anglické výslovnosti u vysokoškolských studentů. V úvodu teoretické části nejprve definuje koncept autonomie, který bude následně diskutovat ve vztahu k osvojování si cizího jazyka v kontextu vzdělávacího systému České republiky. Student dále stručně představí fonologický systém současné angličtiny a uvede relevantní faktory ovlivňující osvojení si výslovnosti dospělými uživateli jazyka. V praktické části práce realizuje vlastní výzkumné šetření s cílem zjistit, zda a do jaké míry jsou studenti autonomní při osvojování si anglické výslovnosti. Pro sběr dat použije dotazovací techniky.

NÁZEV PRÁCE

Autonomie v procesu učení se anglické výslovnosti

KLÍČOVÁ SLOVA

autonomie, vzdělávací systém, učení se učit, strategie učení se cizímu jazyku, výslovnost, dotazník

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INTRODUCTION

In some contexts, pronunciation and its acquisition may be somewhat overlooked compared to teaching other language subskills, such as vocabulary or grammar, with teachers feeling less confident as to the ways of suitable methods of teaching and testing the numerous pronunciation aspects. This might transfer to the students' perception of the importance of learning correct pronunciation. Hence the need to explore this area.

The aim of this thesis is to find out whether university students are autonomous when learning English pronunciation and if so, to what extent. Another aim is to ascertain what language learning strategies learners use the most in order to perfect their pronunciation.

The theoretical part consists of three main parts. The first chapter outlines the issue of learner autonomy, providing some definitions of an autonomous learner. The role of a learner in autonomy is established in general terms as well as concerning the adult learner at university. The analysis of the educational system of the Czech Republic and SGE and TE (Secondary General Education and Tertiary Education) documents is inevitable in order to provide the base of learning conditions for an autonomous learner. Analyzing university students, the urge to define their acquired experience with learning processes is enormous. Therefore, also the key competencies of a learner are discussed providing information about learners' abilities in this area considering the step from secondary to tertiary education and its further development. Another important part outlines the stimulus and development of autonomy concerning university students explaining the benefits of learner autonomy and the phases of the process.

The second chapter deals with the so called learning to learn stemming from the brain and language acquisition and learning theories and styles of an individual learner to create a base for further usage of language learning strategies (LLS). The concept and definitions of language learning strategies are displayed and the features of those strategies are summarized in order to characterize them. Three main authors, Rubin, O'Malley and Chamot and Oxford, are introduced as well as their findings and classifications.

The third chapter defines pronunciation as such and its importance for learners. The obvious reasons for learning English pronunciation, the intelligibility and model of pronunciation to use, are stated and defined. Another part of this chapter is dedicated to segmental and supra segmental phonology and its subdivision, providing an overview of vowels, consonants, stress, intonation and aspects of connected speech in terms of the English language. At the very end

of this chapter the pronunciation learning strategies are summarized listing those available to learners working on their English pronunciation.

The practical part firstly introduces the research, its main aim and background. The methodology of survey and questionnaire, together with the data collection instrument are described. A tremendous part of this research involves data analysis and evaluation, making the division between open questions and an adapted version of SILL (Strategy Inventory for Language Learning) by Oxford, both of which analyze the features of autonomy and language learning strategies. The results are introduced in the research conclusion as well as the interconnection between the theoretical and practical part in the thesis conclusion.

THEORETICAL PART

1 Learner autonomy

1.1 Learner autonomy and its definitions

The concept of autonomy and autonomous behavior derived from Ancient Greece where civilians believed in its association with the law and self-sufficiency. Its explanation, in general, embodies the one person who give themselves the power of law, therefore in its pure form it covers the issue of responsibility and accountability for your own decisions and actions (Christman, 2009).

In education, the concept of autonomy is not much different from its general perception. As a consequence of educational changes to the curriculum these days we can say that self-sufficiency and lifelong education are emphasized in order to focus more on the learner. This learner-centered approach is based on the assumptions that learners are not able to acquire all skills profitable to their future life. Therefore, they need to work on their own and develop their self-sufficiency in learning a language (Thanasoulas, 2000).

According to Bachman and Palmer's (1996) model of communicative language ability (communicative competence), metacognitive knowledge is used as a set of components that enables learners to create responsibility for their own learning in a sense that they are involved in goal-setting, assessment of communicative sources and their own, and planning. These components are an inseparable part of the autonomous learning process and therefore it could be stated that learner autonomy contributes to developing communicative competence.

In addition, a pedagogical dictionary provides a general distinction between two interpretations of autonomous learning – psychological and pedagogical. In the pedagogical viewpoint we could use the keywords 'self-direction', 'self-teaching' and 'self-management' in order to describe that a learner is guided by a teacher to become more autonomous (Průcha et al., 2003). Learners have probably come across Benson and Voller's version of the 'technical autonomy' which is implied as the ability to learn outside the school apparatus (1997).

On the other hand, in the psychological viewpoint the learner becomes an active participant in their own learning, responsible for their actions, motivation and metacognition. For this purpose we use the term 'self-regulation' (Průcha et al., 2003). Indeed, there is another definition by Benson and Voller referring to autonomy as the attitudes and abilities that help learners to embrace responsibilities for their own learning (1997). These authors also came up with the 'political' autonomy which is defined as conditions allowing learners to control the process and

content of learning, and the 'social' version as the capacity to interact and collaborate with others (Benson and Voller, in Lowry, p. 6).

Essentially, there are numerous definitions concerning autonomy in connection with English Language Teaching. The first to be mentioned is the provisional definition by David Little perceiving autonomy as “the matter of psychological relation to the process and content of learning” where he applies “significant measure of independence from the control of others” and “enjoys a high degree of freedom” (Little, 1991, p. 4). He also insists on that freedom is rarely implicit and there are always constraints when expressing it in contrast with autism (Little, 1991).

These factors - greater influence and responsibilities put on learner - should “lead to a greater degree of active involvement and better learning in the actual teaching/learning situation” (Dam, in Gathercole, 1990, p. 17).

1.1.1 Characteristics of an autonomous learner

The degrees of autonomy cannot stay unmentioned because individual learners themselves on various levels of the scale, ranging from the vegetative extreme of 'complete lack of autonomy' to the idealistic extreme of 'complete autonomy'. Therefore, further development of autonomy is crucial for learners concerning their natural development and its support. The degrees of autonomy depend on a number of factors such as the level of language competence, affective factors, prior learning and experience of the task, and the task itself.

Unfortunately, autonomy “may be the last thing learners want” and therefore individuals don't realize that “it will be always the autonomous learner who most easily makes the transition from learner to user of the language” (Little, in Gathercole, 1990, p. 12).

Holec implies that autonomy is simply “the ability to take charge of one's learning” (in Little, 1991, p.7). This definition denotes that

learner takes responsibility for all of the decisions concerning all aspects of this learning, i.e.: determining the objectives; defining the content and progress; selecting methods and techniques to be used; monitoring the procedure and evaluating what has been acquired (Holec, in Little, 1991, p. 7).

An autonomous learner is further “characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes – in other words as a social responsible person” (Dam, in Gathercole, 1990, p. 17). It means that human being is able to perform the task:

(i) without assistance, (ii) beyond the immediate context in which they acquired the knowledge and skills on which successful task performance depends, and (iii) flexibly, taking account of the special requirements of particular circumstances (Little, 1999, p. 22, in Katyal, 2014, p. 69).

A more detailed list of an autonomous learners' characteristics is provided by Omaggio. According to his list of attributes, autonomous language learners:

- have insights into their learning styles and strategies
- take an active approach to the learning tasks and are willing to take risks
- are good guessers
- attend to form as well as to content, that is, place importance on accuracy and appropriateness
- develop the target language, willing to revise and reject hypotheses and rules that do not apply
- have a tolerant and outgoing approach to the target language (Omaggio, in Wenden, 1998, p. 41-42).

However, autonomous learning is not a single, easily described behavior and a steady state to be achieved (Little, in Gathercole, 1990, p. 7). It is a goal to be pursued and the direction towards learner responsibility is considered the most crucial thing (Sinclair, 2000, p. 8).

Finally, the degrees of autonomy vary from instance to instance and fluctuate according to the affective factors (e.g., mood), environment (e.g., noise), physiological factors (e.g., hunger), and motivation and such others (Sinclair, 2000, p. 8).

According to Dam, autonomy and its development in language learning develops communicative competence and helps learners to become effective users of the language. Learning to learn develops the learner's awareness and consciousness of the process of language learning (Dam, in Gathercole, 1990, p. 19).

1.1.2 Characteristics of an adult autonomous learner

For the purposes of this thesis, it is crucial to consider adult language learners (university students) and their characteristics. They are goal oriented, fulfill their needs and demands, and develop their own objectives. Adult language learners are able to use their life experience for their learning (Knowles, Holton, Swanson, 1998, in Smith and Strong, 2009).

Research has shown that adults have greater cognitive and linguistic capabilities – such as memory storage, attention span, information processing, etc. - and conceptual complexity than younger learners (Robinson, 2005, in Smith and Strong, 2009) but these are strictly individual.

In addition, adults are able to use their learning styles and strategies more efficiently and discuss them in a mature way (Cohen, 1998).

In order to define an adult autonomous learner various authors identify good language learners as “active, able to manage, critically reflective, self-confident, self-determining, motivated, and responsible for learning” (Smith and Strong, 2009, p. 2).

Cook implies that “learning a second language is not just the adding of rooms to your house by building an extension at the back: it is the rebuilding of all the internal walls” (Cook, 2001, p. 408). Despite the years of debates and contra productive researches about the ‘critical period hypothesis’ that adult learners cannot master a second language and native-like pronunciation, the approach in recent days is much more positive (Griffiths, 2008, in Smith and Strong, 2009, p. 2).

1.1.3 The role of a learner in autonomy

Throughout the years, there has been a huge change of the role of a learner from a 'passive receiver' to a much more active role – some might say a role analogous to the role of a teacher. In spite of the clear distinction between these two roles there is a belief that particularly in language learning the status should be similar in a few cases (Tandlichová, in Janíková, 2008, p. 42). Learners are not always prepared to take over the role of a teacher and their preparedness depends upon factors such as

- (i) achieved language proficiency on a content of education, (ii) learners' intrinsic motivation, creativity and independence while solving a task, (iii) learners' self-confidence and self-discipline in planning their work and setting goals (Janíková, 2008, p. 42).

The transfer is the so called 'learner-centered approach' where “the teacher is no longer the giver of knowledge, the controller and the authority” (Harmer, 2007, p. 57). However, in order to promote and support the development of autonomy the role of motivation is tremendously important.

1.1.4 Constructivist theory of learning behind the concept of autonomy

Defining constructivism throughout the pedagogical dictionary, it is a wide stream of theories that stimulate the inner active role of learners and the significance of their internal preconditions during the learning process as well as their interaction with the society and environment (Průcha

et al., 2003, p. 105). Simply, learners are able to re-match fragments of information to those already known as a result of an individual mental construction.

Furthermore, learning is to be seen as a series of processes where the learner draws on what they already know using various processes such as accommodation (fitting the information in existing schemes) and assimilation (altering pre-existing schemes). This theory shaped by previous work of Jean Piaget and Jerome Bruner is considered a current account of child development in spite of the slightest differences in their focus. Nevertheless, both theories share the view of cognitive development as a tool of active problem-solving (Thanasoulas, 2000).

According to Piaget, the basis for learning is discovery. Children go through different stages of personal development, forming opinions and ideas that are rejected in the future. The process of understanding is therefore closely connected with active participation and involvement – the development of autonomy. Bruner's theory views learning as a process of social interaction where learners build new knowledge upon what they already know (Ibid).

From the psychological perspective, the process of active problem-solving is conducted by 'personal constructs' elaborated by George Kelly. Human beings have an urge to ask questions connected with their own view of the world and their expectations. We tend to test and revise our 'constructs' as an attempt to find out the truth, therefore the process of development is never complete due to the new experience. These 'constructs' are culturally bound and they are based on the assumptions and values of our society and culture. These factors are believed to lead directly to finding solutions to our problems and develop independence as such (Little, in Janíková, 2006, p. 30).

The relation of constructivism and autonomy is obvious. Candy suggests that autonomy is inborn to all individuals but it is suppressed by institutionalized education (Candy, in Benson and Voller, 1997, p. 23)

1.2 Educational reform

In this chapter, the concept of autonomy will be reflected in the educational system of the Czech Republic. The educational reform is based on the curricular documents – educational programs, projects or plans (Průcha et al., 2002). It involves complex of problems that deals with various questions of what, who, when, why, how, and under what conditions we should educate our learners (Walterová, 1994). The educational reform intends curricular documents to be more focused on the longer-term skills of a learner and on the future. Therefore, autonomy covers two main topics. Firstly, the focus on the departure from the secondary educational

establishment with autonomy developed to a certain level. Secondly, it expresses learners' further development of autonomous learning in the tertiary educational system. Special focus will be dedicated to the concept of key competencies in the transition from the secondary to tertiary educational establishment and further development of the learner. An analysis of acquired learning experience, competencies and strategies is necessary to assess learners' abilities and skills concerning learning English pronunciation.

1.2.1 Framework Educational Programme – the concept of SGE and TE

In order to develop learners' educational objectives one needs to consider the constantly changing demands and sub-objectives of the various stages of the educational system and most importantly their cohesion. Given the pace of society's development and the change of information, the need for social skills, critical thinking, fantasy, the ability to solve problems and others arises. Knowledge itself simply does not ensure success in the contemporary society (Matějů et al., 2009).

Therefore, the primary task of educational facilities is to equip students not only with basic knowledge and skills but also with ones that foster the ability to adapt to new tasks, react to new situations and take into consideration autonomous decisions (Ibid).

In recent days, educational system also changes the structural system of secondary education in order to increase effectivity and ensure solid preliminary level for further education (Matějů et al., 2009).

The concept of FEP (Framework Educational Programme) for secondary general education is based on the new educational strategies emphasizing key competencies and their coherence with the educational content. This will help to acquire the knowledge and skills for learners' practical life. The FEP is furthermore based on the concept of lifelong learning and also describes the expected level of education in each phase of the learning process, especially tertiary education. In other words FEP SGE supports a complex approach to the implementation of educational content (Balada et al., 2007).

Above all else, the FEP intends to motivate learners to develop their knowledge, skills and critical thinking in further education and also to teach them how to acquire and use it on their own in real life. Therefore, the concept of autonomy is included and the partial aims are:

- 1) to equip learners with key competencies on the level expected by FEP SGE
- 2) to equip learners with broad educational foundation on the level expected by FEP SGE

- 3) to prepare learners to lifelong learning, professional, civil and personal success (Balada et al., 2007).

1.2.2 Concept of key competencies

FEP SGE defines key competencies as “the system of knowledge, skills, abilities, attitudes and values” (Balada et al., 2007, p. 7). To acquire a competency means that a person owns the whole complex repertoire of knowledge, skills and attitudes needed for coping with all tasks and situations faced in school, work, social interaction and personal life. Basically, to have a particular competency means to behave appropriately in particular situations (Bělecký et al., 2007, p. 7). Six basic competencies are defined in Framework Educational Programme. Because of their interrelation with the concept of autonomy they will be described below:

- 1) **Learning competencies** – Learners plan and organize the content in order to reach self-realization and personal growth, effectively use strategies to find and process information and find ways of learning and reflection on the process. Learners evaluate themselves, take critics and learn from mistakes (Balada et al., 2007, p. 8-11).
- 2) **Problem-solving competencies** – Learners identify the problem, make hypotheses and offer different ways of its resolving, apply useful methods, knowledge and skills and use critical and analytical thinking. Learners also interpret findings and authenticate their correctness. Student are opened to using various methods and looks at the problem from various angles (Ibid).
- 3) **Communicative competence** – It involves effective usage of the means of communication - professional language, symbolical and graphic expressions – to express any kind of information. Students effectively use spoken and written language and take into consideration factors such as purpose and situation. Students present gained information and understands it in different communicative situations and help others to reach the understanding (Ibid).
- 4) **Social and personal competencies** – It is about the cooperation with learners’ peers and teachers where a learner positively influences the quality of their work thanks to his/her role. A positive atmosphere is built in the classroom according to learners’ respect and willingness to help others. Learners create a positive perception of themselves to develop self-confidence, self-esteem and satisfaction (Ibid).

