

University of Pardubice

Faculty of Arts and Philosophy

Pronunciation in teaching English: Focus on word stress

Alena Langrová

Bachelor's Thesis

2017

Univerzita Pardubice  
Fakulta filozofická  
Akademický rok: 2015/2016

## **ZADÁNÍ BAKALÁŘSKÉ PRÁCE**

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Alena Langrová**  
Osobní číslo: **H13183**  
Studijní program: **B7507 Specializace v pedagogice**  
Studijní obor: **Anglický jazyk - specializace v pedagogice**  
Název tématu: **Výslovnost ve výuce angličtiny se zaměřením na slovní přízvuk**  
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

### **Z á s a d y   p r o   v y p r a c o v á n í :**

Studentka se bude ve své bakalářské práci zabývat výslovností ve výuce angličtiny, zejména slovním přízvukem. V teoretické části práce nejprve zařadí slovní přízvuk do fonologického systému současné angličtiny a vysvětlí jeho důležitost v kontextu výuky tohoto jazyka. Dále se studentka zaměří na techniky výuky slovního přízvuku a poskytování zpětné vazby žákům. V závěru teoretické části bude diskutovat roli učitele jako výslovnostního modelu pro žáky. V praktické části studentka provede výzkumné šetření za využití pozorování vyučovacích hodin a dotazníku určenému učitelům anglického jazyka. Cílem praktické části je zjistit, zda a v jakém rozsahu učitelé zařazují aktivity cílené na slovní přízvuk, jestli poskytují žákům relevantní zpětnou vazbu a zda jsou pro své žáky výslovnostním modelem.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

**KENWORTHY, Joanne.** Teaching English pronunciation. New York: Longman, 1987. 164 pp. ISBN 05-827-4621-3.

**ROACH, Peter.** English phonetics and phonology: A practical course. 4th ed. Cambridge: Cambridge University Press, 2009. 231 pp. ISBN 9780521888820.

**GIMSON, Alfred.** An introduction to the pronunciation of English. 2nd ed. London: Edward Arnold, 1970. 320 pp. ISBN 0713155744.

**GAIRNS, Ruth.** Working with words: a guide to teaching and learning vocabulary. Cambridge: Cambridge University Press, 1986. 200 pp. ISBN 0521268893.

**KELLY, Gerald.** How to teach pronunciation. Harlow: Longman, 2004. 154 pp. ISBN 0-582-42975-7.

**THORNBURY, Scott.** How to teach vocabulary. Harlow: Pearson Education, 2004. 285 pp. ISBN 0582429668.

**FRASER, Helen.** Teaching pronunciation: A handbook for teachers and trainers. Sydney: TAFE NSW Access Division, 2001. 110 pp.

**CELCE-MURCIA, Marianne et al.** Teaching pronunciation: a course book and reference guide. 2nd ed. New York: Cambridge University Press, 2010. 576 pp. ISBN 978-0521729765.

**BURNS, Anne - RICHARDS, Jack C.** The Cambridge guide to pedagogy and practice in second language teaching. New York: Cambridge University Press, 2012. 300 pp. ISBN 9781107602007.

**RICHARDS, Jack C. - RENANDYA, Willy A.** Methodology in language teaching: an anthology of current practice. Cambridge: Cambridge University Press, 2006. 432 pp. ISBN 9780521004404.


Vedoucí bakalářské práce: **PaedDr. Monika Černá, Ph.D.**  
Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce: **30. dubna 2016**

Termín odevzdání bakalářské práce: **31. března 2017**



prof. PhDr. Karel Rýdl, CSc.  
děkan



doc. Šárka Bubíková, Ph.D.  
vedoucí katedry

V Pardubicích dne 30. listopadu 2016

Prohlašuji:

Tuto práci jsem vypracovala samostatně. Veškeré literární prameny a informace, které jsem v práci využila, jsou uvedeny v seznamu použité literatury. Byla jsem seznámena s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., autorský zákon, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 30. 11. 2017

Alena Langrová

**Acknowledgement:**

I would like to express my gratitude to PaedDr. Monika Černá, Ph.D. for her valuable advice during the process of writing this paper.

Additionally, I would like to thank my parents and friends for their great support. My last acknowledgement belongs to all the teachers who participated in my research.

## **ANNOTATION:**

The bachelor's thesis deals with teaching English pronunciation with focus on word stress. It starts with the theoretical part which mainly describes the importance of teaching word stress, teaching methods, teachers' feedback on learners' word stress and teachers as pronunciation models. The practical part consists of research which was conducted with a help of observations and interviews. The aim of the practical part is to ascertain whether teachers involve activities focused on word stress into teaching, how often these activities happen, whether learners are provided with appropriate feedback on their word stress and lastly, whether teachers are proper pronunciation models for their learners in terms of word stress.

## **KEY WORDS:**

pronunciation, word stress, teachers, learners

## **ANOTACE:**

Tato bakalářská práce se zabývá vyučováním výslovnosti v anglickém jazyce se zaměřením na slovní přízvuk. Teoretická část se z větší části zabývá vyučováním slovního přízvuku, vyučovacími metodami, zpětnou vazbou učitelů na slovní přízvuk žáků a učitelem jako výslovnostní model. Praktická část se skládá z výzkumu, který byl zhotoven za pomoci pozorování a rozhovorů. Cílem praktické části je zjistit, zda a v jakém rozsahu učitelé zařazují do vyučování aktivity cílené na slovní přízvuk, jestli poskytují žákům relevantní zpětnou vazbu na slovní přízvuk a zda jsou pro své žáky správným výslovnostním modelem z hlediska slovního přízvuku.

## **KLÍČOVÁ SLOVA:**

výslovnost, slovní přízvuk, učitelé, žáci

# TABLE OF CONTENTS

INTRODUCTION .....	9
1 THEORETICAL PART .....	10
1.1 English pronunciation and its features .....	10
1.1.1 Segmental features .....	10
1.1.2 Suprasegmental features .....	10
1.1.2.1 Word stress .....	10
1.1.2.2 Sentence stress .....	11
1.1.2.3 Intonation.....	12
1.1.2.4 Rhythm .....	12
1.2 The importance of teaching English pronunciation .....	12
1.2.1 Communicative competence.....	12
1.2.1.1 Linguistic competence.....	13
1.2.1.2 Sociolinguistic competence .....	14
1.2.1.3 Pragmatic competence.....	14
1.2.2 Framework Education Programme for Elementary Education.....	14
1.2.3 Other reasons for teaching pronunciation .....	16
1.3 Teaching pronunciation.....	17
1.3.1 Common techniques for teaching pronunciation .....	17
1.3.2 Teaching word stress .....	17
1.3.2.1 The importance of teaching word stress .....	18
1.3.2.2 Difficulties with word stress.....	19
1.3.3 Methods for teaching word stress .....	20
1.3.3.1 Choir drilling .....	20
1.3.3.2 Usage of notation/symbols .....	21
1.3.3.3 Usage of dictionaries .....	21
1.3.3.4 Cuisenaire rods .....	22
1.3.3.5 Kinaesthetic learning.....	22
1.3.3.6 Other techniques .....	22
1.4 Feedback for learners .....	23
1.5 Teachers as models .....	24
1.6 Conclusion of the theoretical part .....	25
2 PRACTICAL PART .....	26

2.1	The aim of the research .....	26
2.2	The research methodology and research methods .....	26
2.2