- 5) **Civil competencies** – Learners respect beliefs of other people. They understand basic cultural and traditional heritage and take part in cultural events. Students act responsibly and conform to basic social norms in all situations (Ibid).
- 6) **Working and entrepreneurial competencies** – This refers to the effective and safe usage of different kinds of materials and facilities. It also includes complying with rules and meeting obligations in order to responsibly choose one's further occupation or education. Learners should create a complex stance towards the outcomes of their work concerning quality, economy, ecology, social importance and others (Ibid).

In order to involve the chronological development as well, according to *Bílá kniha* there is a constant focus on the development of critical and creative thinking, the necessity of constant education and assimilation with new possibilities and needs (Šebková and Karpíšek, 2001, p. 64). Indeed, quantitative research of the students has proven a huge increase of interest in the courses of lifelong education and even the slightest part of the respondents is interested in present form of studying. Therefore, there will be an improvement in the field of correspondence courses, which is based on the principal of autonomy as such (Šebková and Karpíšek, 2001, p. 67). Therefore, it is important to mention that these competencies overlap and there should be equal proportion between the amount of knowledge input as well as the development of learners' skills and abilities. This concept is important in relation to autonomy because the aim is to teach learners to learn on their own (Balada et al., 2007, p. 8).

Vlčková (2007, p. 86) implies that the level of achieved competencies should be assessed by the learner's own individual progress and abilities, with the development of key competencies continuously culminating in the life learning process.

This is in line with Common European Framework which works with the planning of self-directed learning including:

- raising the learners' awareness of his or her present state of knowledge;
- self-setting of feasible and worthwhile objectives;
- selection of materials;
- self-assessment (CEFR, 2001, p. 6).

1.3 Development of Autonomy

1.3.1 Stimulus and the development of autonomy

A huge amount of empirical studies has been conducted in order to detect the best means of stimulating a learner to learn independently and responsibly (Janíková, 2005, p. 28).

For the purpose of autonomy the most influential model seems to be the theory of four main “building blocks” that develop the ability to learn on one’s own. The four blocks consist of motivation, monitoring and students’ evaluation of the process, learning strategies and cooperation (Janíková, 2005, p. 29).

1.3.2 Phases of autonomy development

The process of becoming an autonomous learner is certainly not a simple and short-term matter. The development starts with raising awareness where the core for the learner is to realize his/her opinion of the language and the part he/she should take in learning. Another stage is changing the learner’s attitudes towards learning in order to try to master their teacher’s skills and use them to their own advantage. The last stage is transferring the roles of a teacher and therefore earning more space for their own learning (Janíková, 2005, p. 29). When involving these essential factors one does not simply forget about their constant leveling. Nunan (1997, p. 195, in Benson and Voller, 1997) presents five basic levels of autonomous learning presented down below (Table 1).

Table 1 Levels of autonomous learning

Level	Learner action	Content	Process
1.	Awareness	Learners are made aware of pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred styles/strategies.
2.	Involvement	Learners are involved in selecting their own goals from a range of alternatives.	Learners make choices among a range of options.
3.	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program.	Learners modify and adapt tasks.

4.	Creation	Learners create their own goals and objectives.	Learners create their own learning tasks.
5.	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom.	Learners become teachers and researchers.

To summarize, the essential factors for independent learning are motivation, ability to learn independently, knowledge of learning strategies and the willingness to cooperate (Janíková, 2005, p. 32). In order to involve more complexity, not only the aspects of autonomy itself suffice to be analyzed. Therefore, the next step to understand learner's abilities of developing autonomy when learning English pronunciation is to focus on learning to learn and its interconnection with strategies and autonomy.

2 Learning to Learn

2.1 Brain and Language Acquisition

Language as a communicational system transmits information of all kinds but there are only two prominent areas of the brain dedicated to language processing called Broca's area (language production) and Wernicke's area (language comprehension). Language is not just a set of simple computational models. Our brain has to interconnect data coming from different places in the brain and process visual, auditory, emotional information to produce a coherent and meaningful unit – e.g. sentence (Janíková, 2005). Since there are considerable differences in learning a language we recognize two forms summarized by Harold Palmer in *The Principles of Language Study* – spontaneous learning (the ability to acquire language naturally and subconsciously) and studial capabilities (allows students to use their knowledge and organize their learning to their own needs). The former brought into play for the acquisition of spoken language and the latter for the development of literacy (Palmer, in Harmer, 2007, p. 50).

In order to utilize this, Krashen (1984) put forward a theory called 'input hypothesis'. He claims that the language students acquire subconsciously can be used in spontaneous conversation because it is available at any situation. On the other hand, the language that is learnt (taught and

studied) is used only to monitor our spontaneous communication and therefore learners happen to be less spontaneous. Another term rises up with the ability to expose students to information level that is slightly above theirs in order to acquire language. This term is called 'comprehensible input $i+1$ ' and distinguishes two main possibilities – 'roughly tuned' and 'finely tuned' where the former aids acquisition while the latter does not. Nevertheless, the criticism surrounds the lack of clear definitions for comprehensible input and explanation of exact values of ' i or $i+1$ ' as Swain implies that the output hypothesis complements and addresses the insufficiencies of input hypothesis by addressing the importance of the production of language for second language acquisition (Swain, 1993, p. 158-164). Despite its limitations, this theory might help raise awareness of our students' autonomous learning. Perhaps they should be able to learn by comprehensible input and improve their communication skills spontaneously to some extent (Krashen, 1984, in Harmer, 2007, p. 51).

2.2 Learning Theories and Styles

Considering language learning strategies in the process of learning a foreign language it is vital to introduce the relevant learning theories. The concept of learning theories has been neglected until recent times. Nevertheless, there has been an increasing interest in the strategies people use when thinking, learning and solving all kinds of various situations. In order to recognize the systems of language learning strategies, identification of learning theories that influenced a strategic learner is essential (Chamot et al., 1990, p. 155). A learning theory may not allow us to predict or explain different learning situations of learners but it can offer a framework of commonalities and possible reasons for individual variations (Chamot et al., 1990, p. 156).

One of those theories with an essential influence on language teaching is called behaviorism and this one approach to psychology has its ancestry in positivism. The founder of modern behaviorism is generally considered to be B. F. Skinner, who created a system of principles that determines human behavior in strict and observable conditions (Williams and Burden, 1997, p. 8). Skinner's first assumption was that learning is an environmental result rather than a genetically affected factor (Mitchell, Myles, 2004, p. 31). On the other hand, Fontana (2003) claims that since the beginning of the 1930s, it has been supposed that a suitable surrounding can initiate a process of learning without the intention of those who learn (p. 147-148). In contrast to behaviorism, cognitive psychology is concerned with a way in which the human mind thinks and learns – the only thing that matters are mental processes involved in learning. Mental processes involve a lot of aspects such as how people build up and draw upon their memories and the ways in which they become involved in the process of learning. The cognitive

approach perceives the learner as an active participant in the process of learning using a range of mental strategies in order to sort out the system to be learned (Williams and Burden, 1997, p. 13), which is in line with the concept of learner autonomy described in the previous section.

In recent years, the term learning strategies is becoming an integral part of autonomous learning and therefore we need to distinguish between two very closely connected terms: learning style and learning strategies.

First of all, the necessity of learning styles must be highlighted mainly because of the fact that they are inborn and learners of language cannot change them as such. Janíková (2007, p. 37) defines them as “the consistent means of accepting, processing, organizing and using information”.

Learning styles can be divided according to several aspects influencing individual learners as presented down below (Table 2), where the combination of those aspect is possible.

Table 2 Learning styles according to various aspects (Janíková, 2007, p. 37)

sensory preferences	visual, auditory, kinesthetic, tactile types
personality aspects	introverts, extroverts
a level of generalizing	global, analytic types
physiological differences	age, sex, cultural background, previous experience

It is obvious that learning styles influence language learning to a large extent and therefore they deserve to be identified as a part of the process together with language learning strategies (Janíková, 2007, p. 37). Considering the purpose of this thesis, it is crucial to mention the role of the age factor in acquiring English pronunciation.

Kenworthy (1987, p. 4) implies that adult learners of the English language that do not begin to learn English pronunciation until adulthood may never acquire native-like pronunciation even though the other aspects of language may be virtually identical to those of native speakers. This theory is supported by the assumption of Penfield, Roberts and Lenneberg that there is “a period after (around puberty) around which brain lateralization, or the assigning of certain functions to the different hemispheres of the brain, is completed (in Celce-Murcia et al., 2010, p. 16). The same theory is shared by Krashen, who claims that it is nearly impossible to acquire native-like

pronunciation after the critical period because the brain loses its plasticity (in Celce-Murcia et al., 2010). Nevertheless, the research conducted by Snow and Hoefnagel-Höhle shows that older learners are better in the initial part of the learning processes – they master syntactic and morphological structures rather quickly (in Kenworthy, 1987). Even according to Florez (1998, p.2) adult learners compensate this with experience with language learning and the ability to self-monitor.

2.3 Language Learning Strategies

The issue of language learning strategies may seem different considering the viewpoints of various researchers. However, to understand this issue, it is useful to identify the term ‘strategy’. This very word comes from the Ancient Greek word ‘strategia’ that meant the art of war or generalship – close and related meaning to the word tactics. However, those two are very different in their raw meaning (Oxford, 1990, p. 7-8). “Tactics is the art of using troops in battle; strategy is the art of using battles to win wars” (Von Clausewitz, in Oxford and Cohen, 1992, p. 4).

2.3.1 The Concept of Learning Strategies

The urge for identifying the characteristics of an effective learner gave birth to the first pieces of literature concerning language strategies. Research efforts to stabilize the definition of ‘a good and efficient learner’ find out that students do use methods and strategies for the process of language learning that can be described and classified (Naiman et al. 1978; Rubin 1975, in O’Malley and Chamot, 1990, p. 3). According to Vlčková (2006, p. 2), the method that helps us identify the concept of the strategies is crucial for the actual delimitation of the concept. Learning strategies are very often described as sets of learning processes that are used by various individuals to achieve their learning goals – acquisition, storage, retrieval, and using of information. They are dynamic and change according to the conditions such as language task, environment, and time. Concerning learning strategies we can often discover massively different samples among the respondents that imply use of various means, tools and methods.

2.3.2 The Definition of Language Learning Strategies

One of the earliest researchers in the field of learning strategies was Joan Rubin who provided a very broad definition of learning strategies as “the techniques or devices which a learner may use to acquire knowledge and that construct and affect learning directly” (Wenden and Rubin,

in O'Malley and Chamot, 1990, p. 3). Another definition cited by Richards and Lockhart (1996) indicates another aspect of language learning strategies associated with learning styles:

Whereas cognitive styles can be thought of as relatively stable characteristics of learners which affect their general approach to learning, learning strategies are the specific procedures learners use with individual tasks. Each of these strategies offers particular advantages or disadvantages, and the use of an appropriate learning strategy can enhance success with the learning task (p. 63).

This very idea suggests that language learning strategies are one of the key determinants of language acquisition and educational achievement. Strategies are learnable and easier to modify unlike learning styles, which are rather individual and unique to various learners of the language (James and Gardner, 1995, in Vlčková et al., 2013, p. 98). In line with this, Brown (2007, p. 119) defines strategies as “contextualized ‘battle plans’ that can vary from moment to moment, from one situation to another and even from one culture to another within an individual”

R. Oxford implies that learning strategies are “steps, actions, behaviors or techniques taken by students to enhance their own learning that result in improved proficiency and greater self-confidence - actions taken by learners to make learning processes easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (1990, p. 1-8).

O'Malley and Chamot (1990, in Mitchell and Myles, 2004, p.105-106) highlight the difference between various stages of the learning process, claiming that

language learning strategies are undertaken by the learner in order to make their own language as effective as possible. The strategies may be conscious in early stages of learning and later be performed without the person's awareness.

According to Weinstein and Mayer (1986, in Oxford and Cohen, 1992, p. 2) they affect “the way in which the learner selects, acquires, organizes or integrates new knowledge”. These strategies have power to:

a) increase attention essential for learning a language, b) enhance rehearsal that allows linkages to be strongly forged, c) improve the encoding and integration of language material, and d) increase retrieval of information when needed for use (Oxford, 1990; Mayer, 1988; in Oxford and Cohen, 1992, p. 1).

There are numerous definitions available and according to Oxford (1990, p. 16) these cannot be reduced to only one since any existing system of strategies is only a proposal to be tested. It confirms her assumption that “there is no complete agreement on exactly what strategies are; how many strategies exist; how they should be found, demarcated and categorized”(1990, p. 17). In order to provide an objective assessment of language learning strategies all the criteria

possible need to be considered. With that, Oxford's definition seems to cover all the essential criteria in order to use language learning strategies effectively, joyfully, and autonomously by various students with the ability to transfer to new situations using language and therefore to use it in objective research (Ibid).

2.3.3 Features of Language Learning Strategies

Rebecca Oxford offers a list of features that helps us understand learning strategies in the context of autonomous learning, as summarized below in Table 3. Considering the fact that the issue of language learning strategies is studied and researched by multiple authors, the principles of Oxford seem to provide a clear and balanced overview for the purposes of an autonomous learner.

Table 3 Features of language learning strategies (Oxford, 1990, p. 8-13)

Contribute to the main goal, communicative competence	Language learning strategies stimulate the growth of the communicative competence in general and help learners to participate actively in authentic communication (Williams and Burden, 1997, p. 151). Strategies then act in specific ways to foster particular aspects of the competence: grammatical, sociolinguistic, discourse and strategic elements (Oxford, 1990, p. 8-9).
Allow learners to become more self-directed	It is essential to active development of ability in language. Learners' self-direction grows as they become more comfortable with the idea of their own responsibility which comes with greater confidence and proficiency (Oxford, 1990, p. 10).
Are problem oriented	Strategies serve learners as tools to accomplish a task, meet the objective and solve the problem with confidence (Oxford, 1990, p. 11).
Are specific actions taken by learner	Actions naturally influenced by learners' learning styles, motivation, aptitudes such as

	taking notes, planning for a task, self-evaluating and guessing intelligently (Ibid).
Involve many aspects of the learner, not just the cognitive	Language learning strategies are not restricted to processing and manipulation of a language. They involve planning, evaluating, arranging one's own learning, emotional and social functions and others (Ibid).
Support learning both directly and indirectly	Strategies can be direct and indirect. They are equally important and serve one another in many ways.
Are not always observable	Many of the strategies are (and should) be used in informal naturalistic situations. Also mental associations and memory strategies in use cannot be seen (Ibid).
Are often conscious and can be taught	Many uses of language learning strategies are considered conscious because of the effort of the learner but with practice and use can become fully automatic – unconscious and they can become processes (Ellis, 1994, p. 72). They are easy to teach – with proper strategy training - and modify to become more conscious of strategy use and more adept at employing appropriate strategies (Oxford, 1990, p. 12).
Are flexible	They are not always found in predictable sequences or in precise patterns (Williams and Burden, 1997, p. 152) which means that whole process is individual according the needs of a learner. Oppositely, some learners tend to use strategies in predictable order with specific activities (Oxford, 1990, p. 13).

Are influenced by variety of factors	These are degree of awareness, stage of learning, task requirements, age, sex, nationality, personality, traits, motivation level, and purpose for learning the language. Learners who are more aware and more advanced tend to use better strategies more efficiently (Ibid).
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This review of the characteristics concerning autonomous learning is a useful background material for further classification of language learning strategies.

2.3.4 Classifications of Language Learning Strategies

When discussing the various learning strategies, Oxford (1990, p. 239), suggests avoiding the term ‘taxonomy’ as it implies a set of hierarchical relationships and using the term ‘classification’ instead to truly capture the essence of things.

Considering the large amount of strategies and classifications, there are differences primarily due to different research methods (observations, interviews, questionnaires, etc.) and measuring strategies at different tasks in various contexts (Vlčková et al., 2013, p. 95). Differences and ambiguities of strategy classifications also appear in the unification processes in order to decide which category or group strategies belong to and according to the logical whole they form. Even the most referenced classifications differ in the degree of clarity and complexity of involvement of single learning strategies as well as high order groups of strategies (Ibid).

Cohen and Oxford (1992, p. 3) highlight an urgent need to clarify the conceptual and classificatory problems connected with “unclear distinctions, arguing about whether strategies are conscious or unconscious, many different criteria for classifying, the concept of ‘strategic competence’ and so on”. In spite of that, the most frequently referenced classifications are those of Naiman et al. (1978), Rubin and Wenden (1987), O’Malley et al. (1985), Oxford (1990), Stern (1992), or Cohen and Weaver (2006). These will be discussed in the next section.

2.3.4.1 Rubin’s (1987) classification

In Rubin’s classification, the first group directly contributes to language learning and combines both cognitive and metacognitive strategies. Cognitive strategies involve clarification,

monitoring, memorization, guessing, deductive reasoning and practice. Metacognitive strategies are used to supervise, regulate or self-direct language learning which involves planning, prioritizing, goal-setting and self-management (Rubin, 1987, p. 22-27, in Williams and Burden, 1997, p. 149-150).

The second group referred to as communication strategies which are less directly connected with language learning considering the fact that learners use them only in conversational environment during their speech – communicating meaning, clarifying what the speaker intended. Communication strategies are used only when speakers come across a difficulty in their communication, mostly caused by the lack of knowledge of the language (Williams and Burden, 1997, p. 150).

Social strategies in the third group of Rubin's perspective are those that indirectly contribute to the process of learning a language. Social strategies refer to the activities that learners seek in order to perfect their experience with language such as watching TV, listening to the radio, reading books, or creating situations and conversations with natives or peer students (Williams and Burden, 1997, p. 151).

2.3.4.2 O'Malley and Chamot (1990) classification

O'Malley and Chamot divided their classification into three main groups of metacognitive, cognitive and socio-affective strategies.

Metacognitive strategies involve thinking about learning processes, planning, monitoring and evaluating. The planning subgroup further involves learning strategies such as advance organizers, directed attention, selective attention, self-management and functional planning (Chamot et al., 1988b, p. 17-19, in O'Malley and Chamot, 1990, p. 137-139).

Cognitive strategies involve interacting with the material and further manipulation or application of a specific technique to a given learning task such as repetition, resourcing, summarizing, contextualization, transfer, inferencing and others (Ibid).

Lastly, social and affective strategies involve interacting with another person to assist learning or using affective control to assist a learning task – questioning for clarification, cooperation, self-talk, self-reinforcement (Ibid).

2.3.4.3 Oxford's (1990) classification



Figure 1 Oxford's classification of LLS (p. 14-17)

Classification by Rebecca Oxford (Figure 1) uses all the above mentioned strategies and combines them into one single taxonomy. Therefore, there are two main groups of direct and indirect strategies, the former subdivided into memory, cognitive and compensation strategies, and the latter into metacognitive, affective and social strategies (Ibid). This approach involves strategies linked with the four language skills, as well as the communicative aspects of language and also reflects rather autonomous signs considering a good learner's strategies and involvement of learning styles (Vlčková et al., 2013, p. 99).

In comparison, Oxford's (1990) and Rubin's (1987) classification differ in placing strategies in different categories. Oxford places clarification/verification into indirect strategies - as social strategy and metacognitive strategy - in contrast to Rubin. Also production tricks belong to indirect strategies in Rubin's classification, whereas compensation strategies in Oxford's classification are one of the subgroups of direct strategies (Vlčková et al., 2013, p. 99-100). The same thing is visible in the comparison of O'Malley and Chamot (1990) and Oxford's classification, where O'Malley and Chamot perceive cognitive strategies as the same as what Oxford uses for memory and cognitive strategies. Furthermore, some socio-affective strategies

are divided into two groups and cognitive strategies are classified into compensation strategies (Ibid). The comparison of various classifications shows the reliability and accuracy of Oxford's classification considering autonomous learners.

3 Learning English pronunciation

3.1 Definition and Importance

Pronunciation is a prominent factor in foreign language learning. It is defined as a set of habits when producing certain sounds perfected by the instant repetition and proper correction when mispronouncing a word or a set of words (Cook, 1996, in Gilakjani, 2012). Since sounds play an important role in communication – a mutual relationship between speaker and hearer - learners need to attribute proper importance to pronunciation learning in order to comprehend and produce sounds of the language accurately. Hismanoglu (2006) implies that without sufficient knowledge of the sound patterns learners are not able to encode a message to anybody nor decode the message by another person (Hismanoglu, 2006, in Gilakjani, 2012). Therefore, pronunciation helps learners to become more successful in real-life communication. According to Bachman and Palmer's (1996, in Bagaric and Djigunović, 2007) model of communicative competence or specifically communicative language ability, this enables learners to recognize and produce various sounds in order to create grammatically correct content that is coherent and cohesive– the key of pronunciation learning. This means that the development of communicative language ability where one of the components involve grammatical knowledge (subcategory of a language knowledge) develops the phonological ability of a learner beside, of course, many others.

Learners with at least good English pronunciation are likely to be understood even if they make some errors in other areas whereas learners with bad pronunciation could master the other areas but without proper pronunciation they will face misunderstanding (Gilakjani, 2012, p. 96).

Some time ago the ultimate goal in pronunciation learning was to acquire native-like pronunciation but according to Kenworthy (1987, p. 3) most of the learners will not benefit from this approach because of the diversity of the use in real life. Similarly, Harmer suggests that learners should always be understood and say what they want to say. The main goal is to master a 'good pronunciation' not a perfect accent (Harmer, 2007). When considering pronunciation learning today, Celce-Murcia (2010) implies that autonomous learning is completed and influenced by Communicative Language Teaching (CLT), also called the communicative approach. The goal of CLT is not to make them sound like native-speakers of

English because such goal is realistic only for blessed learners. “A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate” (Celce-Murcia, 2010, p. 9).

Proper English pronunciation depends on various features of the language that will be described further in this work. The fact to understand is that these factors all work in combination and are best learned as an integral part of spoken language (Gilakjani, 2012). Kenworthy defines six factors that affect pronunciation learning as “the native language; the age factor; the amount of exposure; phonetic ability; attitude and identity; motivation and concern for a good pronunciation” (Kenworthy, 1987, p. 4-8).

Considering the age factor for the purposes of this thesis, most of the authors define the autonomous learning of pronunciation in a rather general way, not specifying the importance of age throughout various processes. Nevertheless, according to Celce-Murcia (2010) learner’s age is a factor in phonological acquisition worth pointing out.

Other things being equal, the earlier the learner’s exposure to the native speakers of the target language the better the acquisition of phonology; the younger the adult learner the more his or her pronunciation can be improved. (Celce-Murcia, 2010, p. 34-35).

Learners cannot really change most of the factors mentioned such as the age or raw phonetic ability. Learning a language can increase the exposure and affect the attitude and identity to a certain extent but most likely learners are influenced indirectly by their habits, culture and experience. This means that the only factor to become flexible is the motivation and concern for a good pronunciation by emphasizing the importance of pronunciation and the fact that native-like pronunciation is not imposed as the goal (Kenworthy, 1987, p. 9).

3.2 Why learn English pronunciation

3.2.1 Intelligibility

Derwing and Munro (2005, in Celce-Murcia, 2010, p. 32) define intelligibility as “the extent to which a listener actually understands an utterance or message”. Defining intelligibility is closely connected with the issue of setting goals of pronunciation learning. Kenworthy (1987, p. 13) implies that “intelligibility is the most sensible goal”. In practical life we aim for the ability to produce sounds that native speakers match with the sounds natives use and understand the message without difficulty. Harmer (2007) points out that when the pronunciation level is not good enough for people to be understood, they are most likely to fail in the communication.

According to Celce-Murcia (2010) learners need to establish an accent that will not distract the listener which is an important factor in communication. Also Morley (in Celce-Murcia, 2010) suggests that learners need to think about the communicability which refers to how the learner is able to react and communicate in particular situations. Therefore, intelligibility and communicability are more important than ‘accentedness’ for purposes of communication. Nevertheless, Harmer (2007, p. 249) implies that “the degree to which students acquire their perfect pronunciation seems to depend very much on their attitude to how they speak and how well they speak”.

Smith and Nelson (1985, in Nelson, 2011) suggest that intelligibility plays a tremendous role in the interaction between the speaker and the listener and is not centered in only one way. The same thing is suggested by Kenworthy (1987, p. 14) that says “intelligibility presupposes participants”.

Kenworthy (1987, p. 14-15) and Harmer (2007, p. 250) also analyze the factors that influence a learner’s pronunciation intelligibility such as sounds not typical for their mother tongue, speaking too quickly, idiosyncratic speech, familiarity and exposure of learner’s understanding to various accents, implying that these factors are rather individual. Furthermore, he suggests that the students’ problems to produce unintelligible utterances stems from sound substitutions, deletions, insertions; links between words; use of stress, rhythm, intonation that will be analyzed further in this work.

3.2.2 The model of pronunciation to use

Considering the issue of intelligibility this topic leads to the question of what model learners should use in order to become successful with their pronunciation. Cook (1996) suggests the variant of the ‘multicompetent language user’ where learners use the outside world situations and roles and even their mother tongue during the activities rather than using native speakers as a source of information (p. 185, in Celce-Murcia, 2010, p. 267). According to Kelly (2000) most learners tend to use the model their teacher uses. But in fact, learners should work independently on their pronunciation in order to focus on multiple speaking situations they may encounter in the future – hear, analyze and find their way among a variety of accents. This approach by Scales et al. (2006, p. 735, in Celce-Murcia, 2010, p. 276) addresses “both intelligibility and listening comprehension increasing communicative flexibility and respect for accent diversity”.

3.3 What to learn in pronunciation

Learning to pronounce a language is a very complex and demanding task facilitated in certain ways and learners need to be aware of what is involved. It is extremely difficult for learners themselves to learn pronunciation on their own. Students must know what to pay attention to and then can build upon this basic awareness (Kenworthy, 1987, p. 27). Therefore a detailed explanation of all the phonological features such as sounds and other aspects seems adequate in order to grasp the meaning. This section will outline the features of segmental and suprasegmental phonology.

3.3.1 Segmental phonology

Segmental phonology is concerned with the sounds that are called phonemes further divided into vowels and consonants. Phonemes are the smallest contrastive units in the sound system of a language (Crystal, 2003, p. 466). “Phonemes are different sounds within a language” and “they are units which differentiate between word meanings” (Kelly, 2000, p. 1, 29).

3.3.1.1 Vowels

Roach (1991) describes vowels as “sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips” (p. 10). At the same time there is a vibration of the vocal cords - the reason why vowels are voiced - and no contact of the articulators when producing the sound (Celce-Murcia et al., 2010, p. 114). O’Connor (1980) implies that according to the shape of the mouth, depending on the position of lips and tongue, differences in shaping are made. It is the basic movements that change the characteristics of vowels (Kelly, 2000, p. 29). Vowels need to be learnt by listening and imitating and learners must spot the differences between them when learning pronunciation (O’Connor, 1980, p. 79). Roach (1991) classify English vowels as short, long, diphthongs and triphthongs. On the other hand O’Connor (1980) uses the term single vowels for short and long and Kelly (2000) classifies them as pure vowels. Obviously, there is no sufficient characteristic to describe a given vowel and therefore Celce-Murcia et al. (2010) suggest to summarize factors that can adequately characterize a vowel’s articulatory features (p. 124).

- 1) Vowels are “classified as high, mid or low, referring to the level of the tongue within the oral cavity and the accompanying raised or lowered position of the jaw” (Ibid).
- 2) Front, central and back classification of vowels depends on “how far forward of back the tongue is positioned” and “which part of the tongue is involved” (Ibid).

3) Vowels can be either tense or lax. This depends on

the amount of muscle tension used to produce the vowel, the tendency of the vowel to glide, its distribution in closed or open syllables, and its relative place of articulation - e.g. the position within the vowel quadrant (Ibid).

4) Vowels can be simple or glided “which depends on the tongue movement occasioned by an accompanying /y/ or /w/ glide”. Learners need to notice also the difference between adjacent glide and nonadjacent glide (Ibid).

5) Vowels are “characterized by the degree of lip rounding or spreading that occurs during their articulation” (Ibid).

Roach distinguishes 12 vowel sounds and classifies them as short and long vowels, diphthongs and triphthongs (Crystal, 2003, p. 237). All of them are displayed down below (Figure 2).

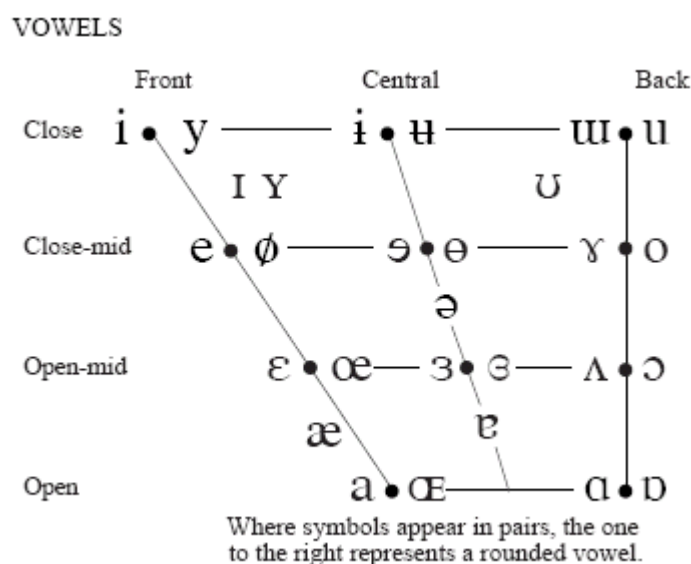


Figure 2 Vowels (Roach, 1991, p. 41)

Short vowels consist of seven vowels, but their length differs in various contexts. There is also five long vowels that appear to be longer than short vowels in similar contexts (Roach, 1991, p. 14-19)

Diphthong is a combination of two sounds with a glide from one pure/simple vowel which includes the movement of lips, teeth and jaw. There are eight diphthongs considered as one single sound (Crystal, 2003, p. 237). They are divided into two groups (Figure 3): centering diphthongs and closing diphthongs that are further subdivided into three groups according the ending of the sound (Roach, 1991, p. 20-22)

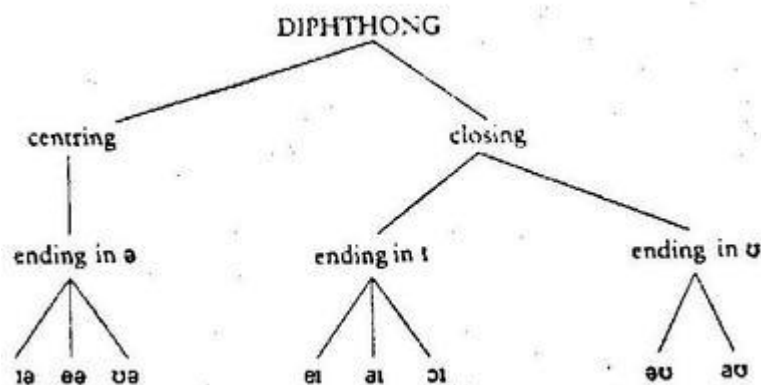


Figure 3 Diphthongs (Roach, 1991, p. 20)

Triphthongs (Figure 4) are the most complex sounds in English language since it is a combination of three vowel sounds. There is “a glide from one vowel to another and then to third vowel all produced rapidly and without interruption”. English language consists of five triphthongs (Roach, 1991, 23-24).

$$\begin{array}{ll}
 eɪ + ə = eɪə & əʊ + ə = əʊə \\
 aɪ + ə = aɪə & aʊ + ə = aʊə \\
 ɔɪ + ə = ɔɪə &
 \end{array}$$

Figure 4 Triphthongs (Roach, 1991, p. 23)

3.3.1.2 Consonants

“Consonants are generally made by definite interference of the vocal chords with the air stream” defines O’Connor (1980, p. 24). More specifically by “interrupting, restricting or diverting the airflow in a variety of ways”. We distinguish:

- the manner of articulation
- the place of articulation
- the force of articulation (Kelly, 2000, p. 47)

The manner of articulation refers “to the interaction between various articulators and the airstream and therefore they are divided into plosives, affricates, fricatives, nasals, laterals and approximates” (Kelly, 2000, p. 47). Kelly also defines that the place of articulation can be bilabial, labio-dental, dental, alveolar, palate-alveolar, palatal, velar and glottal according to the position of lips, tongue, teeth and others in the mouth. (p. 6).

The force of articulation according to Crystal (2003, p. 242) divides consonants into voiced and voiceless according to the degree of vibration in vocal chords. Kelly (2000) and Roach (1991) use the terms fortis (strong) and lenis (weak). There are 24 consonants of English language divided into various groups as you can see down below (Figure 5).

THE INTERNATIONAL PHONETIC ALPHABET (revised to 1993)											
CONSONANTS (PULMONIC)											
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b		t d			ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ	n			ɳ	ɲ	ŋ	ɴ		
Trill	ʙ		r						ʀ		
Tap or Flap			ɾ			ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative			ɬ ɮ								
Approximant		ʋ	ɹ			ɻ	j	ɰ			
Lateral approximant			l			ɭ	ʎ	ʟ			

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

Figure 5 Consonants (Roach, 1991, p. 40)

3.3.2 Suprasegmental phonology

Elements of suprasegmental phonology stretch over more than one sound up to the whole utterances such as stress, intonation, the way sound changes in connected speech and others. Celce Murcia et al. (2010, p. 163) imply that

a learner's command of segmental features is less critical to communicative competence than a command of suprasegmental features, since the suprasegmentals carry more of the overall meaning load than do the segmentals.

3.3.2.1 Stress

The term stress can be approached from two angles – production and perception. Learners need to understand “what the speaker does in producing stressed syllables and what characteristic of a sound make syllable seem to a listener to be stressed” (Roach, 1991, p. 85). “Stressed syllables are most often defined as those within an utterance that are longer, louder, and higher in pitch but in any given situation this combination of features may not be present” (Celce-Murcia et

al., 2010, p. 184). Stress is rather exposed by speaker's use of more muscular energy than is used for unstressed syllables (Roach, 1991, p. 85). According to Roach (1991), a placement of stress and levels of stress can be examined as isolated words (syllable stress, word stress) and in the context of continuous speech (sentence stress).

3.3.2.2 Intonation

This aspect of English pronunciation "refers to the way the voice goes up and down in pitch" (Kelly, 2000, p. 88) which "is constantly changing and plays the most important part" (Roach, 1991, p. 133) considering English language pronunciation. According to David Brazil's research intonation helps us to decipher the shared knowledge between participants and the new information in discourse. It may change depending on our mood and thoughts. Considering intonation learners should be provided with some basic rules because they tend to copy mother tongue patterns (Kelly, 2000, p. 86-89).

3.3.2.3 Aspects of connected speech

3.3.2.3.1 Rhythm

Rhythm is one of the main aspects of connected speech in English language. According to Roach (1991, p. 120) "the notion of rhythm involves some noticeable happening at regular intervals of time" and "is detectable in the regular occurrence of stressed syllables". It is a product of word stress, characterized by the alternation of strong and weak syllables, where the important items are marked by the strong beat and the unimportant by the weak one (Kenworthy, 1987, p. 30). Regularity of speech rhythm is defined by the relationships between speakers, nervousness, confidence and such others. Stress timing and regular rhythms are found in highly stylized and patterned language such as poetry (Kelly, 2000, p. 71).

3.3.2.3.2 Assimilation

Assimilation describes how a sound is affected and modified by the neighboring one across word boundaries but within words (Kelly, 2000, p. 109). It is something that varies according to the speaking rate and style, and something that is more likely to find in rapid, casual speech (Roach, 1991, p. 124).

3.3.2.3.3 Elision

The term “elision describes the disappearance of a sound” (Kelly, 2000, p. 110) “under certain circumstances” or “a phoneme may be realized as a zero realization or be deleted” (Roach, 1991, p. 127). It is something that learners need to be aware of and which is typical again of rapid, casual speech (Ibid). “The process of changing the speed and casualness of speech is called gradation” and is mostly represented by consonant clusters (Ibid).

3.3.2.3.4 Linking/liaison

The term linking means joining words together (Roach, 1991, p. 128) in various ways when two vowel sounds meet (Kelly, 2000, p. 111). In connected speech learners are likely to meet the terms linking ‘r’, intrusive ‘r’ happens when two vowels meet and there is no ‘r’ written but speakers with non-rhotic accents will pronounce it in order to ease the transition (Ibid). Intrusive sounds such as linking ‘j’ and linking ‘w’ occur when one word ends with a vowel and another begins with a vowel (Roach, 1991, p. 128-129)

3.3.3 Pronunciation learning strategies

The topic of pronunciation learning strategies links language learning strategies and its specialization in pronunciation learning. Cohen, Weaver and Tap-Yuan-Li (1995, in Eckstein, 2007) indicated across the ESL curriculum that pronunciation learning strategies are learnable. Therefore, students need to be aware of these strategies and autonomously use them in order to perfect their pronunciation and develop communicative competence.

For the purposes of this paper, the presentation of those strategies is a must, even though the findings suggest that this area did not received much attention in the language acquisition field. There is an insight to language learners’ development of their pronunciation skills in order to enhance their knowledge (Eckstein, 2007).

Below this comment there are two illustrations of these strategies that display what particular choice learners make when learning English pronunciation from various sources. The division of academic articles (Figure 6) and pedagogy books (Figure 7) is implied as well to underline the disparities.

It is beyond the scope of this paper to analyze the individual strategies in detail, therefore a list is provided which is deemed self-explanatory for the purposes of this thesis.

Author	Pronunciation learning strategies
Peterson (2000)	Representing sounds in memory Practicing naturalistically Formal practice with sounds Analyzing the sound system Using proximal articulations Finding out about the target language pronunciation Setting goals and objectives Planning for a language task Self-evaluation Using humor to lower anxiety Asking for help Cooperating with peers Representing sounds in memory
Vitnova and Miller (2002)	Self-correction of poor pronunciation Active listening to native pronunciation
Derwing and Rossiter (2002)	Self-repetition Paraphrasing Increasing or decreasing volume Writing and/or spelling difficult words Using a slow rate of speech Calming down Using pantomime Avoiding difficult sounds Appealing for assistance from native speakers Using clear speech Monitoring articulatory gestures
Osburne (2003)	Focusing on sounds below the syllable-level Focusing on individual syllables Focusing on prosodic structures Monitoring global articulatory gestures Focusing on paralinguistic Focusing on individual words Focusing on memory or imitation

Figure 6 Pronunciation learning strategies in academic articles (Eckstein, 2007, p. 23)

Pronunciation Strategy	Author(s)
Imitation and/or mimicry of native speaker	Jones (1997), Stapp (1999), Vitanova & Miller (2002), Naiman, et al (1979), and Oxford (1990)
Focus on supersegmentals	Jones (1997), Vitanova & Miller (2002), and Florez (1998)
Improve motivation	Jones (1997) and Vitanova & Miller (2002)
Memorize the pronunciation of words	Pater (1997)
Positive L1 interference	Young-Scholten (1993)
Intent listening	Neufeld (1979), and Naiman, et al (1979)
Repetition	Oxford (1990)
Use of phonetic symbols and transcriptions	Naiman, et al (1979), and Gethin & Gunnemark (1996)
Practice 'mock talk' or imitating L2 prosody using L1 words	
Repeat after tapes in a language laboratory	Naiman, et al (1979)
Read aloud	
Use phonetic symbols and transcriptions	
Repeat other's pronunciation silently	
Talk aloud/role-play	
Acquire a general knowledge of phonetics	
Do special exercises for sounds not existing in the learner's native language	
Practice different sounds, first in isolation and then in the context of words	
Listen carefully to the errors made by native speakers to infer certain key sounds or structures	
Tend to sound, not spelling	
Avoid self-consciousness	
Notice the intricate differences between L1 and L2 pronunciation	
Avoid laziness of pronunciation when speaking	Gethin & Gunnemark (1996)
Help facial muscles to become accustomed to moving in new ways to accommodate L2 pronunciation	
Eagerly listen to and practice new sounds	
Be determined to get pronunciation right	
Put self in proximal points for hearing L2 pronunciation: TV, Movies, Radio	
Monitor and eliminate negative interference	Prokop (1989)
Distinguish errors among other speakers	
Self-monitor	
Practice	
Finding out about the target language pronunciation	
Focus on articulatory gestures of others	
Private repetition	
Actively listen to other's pronunciation	
Skip difficult words	
Self-correction	
Pre-rehearse sounds	
Review old material for confidence booster	

Figure 7 Pronunciation learning strategies in pedagogy books (Eckstein, 2007, p. 26)

To conclude, the theoretical part of this thesis was created with the intention to provide a solid base for further research dealing with the autonomous learning of English pronunciation. The first part outlined the characteristics of autonomy and the autonomous learner, the role of a learner in autonomy and the constructivist theory that origins as a base for the whole autonomous learning. The definitions of various features of an autonomous learner are implied in order to interconnect them with further results of the practical part. Also, the Framework

Educational Programme was analyzed in order to provide knowledge about obtained skills and abilities of a learner entering the world of tertiary education and further development in their learning experience. In addition, Framework Educational Programme provided a list of key competencies likely to be obtained by learners during their previous studies. The various phases of autonomy were mentioned as well as the stimulus to become an autonomous learner.

The second part focused on the language learning strategies as an integral part of autonomous learning also called learning to learn. Brain and language acquisition altogether with learning theories and styles were described in order to provide the concept, definition and features of those language learning strategies. The three main classifications by Rubin, O'Malley and Chamot and Oxford were provided together with a comparison of their findings.

The last part considering learning English pronunciation as such focused on introducing pronunciation, in terms of segmental and suprasegmental phonology, and its importance for language learning. Finally, pronunciation learning strategies were displayed providing crucial knowledge for further comparison with the research.

PRACTICAL PART

4 Introduction to the research

In the theoretical part, the most important theories and definitions concerning topics of autonomous learning, language learning strategies and English pronunciation learning were introduced to create a clear display of the theoretical base for further research. The practical part, together with the research, comes forth to gather objective data findings amongst the variety of respondents in the field of pronunciation learning. This will lead to a data analysis and interpretation where the aim is to ascertain whether learners, university students, are autonomous in learning English pronunciation, and if so, to what extent. In addition, the focus is on finding out which of language learning strategies learners incorporate into their learning of English pronunciation. In relation to the topic of this thesis the appropriate choice of measuring learners' autonomy in learning English pronunciation was to use query techniques (questionnaire) in order to target numerous respondents from the exact same environment. Firstly, the aim of the research and its background is introduced together with the methodology and appropriate data collection instrument. Secondly, the data analysis and evaluation of

various components of the data collection instrument are introduced in following chapters, completed by the research conclusion.

4.1 Aim of the research

According to previously mentioned theoretical findings, learners need to develop further areas when learning English pronunciation in order to become autonomous with the main focus on self-awareness, phonetic features development, motivation, goal-setting, self-assessment and self-evaluation, critical thinking and others. The research is constructed to answer two main research questions. The first outlines whether learners, university students, are autonomous and work on the development of their autonomy when learning English pronunciation. The second question deals with the issue of the extent and outlines the evaluation of which language learning strategies learners incorporate into their learning of English pronunciation. In other words, the overall aim is to find out whether these adult learners are autonomous when learning English pronunciation and to what extent. Conducted research analyzes what aspects of autonomous learning respondents use the most, what language learning strategies they tend to use the most and in what areas of English pronunciation. Therefore, the research uses not only previously mentioned aspects of autonomous learning, but also language learning strategies, pronunciation learning strategies and pronunciation features to provide objective and complex results according to principles of research reliability.

4.2 Background of the research

The research was conducted at the University of Pardubice at the Philosophical faculty under the auspices of Department of English and American studies. This was rather appropriate location to carry out a research due to the knowledge of local relations and environment, as well as the ability to distribute the questionnaire amongst two slightly different majors both primarily focused on the English language. The leading major of AJSP (Specialization in Educational Sciences: English for Education), where the vast majority of respondents come from and the other major with a slightly different focus called AJOP (English for Business). This selection of research subjects was crucial for further procedures. In order to analyze above mentioned issues of autonomy, language learning strategies and pronunciation features, students on a certain level of English language were required. Logically, this also led to the age factor where adult university students were crucial part of the research. Therefore, the age of responding students varied precisely from the age of eighteen to twenty-four. This age group was selected due to the fact that university students are rather mature in learning processes and they can

relate to their previous learning experience as mentioned in the theoretical part. To summarize, questioning subjects were chosen exquisitely to provide objective and reliable results.

4.3 Methodology: Survey/Questionnaire

Questionnaires are broadly used as a systematic way of collecting information in various areas. In this research survey was used to collect data on autonomous learning processes connected with English pronunciation. The reason for using questionnaire as a data collection instrument was obvious due to advantages of on-line data collection. Therefore, students were provided with enough time to complete the questionnaire and they were not exposed to any pressure. This obviously reflects on the quality of obtained data because students used their time to really think about various questions and share their experience. Chamot et al. (1990, p. 71) divide questionnaire items to open-ended and closed ones. Both of them techniques were used in this research on various questions. Open-ended questionnaires allow learners a broader space for their answers which proved to be very beneficial concerning this research. On the other hand, Chamot et al. (1990, p. 79) imply that closed questionnaires are based on certain scale or 'yes or no type' responses for specific data collection. Using large groups of respondents, written questionnaires are the most appropriate choice considering no guidance involved in the process, when the instructions are described exquisitely.

4.4 Data collection instrument

The questionnaire (Appendix 1) was distributed amongst students of the University of Pardubice studying majors focusing on the English language. Specifically, previously mentioned majors of AJSP (English for Education) and AJOP (English for Business). The survey aimed at learners' autonomous learning, methods and techniques of learning English pronunciation and use of language learning strategies. Questionnaire was designed in order to gather data and provide reliable outcome.

Data collection instrument was distributed through the internet and e-mails. All contacts were obtained from the database of University of Pardubice or from study groups on the internet according to various classes. Students were addressed with the request to fulfill the questionnaire according to their experience with autonomous learning of English pronunciation. They were reassured that their answers will be kept confidential. The piloting of data collection instrument was conducted in person with two students, each from one major. The questionnaire was conducted by the website Survio at *www.survio.com* (Appendix 2) containing open and closed questions in each part. The first part consisted of nine open questions covering areas

such as educational experience, development of autonomy, focus on pronunciation features, goal-setting, motivation and self-awareness, self-assessment, methods and techniques used for improvement, self-correction and critical thinking, and aids usage. These open questions aimed at the minds of students with the intent to provide enough space to answer truthfully. The second part focused on language learning strategies and was divided into six sections where each section represented one strategy such as memory, cognitive, compensation, metacognitive, affective, and social. Logically, the distinction between direct and indirect strategies was concealed in the questionnaire. It is crucial to mention that these sections were created as an adapted version of Oxford's SILL (Strategy Inventory for Language Learning) for the purposes of this thesis and its focus on autonomous learning of English language pronunciation. Various sections were intentionally marked by numbers instead of names of particular strategies to avoid a distortion of the data. Every section had numerous statements evaluated by students with the appropriate choice from the selection. By marking various choices students reveal their ability to use language learning strategies in real learning processes and therefore their ability to learn autonomously.

4.5 Data analysis and evaluation

Students had the access to the website for three weeks and the questionnaire was completed by the final number of 50 respondents. Since the research is not aimed at the gender issue and its diversities, the number of men and women is not displayed in the evaluation processes and research focuses on autonomous learner as such. The vast majority of the respondents were created by AJSP (English for Education) major with a total number of 41 respondents which makes 82% of the whole. Nevertheless, the minority of respondents belongs to the major of AJOP (English for Business) with the total number of 9 participants which makes 18% total. Probably, the educational major had participated more supposedly due to the knowledge of the issue and more emphatic approach to learning processes and its analysis. On the other hand, the participation of business major had made the results more complex and brought different approach to the research. Lastly, the completion of the data collection instrument may lasted approximately from ten to twenty minutes with the overall number of fifteen items involved.

4.5.1 Open questions analysis

The open questions created the majority of the research with the total number of nine items and were designed to stimulate learners' thoughts and experience on the issue of autonomous learning of English pronunciation. Questions were composed logically from the fundamental

ones that may require ‘yes or no answers’ to more complex questions that required effort and more time to complete. Participants were provided with the space of 1500 symbols when answering each question and most of them used that range efficiently.

The questionnaire opens with a question “What major do you study at the university?” that helped with the division of the answers into two main groups. Previously mentioned statistics outlines that out of 50 respondents, the majority of 41 participants attended the major of AJSP (English for Education) and only 9 participants attended AJOP (English for Business) major. Obviously, participants studying educational major have more sense and empathy for learning processes since they study to become future teachers. On the other hand, the business major involvement adds an approach of someone who does not break down the issue according to educational materials but still has solid base of English language knowledge. In this particular section, the use of charts does not seem necessary due to a detailed summarization of all the responses and the pattern that intertwines through this part. Therefore, the benefits of detailed analysis were outlined in the following text.

4.5.1.1 Autonomous development

The first content-based question focuses on the autonomous learning of English pronunciation and the development of a learner in this area. The question “Do you work on the development of your pronunciation?” was displayed as second aiming at learners’ experience and self-awareness of learning processes, with the intent to find out whether learners are aware of their own learning processes when learning pronunciation and whether they work on the development autonomously. Even though this question might be considered ‘yes or no type’, most of respondents extended their answers adding certain distinctive changes to the component analysis. Majority of the students, 66% of them, answered that they do work on the development of their pronunciation systematically. It was the number of 33 respondents that consider the development of their pronunciation skills substantial in their learning and they regularly work their way through the obstacles of pronunciation learning. The minority of participants, 12% of the students, mentioned that they do not work on the development of their pronunciation and they do not consider it essential. In addition, most of them do so due to their confidence in decent pronunciation skills already or a belief of surpassing their average pronunciation with other skills such as grammar, vocabulary and others. Interesting group is in the middle, created by respondents that do work on the development of their pronunciation skills but not systematically. They do not consider pronunciation skills that important and try to focus on

certain layers of pronunciation only when they encounter various problems. These students also believe in their solid base of pronunciation skills acquired through their previous learning experience. This group contains 22% of participants which makes the total number of 11 students.

All in all, the majority of the respondents work on the development of their pronunciation explicitly together with another group that do so only at certain circumstances. Other group of respondents does not work on the development of their pronunciation at all and they will logically make the negative factor in following set of questions.

4.5.1.2 Phonetic features

“What do you focus on when learning English pronunciation?” was the third question in the questionnaire focusing on phonetic features of learning English pronunciation. The aim was to analyze on what exact features of English pronunciation students focus the most and what they tend to develop in order to perfect their skills. No limitations were made considering the amount of phonetic features and therefore every participant could answer more than one item.

The majority of respondents marked stress as the most problematic feature they tend to develop in order to perfect their pronunciation. Therefore, the amount of 37 participants out of 50 admitted that stress is their number one priority, which makes 74% of the whole. Obviously, it is crucial to put the stress infallibly to be understood and learners do notice this fact. Some of them even draw from their own experience of not being understood by native speakers because of placing the stress incorrectly. Noticeably less students marked that they focus on intonation when learning English pronunciation - exactly 26% of them, which corresponds to the number of 13 respondents. It is surprisingly low number in comparison to stress but still the second highest considering pronunciation features. According to numerous comments, this might be caused by learners' guessing of the intonation and therefore no other need of further development. Rhythm was marked as another features among the participants. Since closely connected to intonation, the following numbers correspond to this greatly. From the total number of 50 participants only 22%, which corresponds to 11 students, decided to focus on rhythm. So far, students do realize that especially for the Czech students the issue of stress, intonation and rhythm is tremendous. Some of them even admitted that the difference with Czech language is so enormous that it leaves considerable mark on their pronunciation. Fourth most frequent answer was the focus on vowels and consonants with the total of 20% which makes 10 people. In most cases, students did not classified vowels and consonants

together but introduced them with another features. Various students also highlighted certain deeply rooted problems with “th” sounds as such. Only 6 respondents, 12% of the whole, mentioned that they focus on accent when learning pronunciation. In all cases, this focus was caused mainly by the influence of their favorite character and the desire of speech on native-like level. Another 8% of participants, which equals to 4 people, mentioned aspects of connected speech and fluency as their main area of focus concerning pronunciation. The last 5 respondents, 10% of the whole, stressed that they focus on every aspect of the pronunciation learning systematically which of course includes all the previously mentioned as well.

This testifies to the fact that autonomous learners of English pronunciation do intend to sound like native speakers and also correspond to this with a certain ability to learn substantial features of pronunciation such as stress, intonation and others as well.

4.5.1.3 Goal-setting

The fourth question was implemented into the questionnaire with rather simple goal of finding out whether learners set objectives in order to perfect their pronunciation skills and reach their full potential. The question was simple “Do you set goals when learning English pronunciation?” and learners did not have difficulties with answering. On the contrary, they managed to use provided space and add various explanations to support their answers.

The minority of students implied that they do set goals when learning English pronunciation. The problem arose with the misconception of the meaning and even though 32% of the participants, which equals to the number of 16 respondents, answered that they do set goals, 44% of those 16 students also mentioned that they only set fundamental goals. These 7 students characterized their goals as the desire to sound native-like, be understood clearly, and keep continuous progress throughout their learning experience. Another 9 of 16 students which is the majority of 56% decided to focus on smaller goals in order to systematically and continuously make progress and perfect their pronunciation skills when learning autonomously. On the other hand, both subgroups agreed on goal-setting when learning English pronunciation but still remained the minority concerning this question. The reason is that 62% of the whole responding group chose not to focus on setting objectives when learning English pronunciation. According to the comments of these 31 learners they find it difficult to set goals when learning pronunciation. This issue seems to become subsidiary when learning pronunciation according to the answers of the majority of respondents. Nevertheless, the group of 3 students which

makes 6% of the whole stated that they used to focus on goal-setting in pronunciation learning during specific period of time that required it and they now do not set objectives systematically to make further progress.

These findings are disconcerting especially when considering goal-setting as one of the substantial factors when defining autonomous learners. The fact that students outlined their ignorance and incompetency to set objectives might be related to their previous experience with learning pronunciation in its fundamental form at previous stages of their educational experience.

4.5.1.4 Motivation

One of the main reasons students acquire knowledge is mainly due to their belief of further utilization in their further career or personal life. Therefore, the area of motivation becomes one of the main factors concerning autonomous learning. This question was aiming to find out why learners spend their time and effort by perfecting their pronunciation skills – to find out what is the main motivational factor. Students answered to the questions “Why do you work on the development of your pronunciation?” and “What keeps you motivated?” in order to reveal answers to these questions. There were two main answers with the highest frequency concerning this question. Students implied that they work on the development of pronunciation mainly due to their desire of native-like pronunciation. This was answered by 28 students, which makes 56% of the whole and it is obvious that this was the number one answer concerning this section. Students also stated that they are motivated by their favorite characters, native friends and overall fondness for the sound of native-like pronunciation. Another much frequented answer was that learners tend to perfect their pronunciation because they feel the urge to be understood. In addition, most of these students also implemented the desired native-like model of pronunciation works for them too, but their aim is to be understood and speak correctly. Nevertheless, the number of students with this answer was lower and stands at 24 participants which makes 48% of the whole group of respondents. Another rather interesting group were participants that mentioned they work on the development of their pronunciation only because of their personal purposes. Some of them enriched their answers with the explanation in a form of their internal growth and their personal win over certain obstacles. Others involve travelling and preparing for important exams as their main motivation. These learners make 20% of the whole with the total number of 10 respondents. There was also a group of respondents that wanted to work on their pronunciation mainly because of their desire

to become a role model of a precise pronunciation for their students. This involves 7 students which makes 14% of the whole. As expected, there were another 6 students that were not motivated by any means possible and they make 12% of the responded group.

These findings are positive in a way that learners tend to work on the development of their pronunciation because of their internal motivation such as native-like pronunciation, the benefits of being understood, being role models for their students and also their personal purposes.

4.5.1.5 Self-assessment

In this part of the research, the question was aiming to find out whether learners track their progress during the process of learning English pronunciation and the methods and techniques they used to assess these processes. The question said “Do you keep track of your progress?” and “If yes, how do you do it?” which describes above mentioned processes. Firstly, respondents mentioned their experience with keeping track of the progress when learning English pronunciation and then described the techniques and methods they use.

The majority of respondents decided not to track their progress when learning English pronunciation. It was exactly 38 participants which equals to 76% of the whole. Nevertheless, most of other students wrote that they do keep the progress of their learning of pronunciation and enriched their answers with various methods and techniques. This group was made of 12 students which is the total amount of 24%. These students implied that they are tracking the progress systematically and with great results. One of the techniques outlined was recording themselves with microphones on mobile devices, computers and other electronic devices of their choice. Another technique was creating blogs and portfolios where they upload their recorded versions and use them to compare their results. Some of the students even mentioned that they keep their progress concerning pronunciation via their friends from English speaking countries that gave them feedback from time to time and comment on their pronunciation skills. Nevertheless, there was a group of students that used to keep track of their progress in the past made by the exact number of 4 which makes 8% from the total number of respondents. This leads to a question why they stopped with the process. Some of the participants implied that they used to do it exclusively for their classes at school and did not really focus on the importance of pronunciation training.

This question revealed that majority of students do not keep track of their progress concerning pronunciation learning. These students do not know how to execute it and in most cases are not even interested in perfecting their pronunciation. On the other hand, students that do keep track of their progress use efficient methods that could enhance their pronunciation skills.

4.5.1.6 Methods and techniques of learning pronunciation

The last chapter of theoretical part was dedicated to pronunciation learning strategies where the representation of various techniques and methods (Figure 6, 7) was introduced. With the question “When working on English pronunciation, what methods/techniques do you use to improve yourself?” comes the list of strategies respondents use to perfect their pronunciation skills. Participants outlined various techniques and methods in order to be as precise as possible and therefore the analysis became more complex.

Nevertheless, the majority of respondents agreed that they benefit the most from modern electronic devices such as mobile devices, radios, and television where they watch shows and movies and benefit from listening to songs. Exactly 54% of the participants, which equals to the number of 27 students, mentioned that they benefit from listening and repeating, as well as imitation. The choice is obvious due to the amount of independent work language students need to execute in their leisure time and therefore try to simplify this through modern technologies. In most cases, the choice of imitation and repeating was the most feasible way to do the necessary work. Students also agreed on repeating their favorite quotes and lyrics in order to precisely pronounce various words and phrases.

Another group used memorization as their most efficient way of learning English pronunciation. This is again closely connected with previous technique because students used it whilst reading their books, articles, magazines, and other literature. In order to focus on pronunciation they tried to find the correct pronunciation and memorize it as they were reading along. This group consists of 13 students which makes 26% of the whole. Drilling and self-evaluation were found the most after previously mentioned techniques because 5 students agreed on using drilling in their learning and another 5 students agreed on self-evaluation. This makes 10% from the whole for each technique. Learners using self-evaluation in their learning described this process as long-term but very efficient because of hearing their own pronunciation and noticing exactly what they need to work on. Cooperating with natives was another answer of 2 students that made 4% of the whole group, same as experimental use in practice that was made by the same number of students as cooperating with natives. These two

processes were described as immediate feedback from other natives in order to improve pronunciation. The last group was traditionally made by ones that do not work on the development of their pronunciation skills and therefore do not use any techniques and methods - again the number of 6 students which makes 12% of the whole group of respondents.

4.5.1.7 Self-correction and critical thinking via pronunciation

Penultimate question managed to collect data about learners' self-correction and their critical thinking when encountering a part of speech that causes problems to their pronunciation as well as methods of eliminating the issue. The question "When encountering a part of speech that represents problems to your pronunciation, what methods do you use to learn it correctly?" was ninth in the order and learners managed to answer by five various methods of eliminating this issue.

The majority of participants answered that they use drilling for correcting their problems concerning pronunciation. They described this process as continuous listening to the challenging word or a phrase and trying to repeat or imitate this correctly until the problems were eliminated. The exact number of 31 learners mentioned this method which makes the total of 62% of the whole. They also described this process as automatized from their previous experience concerning learning pronunciation which supports the fact that they use drilling - listening and repeating – as the most frequent method of learning pronunciation autonomously. Another group of students managed to answer the use of a dictionary to eliminate their problems with pronunciation. Unfortunately, most of them did not mention the specific dictionaries. Nevertheless, the majority outlined the choice of on-line dictionaries which is obvious with the rise of using modern technologies in English language teaching. Exactly 16 students mentioned their benefit from this method by reading the precise phonetic transcription and listening to recordings of native speakers. This group made 32% of the whole.

In addition, another group of students mentioned modern technologies as such as the method of dealing with problems concerning pronunciation. Specifically, the websites as YouTube, Forvo and Google were mentioned as the main source. These learners described the process as searching for various phrases, words or mostly similar situations where to use these words or phrases with the help of previously mentioned websites. This is closely connected with previous group of participants due to on-line dictionaries but the division was not clear in order to merge these two groups. Nevertheless, exactly 16 students which is 32% of the whole responding group answered in the benefit of modern technologies.

Last group was made by learners that mentioned the use of their peers in order to help them eliminate issues in their pronunciation. They agreed on the benefits of peer feedback by their native friends such as calmness and relaxed atmosphere when correcting their pronunciation. This group was made by 5 students which makes 10% of the whole. Last group was made by 6 students that do not work on the development of their pronunciation and therefore they did not encounter problems in their speech concerning pronunciation issues and certainly do not deal with them. This group was made by 12% of the whole responded group.

To conclude, learners do use various techniques for their benefit - such as drilling, listening and repeating, recording themselves, using modern technologies and dictionaries - in order to perfect their pronunciation skills. They are aware of their errors when learning English pronunciation and they try to work on their elimination.

4.5.1.8 Aids for pronunciation learning

This last question was rather complex when defining all possible ways learners use to enhance their learning to perfect their pronunciation autonomously. The vast majority of participants mentioned their computers, mobile devices, tablets, earphones, and other modern technology devices that involve internet and various programs developed for learning purposes. A lot of students also mentioned dictionaries as their tool for learning English pronunciation. Electronic or not, 32% of the students benefit from their use. The reason for this representation of this collected data is simple. Almost 100% of responding students mention modern electronic devices. Nevertheless, these were not the only answers to the question “What aids do you use when developing English pronunciation?” and learners enhanced their answers. Therefore, the use of modern technology devices when autonomous learning of English pronunciation is established by previously mentioned analysis. This question was unintentionally developed by specifying various aids of pronunciation learning.

The majority of responding students answered that they use internet for most of pronunciation learning. In addition, they watch movies, television shows and series, interviews, news and simply other videos on various websites involving the YouTube phenomenon. Numerous participants also mentioned the use of songs and lyrics of the songs in their learning. The process was described as listening to the music and following lyrics to imitate the correct pronunciation. Huge amount of students also mentioned recorders or programs developed for pronunciation learning where they record themselves and then work with this recording in their further development of pronunciation. Some of students mentioned English speaking radios

such as BBC where they try to perfect their pronunciation by listening to native speakers and memorization processes. A lot of students mentioned their native friends and their systematical mutual communication. Obviously, huge amount of answers also involved IPA (International Phonetic Alphabet) as a tool of learners' pronunciation learning.

To summarize, all previously mentioned aids and tools of learning English pronunciation were implied in a huge deal and almost every respondent named these aids apart from those who do not work on the development of their pronunciation. The obvious usage of aids and tools when learning pronunciation is vital to develop learners' pronunciation.

Before the final conclusion of this research, another part concerning language learning strategies and their use when learning English pronunciation must be mentioned in order to interconnect gathered findings at the research conclusion and provide reliable outcome.

4.5.2 SILL analysis

The second part of the research consists of the adapted version of SILL by Rebecca Oxford (1990, p. 283) which assess learners' use of language learning strategies concerning autonomous learning of English pronunciation. Due to this adaptation, various changes were used in the statements to focus exclusively on pronunciation learning. The original version of Oxford's (1990, p. 283) SILL is designed to assess learners' language learning as such in order for them to know more about their strategy use and learning techniques. She suggests that each student is introduced to the researched items, directions and worksheet for scoring and administrating the SILL. Students follow the instructions and answer according their own experience with language learning. As soon as they have finished their worksheets there is a process of discussing the results with the learners and then defining averages for the whole group (p. 278). Given the purposes of this research this process was provided exclusively throughout the questionnaire without any personal interaction with the students (except the pilotage of the data collection instrument). They were given the exact instructions and the scale from 1-5 using Oxford's (1990, p. 283) evaluation chart. They marked various choices reacting to statements divided into 6 sections where each section analyzed given language learning strategy such as memory, cognitive, compensation, metacognitive, affective, and social. After this, the chart was marked with the values of high, medium and low depending on the evaluation statements of Oxford's SILL in order to find out what strategies learners tend to use the most and therefore determine the level of autonomy of these learners.

Table 4 Adapted SILL scale for evaluation (Oxford, 1990, p. 283)

Number	Frequency	Level of usage
1.	Never or almost never true of me	Low
2.	Usually not true of me	
3.	Somewhat true of me	Medium
4.	Usually true of me	High
5.	Always or almost always true of me	

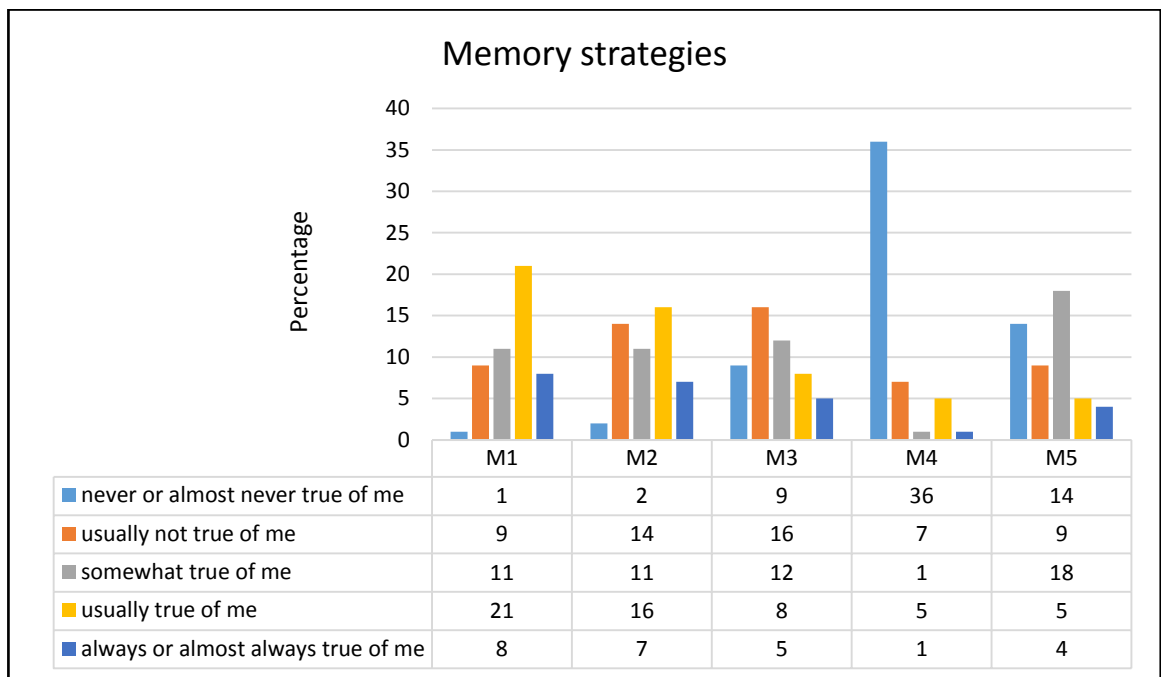
Even though instructions and the original version of Oxford's SILL were not followed precisely, this adapted version focusing exclusively on the autonomous learning of English pronunciation was designed to a great benefit. Learners did not know what to expect and they also figured out that there is no right or wrong answer to these statements and therefore they might complete the questionnaire according to their own experience.

For the clarity purposes, visual aids will take place in this section where each category of strategies is represented with a chart containing the statements, precise number and percentage of respondents in order to see the frequency of each strategy and its use by queried students.

4.5.2.1 Memory strategies

The first section focusing on memory strategies and their use in learning English pronunciation by autonomous learners was aiming to find out whether learners use memory strategies in order to perfect their pronunciation skills. In order to accomplish this task, five various statements were used to analyze learners' creating of mental linkages, applying sounds, reviewing, and employing action (Oxford, 1990) when learning English pronunciation.

Chart 1 Memory strategies



The first statement (M1) ‘I use new sounds and pronunciation of words in phrase/sentence so I can remember the structure’ was answered by the majority of respondents as ‘high level of usage’ with the total number of 29 respondents making 58% of the whole responding group. The second statement (M2) said ‘I used my imagination when hearing a new sound or pronunciation of a word to remember it’ and the majority of students with the number of 23 - which makes 46% of the whole group - answered the item of ‘high level of usage’. Concerning the third statement (M3) from this group, 25 respondents answered with ‘low level of usage’ to the statement ‘I use rhythm and rhyme when hearing a new sound or pronunciation of a word to remember it’. This group makes 50% of the whole. Fourth statement (M4) ‘I use flashcards to remember pronunciation of a word’ was answered by the vast majority of respondents as ‘low level of usage’ with the number of 43 students. This makes 86% of the whole. The last statement (M5) ‘I remember the pronunciation of a word by its location in learning materials’ was answered by the majority of students as a case that they normally do not prefer. This was exactly 23 students, which makes 46% of the whole responding group.

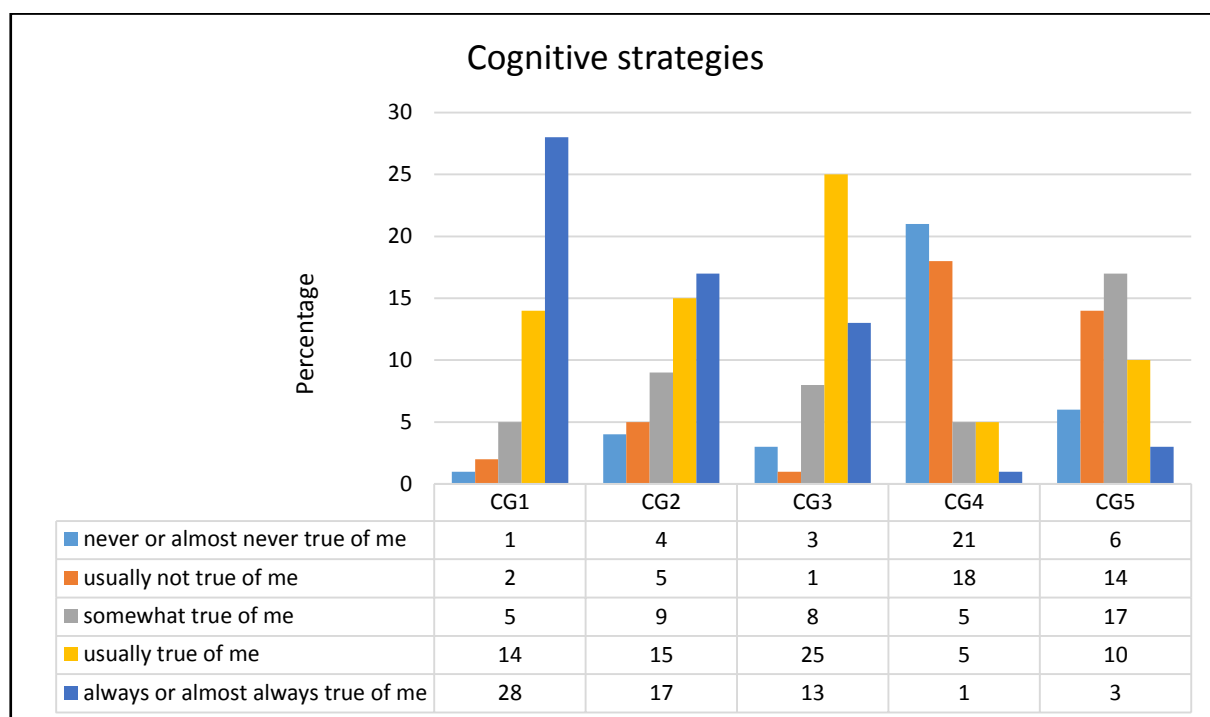
To summarize, memory strategies could help learners to remember great amount of sounds and pronunciation of various words and phrases when learning English pronunciation. According to the responses of students, they tend not to use memory strategies in a great amount. Considering the fact that the majority of students agreed in only 2 statements (M1 and M2) with ‘high level of usage’ learners simply do not consider memory strategies important enough to

incorporate them successfully in their learning of English pronunciation. This might be caused by their lack of interest when it comes to learning a language itself and stepping out of the comfort zone to learn something new and challenging.

4.5.2.2 Cognitive strategies

The second section was concentrating on the analysis of learners' practicing, receiving and sending processes, analyzing and reasoning, and creating structure for input and output (Oxford, 1990) when learning English pronunciation. This part was created by five statements adapted for the purposes of this research.

Chart 2 Cognitive strategies



The first statement (CG1) 'I say the newly learned word repeatedly a few times.' was answered by the majority of 42 respondents, which makes 84% of the whole, from "usually true of me" to "always true of me" according to responding students which testifies the 'high level of usage' of this strategy. The second statement (CG2) 'I try to talk like my favorite character from movie/TV show or a native speaker' was marked by 32 participants on the scale from "usually true of me" to "always true of me". This makes 64% of the whole group and suggests 'high level of usage' as well. Next statement (CG3) with the ordinal number three 'I voluntarily search for the correct pronunciation when reading various pieces of text' was a choice of 38 students indicating 'high level of usage' again. The majority at this statement made 76% of the

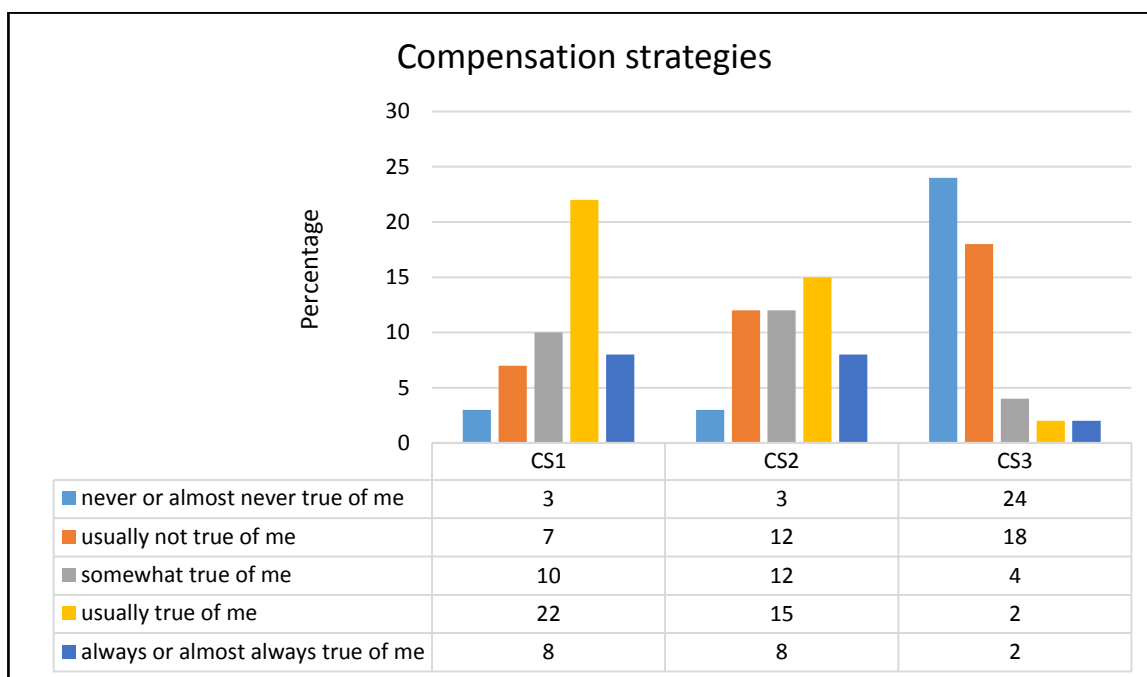
whole and implies the high recognition in learning of English pronunciation. The fourth statement (CG4) 'I am trying to find a connection between English and Czech sounds/pronunciation' was answered by the majority of 39 students with negative implication which suggesting that the answers to this statement appeared on the scale from "usually not true of me" to "never or almost never true of me". This makes 78% of the students and outlines that learners divide Czech and English language and ignore interconnection of languages when learning English pronunciation. The last statement (CG5) of this section 'I try to figure out correct pronunciation of a word/phrase by pronouncing its parts separately' suggests that the majority of 20 students tend to neglect this method. Also 17 respondents marked the option that outlines that they are somehow familiar with this concept. The majority creates 40% of the whole group followed by another 34% of the second group. It is evident that learners tend not to use this strategy as well in order to perfect their pronunciation.

All in all, the usage of cognitive strategies is rather extended concerning previous memory strategies segment. In addition, results outlined that learners agreed on using cognitive strategies when autonomously learning English pronunciation since three statements were evaluated as 'high level of usage' on the scale even though the other two were rated rather low. The outcome is that learners use cognitive strategies and put an effort to search for correct pronunciation in order to sound like native-speakers and be understood by English language users.

4.5.2.3 Compensation strategies

The third section of the second part of the research was introduced by three statements that analyzed students' ability to guess intelligently and their ability of overcoming limitations (Oxford, 1990) which might help learners to overcome various gaps in other areas beyond pronunciation learning and enhance their learning

Chart 3 Compensation strategies



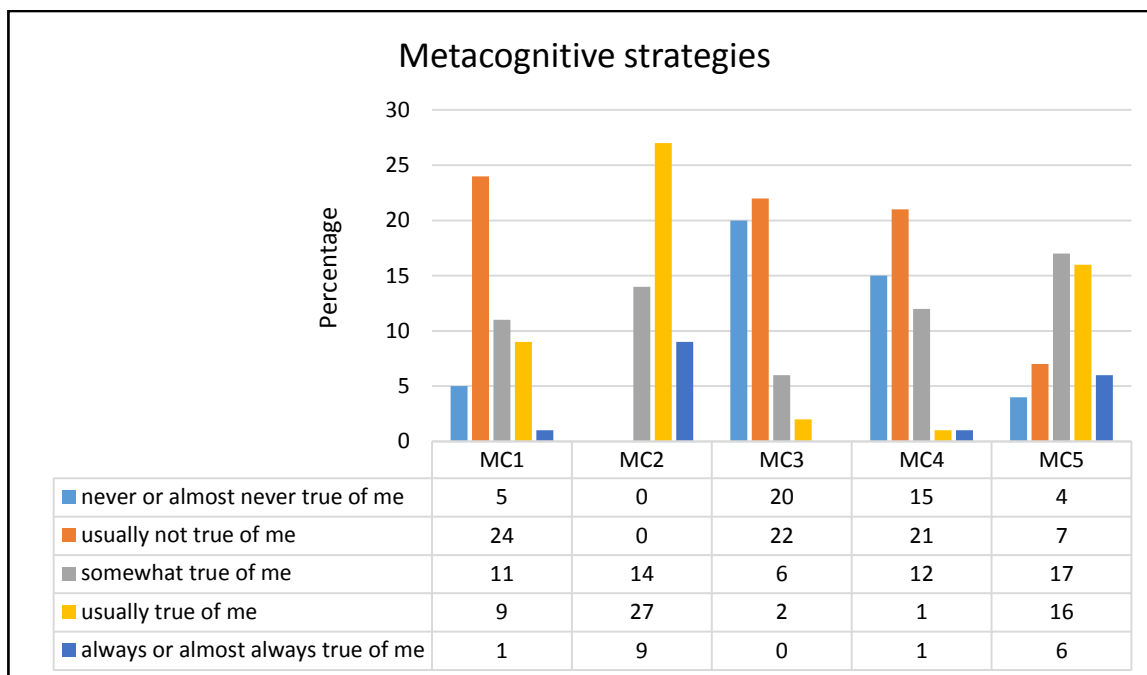
The first statement (CS1) ‘When encountering a new word, I guess the pronunciation’ was answered by the majority of students as “usually true of me” or “always or almost always true of me” by the number of 30 respondents, which makes 60% of the whole group. The second statement (CS2) in this section ‘Being afraid to mispronounce the word, I use different words or gestures’ found 23 of the respondents answering on the scale of ‘high level usage’. This was exactly 46% of the group. The last statement (CS3) of this section ‘I do not look up the correct pronunciation of a word’ was marked by the majority of students as negative which means that they do use their abilities to find the correct pronunciation of unknown words. This was the group of 42 participants which makes 84% of the whole group of respondents.

To summarize, compensation strategies were analyzed as of positive use when concerning English pronunciation learning where all 3 statements were marked on the scale of ‘high level usage’. This outlines learners’ ability to guess intelligently or at least find out the correct pronunciation of a word or a phrase when encountering problems. In addition, learners might use this strategy to fill the gaps in the areas they find difficult and challenging concerning English pronunciation.

4.5.2.4 Metacognitive strategies

The fourth section of the SILL research was focusing on centering of learners' learning, arranging and planning, and evaluating their own learning (Oxford, 1990) concerning English pronunciation.

Chart 4 Metacognitive strategies



The first statement (MC1) 'I try to use newly acquired pronunciation as much as I can' was marked by the majority of students, 58% that equals to 29 respondents, on the scale of 'low level of usage'. The second statement (MC2) 'I recognize my mistakes in pronunciation and I correct them' implies that 36 of the respondents which makes 72% of the whole do find this statement "always or almost always true of me" or "usually true of me". The third statement (MC3) 'I find the patterns of correct and incorrect pronunciation in someone else's speech' was found by the majority of students on the scale of 'low level of usage' according to the 42 students which makes 84% of the whole. The penultimate statement (MC4) of this section 'I look for opportunities to talk in English' was marked by the majority of respondents with negative implication and outlines the ranking of 'low level of usage' on the scale – 36 respondents marked these choices which makes 72% of the responding group. The last statement (MC5) of this section 'I have clear plans for improving my pronunciation' suggests the lack of goal-setting abilities in learning English pronunciation because 22 students managed to marked the choice of "never or almost never true of me" or "usually not true of me" – which

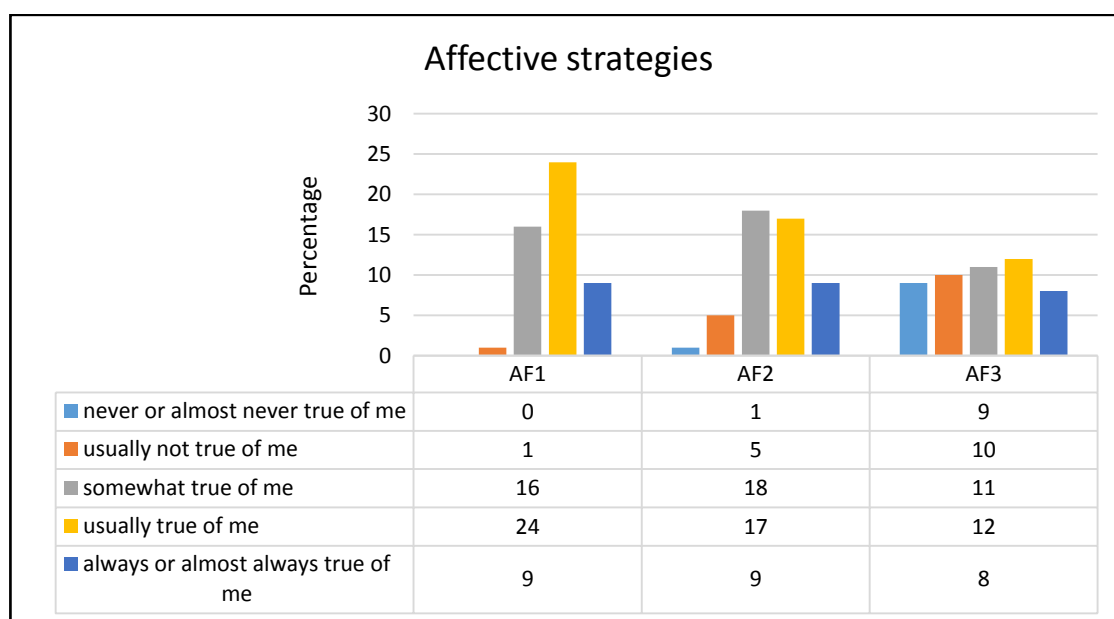
makes 44% of the whole. Also 17 students marked the choices of “sometimes” in their answers which is 34% of the whole.

To conclude, learners tend to neglect metacognitive strategies when learning English pronunciation according to the answers where the majority of statements was marked of the ‘low level of usage’ on the SILL scale. This is crucial in defining learners’ autonomy due to their ability to control and regulate their learning. This ignorance might be individual concerning learners’ approach to learning as such.

4.5.2.5 Affective strategies

The penultimate section of the SILL research analyzed students’ abilities of lowering their anxiety, encouraging themselves and taking their emotional temperature (Oxford, 1990) when learning English pronunciation.

Chart 5 Affective strategies



The first statement (AF1) ‘I try to keep calm when speaking English’ was answered by the majority of 33 students – which makes 66% of the whole – as positive as they marked the choice of “always or almost always true of me” or “usually true of me” the most. The second statement (AF2) ‘I encourage myself when afraid of making a mistake’ was marked by 26 participants as ‘high level of usage’ on the SILL scale. This group of respondents made 52% of the whole. The last statement (AF3) of this section ‘I notice when I feel nervous when learning the sounds or pronunciation’ was marked by the majority of students as “always or almost always true of me” or “usually true of me”. This group created 40% of the whole. On the other hand, 19

respondents implied that the ‘low level of usage’, which makes 38% of the whole. The responding group highlighting the choice of “somewhat true of me” stayed in the middle with 22% and 11 participants.

These results lead to the conclusion that majority of students use affective strategies when learning English pronunciation since all three statements outline the high level of usage. In addition, affective strategies tend to be overlooked by many students because of their specious futility, which makes these results rather surprising.

4.5.2.6 Social strategies

The last section of the SILL research aiming on social strategies was designed to find out learners’ abilities of asking questions, cooperating with others and empathizing with others (Oxford, 1990) when autonomously learning English pronunciation.

Chart 6 Social strategies



The first statement (S1) ‘I ask to repeat word or a sentence when I am not understanding it’ was chosen by the majority of students as positive in a way that 34 respondents marked the choice of “always or almost always true of me” or “usually true of me”. This group made 68% of the whole. The second statement (S2) ‘I ask someone else to correct my pronunciation when I am speaking’ and the third statement (S3) ‘I ask for help with my pronunciation from English students or native speakers’ were rated negatively implying the ‘low level of usage’ due to the most choices of “never or almost never true of me” or “usually not true of me”.

To conclude, learners tend not to use social strategies in a great measure when learning English pronunciation which signalizes their isolation concerning pronunciation learning processes. This approach is certainly not the most efficient because of the lack of complexity of influencing factors when learning English pronunciation.

4.6 Research conclusion

This research was conducted by using a survey methodology aiming to utilize constructed questionnaire in order to obtain data analyzing learners' processes of learning English pronunciation autonomously. The questions were as stated at the beginning of the practical part altogether with the overall aim of the research.

The answers of responding students denounced that they do work on the development of their learning processes when learning English pronunciation. They mainly focus on the stress, intonation, rhythm, production of vowels and consonants and do intend to sound like native speakers in most cases. Most of the learners do not set goals when learning English pronunciation, which is disconcerting but according to their comments this might be rooted in their learning style considering their previous experience with learning to learn. They simply do not know how to set goals and they do not perceive it as important to consider their previous learning experience. Learners are mostly motivated by the appetency of native-like pronunciation and the benefits of being understood by other users of the English language, as well as being role models for their future students, together with their personal purposes. Considering learners' self-assessment abilities, they do not keep track of their progress when learning English pronunciation in most cases which is caused by their ignorance. Again they seem to overlook the fact that this is a crucial part of learning a language and their abilities in this area are considerably restricted. The majority of the responding students use various methods and techniques in order to perfect their pronunciation such as listening and repetition, imitation, memorization, cooperating with native speakers, drilling, and experimental use in practice. They also use self-correction and critical thinking when learning English pronunciation by using dictionaries, phonetic transcription, modern technologies of all kinds, drilling and peer and native correction. To execute all this, they use various aids such as modern electronic devices and movies, television shows, interviews, videos on various websites, songs and their lyrics, recorders and programs developed for pronunciation learning, and radios.

Another part of the research was conducted by using an adapted version of SILL by Rebecca Oxford, answering the question of what language learning strategies learners tend to use the

most. Their obvious use of direct and indirect strategies when learning English pronunciation does not reach the same level but in both categories some strategies are neglected by learners. It is the memory strategy that learners tend not to incorporate into their pronunciation learning processes. On the other hand, the rest of the cognitive and compensational strategies were used efficiently in most cases. Especially compensational strategies where positive use was marked in all the statements. In the category of indirect strategies, the social strategies tend not to be used by learners concerning pronunciation learning. Even more, metacognitive strategies are not incorporated by learners, which testifies the fact that they have problems with setting objectives and self-assessment when learning English pronunciation. Nevertheless, affective strategies enjoyed great level of usage according to the responses.

To summarize, language users focusing on English pronunciation use affective strategies to lower their anxiety. They certainly do not use metacognitive strategies to plan and arrange their learning and evaluate themselves which is the main issue of both parts of the research. Students also do not use memory and social strategies when learning English pronunciation. On the other hand, they use compensation strategies in a tremendous way to disguise their gaps in knowledge as well as perfecting their pronunciation.

5 Conclusion of the thesis

To conclude, the aim of the thesis was to ascertain whether learners, university students, are autonomous in learning English pronunciation, and if so, to what extent. In addition, the focus was on finding out which of language learning strategies learners incorporate into their learning of English pronunciation. The research findings have shown inconclusive results as to the learners' autonomy in learning English pronunciation. Nevertheless, they reached a satisfactory level in certain areas of autonomous learning of pronunciation. When focusing on these areas the overall results were evaluated as positive, meaning that the majority of responding students do focus on the autonomous development of learning pronunciation. Nonetheless, the main ideas of autonomous learning consisting of goal-setting and self-assessment of learners were neglected in a tremendous manner. Consequently, the language learning strategies overall results were evaluated as positive with the exception in each direct and indirect strategies – specifically memory, metacognitive and social strategies.

The theoretical part suggested that autonomous learner is responsible for their own learning listing all connected aspects. The number of factors makes these aspects rather complex and learners do incorporate many of them into their learning of pronunciation such as autonomous development, motivation, critical thinking, focusing on pronunciation features, using various methods, techniques, and aids and when learning English pronunciation. Nevertheless, all of this also includes fulfilling their needs such as goal-orientation and developing learner's own objectives as one of the main factors of an autonomous learner.

In FEP (Framework Educational Programme) authors suggest that learners are likely to be equipped with various competencies. The truth is that learners are equipped with most of these from their previous learning experience except for the learning competencies. Our research has shown that learners do not tend to incorporate goal-setting and self-assessment into their learning in any way, not keeping track of their progress nor setting achievable objectives. The only goals learners tend to set are vague and not always possible to accomplish such as native-like pronunciation. The reason for this as stated by the students is not being familiar with this approach from their previous learning experience and therefore not feeling the urge to incorporate setting objectives and self-assessment into their own learning. These findings are disconcerting in a substantial way because FEP incorporate goal-setting and self-assessment into the learning competence. In other words, learners are expected to plan and organize the content in order to reach self-realization and personal growth, and effectively use strategies to

reflect on their process supported by evaluating themselves. According to the outcome of students' learning experience, it is evident that the development of this competence is neglected in many ways.

Also the use of language learning strategies is implied and the responding students claim to be able to use most of them. The problem is again with the metacognitive strategies that learners should use for centering their learning, arranging and planning and evaluating themselves. Again this corresponds with the previous issue of goal-setting and self-assessment of the learners working on the development of English pronunciation. They also neglect memory and social strategies when perfecting their pronunciation.

To summarize, learners tend to be autonomous when learning English pronunciation in the areas of working on the development of their pronunciation, learning pronunciation features, motivating themselves, using critical thinking and self-correction as well as methods, techniques and aids for pronunciation learning. The only and unfortunately substantial factors of goal-setting and self-assessing appear neglected as well as using metacognitive strategies to master this significant issue. In order to substitute the ignorance of metacognitive, memory and social strategies they use compensational strategies to fill the gaps in their learning and affective strategies to encourage themselves and lower their anxiety, while cognitive strategies are used to practice, review and analyze.

In order to reach the perfect level of autonomy university students need to focus even more on their abilities connected with setting objectives and their own evaluation during the processes of learning English pronunciation. To pursue this, they need to develop their metacognitive abilities and start to focus more on the processes of learning and not only on the content and the overall form.

6 Resumé

V této bakalářské práci se autor zabývá tématem učení se anglické výslovnosti u univerzitních studentů. Toto téma bylo zvoleno na základě jeho zájmu o tematiku anglické výslovnosti u svých vrstevníků a problematiky autonomie u dospělých univerzitních studentů. Dalším důvodem pro toto téma byl zejména fenomén studentů dnešní doby, kdy se většina soustředí zejména na obsahovou stránku dané problematiky a opomíná procesy samostatného učení se cizímu jazyku, zejména tedy anglické výslovnosti, stejně tak jako nejistota učitelů v jejich vlastní výslovnosti, kterou dále nejsou schopni předat studentům v plné míře. Cílem této práce bylo zjistit, zda jsou univerzitní studenti autonomní při učení se anglické výslovnosti a pakliže ano, do jaké míry. Zároveň se autor snaží zjistit, jaké strategie učení se cizímu jazyku univerzitní studenti volí jako nejdůležitější a snaží se je nejvíce zdokonalovat při učení se anglické výslovnosti.

Teoretická část této bakalářské práce se skládá ze tří hlavních celků, kde se autor snaží v první kapitole rozebírat zejména autonomii samotnou. Je zde představen zejména typický student, který využívá všechny složky autonomního učení se cizímu jazyku. Definice, které charakterizují jak autonomii jako celek, tak autonomního studenta, jsou zde uvedeny v hojném počtu a jejich komplexní propojení nabízí pohled na tzv. dokonalého autonomního studenta. V další podkapitole je student charakterizován z pohledu vzdělávacího systému České republiky, kde se dozvídáme, jaké konkrétní dovednosti by měl autonomní student ovládat a zdokonalovat. Nedílnou součástí je také představit výhody a nevýhody dospělého univerzitního studenta, kde velkou roli hraje věkový faktor a zároveň předešlé zkušenosti z nižších stupňů vzdělávacího systému. Roli studenta při samostatném učení se anglické výslovnosti je nutno zmínit zejména pro jeho změnu z pasivního posluchače na více aktivní roli, kde student využívá své schopnosti pro samo zdokonalování, a tento jev nazýváme přístupem orientovaným na studenta samého. Nutno podotknout, že autonomie samotná je postavena na teoriích, kde nejdůležitější z nich je nazývána konstruktivistickou teorií, která jak zmíněno stojí za konceptem autonomie a má jistě své místo v obsahu této kapitoly. Dozvídáme se zde o vývoji autonomie a jejího zdokonalování skrze psychologii studenta. Dalším obsahem podkapitoly je samotný vzdělávací systém České republiky, kde autor rozebírá vztah autonomie k tomuto systému v rámci studenta. Je zde rozebrán Rámcový vzdělávací program pro sekundární vzdělávání, na základě kterého si studenti odnášejí zkušenosti a kompetence získané z předešlého studia. Následně je zde rozebrán dokument pro terciární vzdělávání, podle kterého

se výuka opírá o tyto získané klíčové kompetence a na jejich základě je rozvíjí dále. Samotný koncept klíčových kompetencí je zde rozebrán se shrnutím každé z těchto kompetencí, které by měl student ovládat při výstupu ze sekundární části vzdělávacího systému, kdy kolektiv autorů uvádí, že dané kompetence se prolínají. Další částí obsahu je samotný vývoj autonomie a zejména stimul pro vhodný rozvoj autonomie u studentů obecně. Jsou zde uvedeny i jednotlivé fáze autonomního studenta a jejich stručný popis.

Zde se dostáváme k druhé části obsahu zvané učení se učit. Tato kapitola se zabývá zejména strategiemi učení se cizímu jazyku a jejich charakteristikou a rozbořem. V první řadě je nutné zmínit značné vlivy pro osvojování jazyka, kde se autor zaměřuje na charakteristiku mozkové činnosti a jejího vlivu na osvojování cizího jazyka. Další ryze individuální částí co se týče vytváření strategií k učení se cizímu jazyku, jsou teorie a styly učení, které zde autor charakterizuje v jejich vztahu k autonomii. Dále už nic nebrání v charakteristice strategií pro osvojování cizího jazyka, představení jejich konceptu a komplexním definicím vybraných autorů zabývajících se danou problematikou. Další nedílnou součástí této kapitoly je charakteristika základních rysů těchto strategií, kde se dozvídáme o deseti hlavních rysech, které jsou komplexním stavebním kamenem pro všechny strategie učení se cizímu jazyku, ačkoliv jsou ryze individuální záležitostí daného studenta. Autor dále přistupuje ke klasifikaci strategií podle tří nejuznávanějších autorů, kterými jsou Rubin, O'Malley and Chamotová a také Rebecca Oxfordová. Je zde představena klasifikace daných autorů a jejich odlišnosti v rámci vývoje těchto strategií, kdy autor práce zakončuje tuto část shrnutím a propojením daných strategií a vyhodnocením nejvhodnějšího rozdělení pro účely této práce a jejího výzkumu.

V třetí a zároveň poslední kapitole teoretické části autor zmiňuje učení se anglické výslovnosti na základě dříve předvedených složek autonomie a strategií určených k učení se cizímu jazyku. V první řadě uvádí definici anglické výslovnosti a zdůrazňuje její důležitost při učení se cizímu jazyku. Zdůrazňuje zde návaznost na komunikační kompetenci a model komunikačního vyučování jazyka, stejně jako věkový faktor při učení se anglické výslovnosti. Další podkapitolou je zdůraznění srozumitelnosti a správného modelu anglické výslovnosti, na který by se měli studenti zaměřit při učení výslovnosti. Nedílnou součástí dalších charakteristik je zcela jistě zdůraznění toho, co se mají studenti učit, tzv. obsahu. Dozvídáme se zde o segmentální a supra segmentální fonologii, kde autor uvádí samohlásky a souhlásky a jejich důkladnou charakteristiku. V případě druhém, autor uvádí důraz na slabiky při výslovnosti, intonaci a dále také aspekty souvislé řeči. Mezi tyto aspekty patří zejména rytmus, spodoba

znělosti, elize a propojování slov a to vše s důrazem na anglickou výslovnost. Pro účely pozdějšího výzkumu zde autor taktéž uvádí strategie učení se výslovnosti, kde konkrétně představuje dané techniky a metody, které studenti používají při učení se anglické výslovnosti, dle vybraných autorů. Teoretickou část autor ukončuje shrnutím doposud probádaných kapitol pro lepší orientaci v textu a navazuje praktickou částí a realizovaným výzkumem.

Na úvod praktické části znovu zdůrazňuje důležitost teoretické části pro provedení výzkumu zaměřujícím se na zjišťování autonomie u univerzitních studentů při učení se anglické výslovnosti. Představuje zde cíl výzkumu, kterým je zjištění, zda jsou studenti autonomní při učení se anglické výslovnosti a do jaké míry jsou opravdu autonomní. Dále uvádí, že je nutno zjistit jaké strategie pro učení se cizímu jazyku studenti používají nejvíce a soustředí se na jejich zdokonalování. Dále je zde rozebráno pozadí realizovaného výzkumu, kde je představeno konkrétní místo provedení výzkumu a oborů, které se na výzkumu podílely. Je zde uvedena cílová skupina pro provedení výzkumu, kterou jsou již výše uvedení univerzitní studenti ve věku od 18 do 24 let, což značí různorodost ročníků ve výzkumu dané práce. Je zde uvedena i metodologie vybraná pro provedení výzkumu, kterou jsou dotazovací techniky. Zejména proto je zde uvedena charakteristika této metodologie vybranými autory. Co se týče, nástroje pro sběr dat je zde uveden výběr dotazníku jako daného nástroje a konkrétní údaje týkající se cílové skupiny společně s internetovou sítí, skrze kterou byl dotazník vytvořen. Dále zde autor rozděluje dotazník na dvě hlavní části, kde v první části využívá otevřené otázky, zaměřující se na vývoj autonomie u studentů, zaměření na výslovnostní rysy, stanovování cílů, motivaci a sebehodnocení, metody a techniky učení se anglické výslovnosti, sebe korekci studentů a jejich kritické myšlení a v neposlední řadě i pomůcky a nástroje, které studenti využívají při učení se anglické výslovnosti. Dále následuje již samotná analýza dat a jejich dílčí vyhodnocení.

V části s otevřenými otázkami autor rozebírá otázku po otázce, kde vysvětluje přesnou podobu dané otázky, její důvod pro zařazení do dotazníku a následně analýzu dat s procentuálním vyjádřením i konkrétním číslem dle odpovědí studentů. V první části dotazovací techniky zjišťuje, že studenti se zaměřují na rozvoj autonomie, co se týče výslovnosti a to zejména na důraz na slabiky, intonaci a rytmus, produkci samohlásek a souhlásek a chtějí získat výslovnost srovnatelnou s rodilými mluvčími. Navzdory tomu většina studentů opomíjí zařazovat dílčí cíle do jejich plánu výuky a dle odpovědí se dozvídáme, že studenti ignorují stanovování cílů jak v obecné tak i v konkrétní rovině učení se anglické výslovnosti. Jednoduše nejsou seznámeni s možnostmi stanovování cílů, anebo nemají potřebu cíle stanovovat na základě jejich předešlých zkušeností z nižších stupňů vzdělávání. Většina tázaných studentů pouze touží po

výslovnosti rodilých mluvčích a výhodách toho, že jim uživatelé anglického jazyka budou rozumět. Mnoho studentů zároveň chtělo být vzorem pro jejich budoucí studenty, anebo pokořit limity a hranice svých vlastních možností co se týče ovládnutí anglické výslovnosti. Tolik k motivaci studentů s přihlédnutím na učení se anglické výslovnosti. Ve většině případů se studenti shodli na tom, že nehodnotí své vlastní procesy učení a jejich výsledky a nesledují pokrok v jejich výuce výslovnosti. Důvod je stejný jako v předešlém stanovování cílů, nevědí jak přesně sledovat svůj pokrok nebo nemají potřebu ho vůbec sledovat. Dále studenti uvádějí, že používají různé metody a techniky ke zlepšení své výslovnosti a to zejména poslech a opakování, imitaci, zapamatovávání, spolupráci s rodilými mluvčími, drilování a experimentální využití v praxi. Většina dále uvádí, že používají slovníky, fonetickou transkripci, moderní technologie všech druhů při učení se anglické výslovnosti a zejména při sebe korekci v případě, že narazí na chybu v jejich výslovnosti. K provedení těchto technik a metod studenti nejvíce využívají moderní elektronická zařízení a také filmy, televizní pořady, rozhovory, videa na různých webových stránkách, písničky a jejich texty, rádia, rekordéry a programy vyvinuté výhradně pro zdokonalení výslovnosti.

V druhé části výzkumu, kde autor realizuje upravenou verzi Oxfordové techniky pro zjišťování strategií učení se cizímu jazyku s přihlédnutím na anglickou výslovnost zjišťuje, že studenti ve většině případů hojně užívají jak přímé tak nepřímé strategie ovšem v nerovné míře. Paměťové strategie studenti nevyužívají při učení se anglické výslovnosti. Nicméně kognitivní a zejména kompenzační strategie užívají ve většině případů. V kategorii nepřímých strategií většina studentů neužívá sociální strategie a zejména opomíná ve značné míře meta kognitivní strategie, což potvrzuje fakt, že nejsou schopni stanovování cílů a sebehodnocení jejich pokroku v učení se anglické výslovnosti. Na druhou stranu, užití afektivních strategií se shoduje s užitím kompenzačních a kognitivních strategií. Studenti využívají afektivní strategie ke snížení jejich neklidu a starostí a kompenzační strategie k zamaskování jejich nedostatků způsobením nevěnováním se již výše uvedeným meta kognitivním, paměťovým a sociálním strategiím při zdokonalování jejich výslovnosti.

Závěrem nutno podotknout, že definice autonomního žáka při zaměření na učení se anglické výslovnosti je v praxi ochuzena zejména o metakognitivní strategie, což ústí v nestanovování cílů a mezeře v sebehodnocení studentů. Tato kompetence jak již uvedeno v Rámcovém vzdělávacím programu by měla být základem vysokoškolských studentů na základě jejich předchozí zkušenosti ve vzdělávání. Bohužel, tato kompetence není na nižších stupních rozvíjena dostatečně, protože většina studentů neví, jak tuto kompetenci rozvíjet co se týče

stanovování cílů a sebehodnocení, nebo nemají potřebu tyto faktory využívat v jejich procesech učení. Zejména proto studenti nejsou prototypem autonomního žáka. Jejich míra autonomie je však na velmi dobré úrovni vzhledem k pozitivnímu vztahu k ostatním rysům autonomie jako takové. Při intenzivním zaměření na danou problematiku autor věří ve výrazné zlepšení výsledků v procesech učení se anglické výslovnosti autonomního žáka.

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Appendix A Questionnaire - Autonomy in learning English pronunciation

Questionnaire

Autonomy in learning English pronunciation

Thank you for completing this questionnaire. Your answers will be kept confidential.

Conducted research analyzes the level of university students' autonomy when learning English pronunciation.

PART ONE

Read the questions down below and answer all of them truthfully according to your own experience with the processes of learning English pronunciation.

1. What major do you study at the university?

2. Do you work on the development of your pronunciation?

3. What do you focus on when learning English pronunciation (vowels, consonants, stress, intonation, rhythm)?

4. Do you set goals when learning English pronunciation?

5. Why do you work on the development of your pronunciation? What keeps you motivated?

6. Do you keep track of your progress? If yes, how do you do it?
7. When working on English pronunciation, what methods/techniques do you use to improve yourself?
8. When encountering a part of speech that represent problems to your pronunciation, what methods you use to learn it correctly?
9. What aids do you use when developing English pronunciation?

PART TWO

SILL (Strategic Inventory for Language Learning)

Read the included statements and think specifically about your pronunciation and the process of learning it. Please rate your experience with each of the statements below by marking the appropriate choice next to the statement:

- 1) never or almost never true of me**
- 2) usually not true of me**
- 3) somewhat true of me**
- 4) usually true of me**
- 5) always or almost always true of me**

Section 1

- 1. I use new sounds and pronunciation of words in a phrase/sentence so I can remember the structure.
- 2. I use my imagination when hearing a new sound or pronunciation of a word to remember it.
- 3. I use rhythm and rhyme to remember a new sound or pronunciation of a word to remember it.
- 4. I use flashcards to remember the pronunciation of a word.
- 5. I remember the pronunciation of a word by its location in learning materials.

Section 2

- 1. I say the newly learned word repeatedly a few times.
- 2. I try to talk like my favorite character from a movie/TV show or a native speaker.
- 3. I voluntarily search for the correct pronunciation when reading various pieces of text.
- 4. I am trying to find a connection between English and Czech sounds/pronunciation.
- 5. I try to figure out correct pronunciation of a word/phrase by pronouncing its parts separately.

Section 3

1. When encountering a new word, I guess the pronunciation.
2. Being afraid to mispronounce the word, I use different word or gestures.
3. I do not look up the correct pronunciation of a word.

Section 4

1. I try to use newly acquired pronunciation as much as I can.
2. I recognize my mistakes in pronunciation and I correct them.
3. I find the patterns of correct and incorrect pronunciation in someone else's speech.
4. I look for opportunities to talk in English.
5. I have clear plans for improving my pronunciation.

Section 5

1. I try to keep calm when speaking English.
2. I encourage myself when afraid of making a mistake.
3. I notice when I feel nervous when learning the sounds or pronunciation.

Section 6

1. I ask to repeat the word or a sentence when I am not understanding it.
2. I ask someone else to correct my pronunciation mistakes when I am speaking.
3. I ask for help with my pronunciation from English students or native speakers.

Autonomy in learning English pronunciation

What major do you study at the university?



AJSP



AJOP

Do you work on the development of your pronunciation?



Yes, I do. I focus on the development of pronunciation on my own because they did not consider it important at school before.

What do you focus on when learning English pronunciation (vowels, consonants, stress, intonation, rhythm)?



Mostly rhythm, intonation and syllable stress. I also work on my accent to sound more natural.

Do you set goals when learning English pronunciation?



No, I don't.

Why do you work on the development of your pronunciation? What keeps you motivated?



I want to sound like a native speaker and maybe cover some gaps in other areas such as grammar etc.

Do you keep track of your progress? If yes, how do you do it?



Yes, I used to record myself on tape and practice correct pronunciation. I also try to sound more natural and avoid stagnation.

When working on English pronunciation, what methods/techniques do you use to improve yourself?

✓ Repetition and drilling, sometimes I learn from others.

When encountering a part of speech that represent problems to your pronunciation, what methods you use to learn it correctly?

✓ Dictionary, educational videos, pronunciation technology (programs)

What aids do you use when developing English pronunciation?

✓ Internet, computer, camera, youtube, movies, songs etc.

Section I

	never or almost never true of me	usually not true of me	somewhat true of me	usually true of me	always or almost always true of me
I use new sounds and pronunciation of words in a phrase/sentence so I can remember the structure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I use my imagination when hearing a new sound or pronunciation of a word to remember it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I use rhythm and rhyme to remember a new sound or pronunciation of a word to remember it.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use flashcards to remember the pronunciation of a word.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I remember the pronunciation of a word by its location in learning materials.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2

	never or almost never true of me	usually not true of me	somewhat true of me	usually true of me	always or almost always true of me
I say the newly learned word repeatedly a few times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I try to talk like my favorite character from a movie/TV show or a native speaker.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I voluntarily search for the correct pronunciation when reading various pieces of text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am trying to find a connection between English and Czech sounds/pronunciation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to figure out correct pronunciation of a word/phrase by pronouncing its parts separately.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3

	never or almost never true of me	usually not true of me	somewhat true of me	usually true of me	always or almost always true of me
When encountering a new word, I guess the pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Being afraid to mispronounce the word, I use different word or gestures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I do not look up the correct pronunciation of a word.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4

	never or almost never true of me	usually not true of me	somewhat true of me	usually true of me	always or almost always true of me
I try to use newly acquired pronunciation as much as I can.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recognize my mistakes in pronunciation and I correct them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I find the patterns of correct and incorrect pronunciation in someone else's speech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I look for opportunities to talk in English.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have clear plans for improving my pronunciation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5

	never or almost never true of me	usually not true of me	somewhat true of me	usually true of me	always or almost always true of me
I try to keep calm when speaking English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I encourage myself when afraid of making a mistake.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I notice when I feel nervous when learning the sounds or pronunciation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6

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I ask to repeat word or a sentence when I am not understanding it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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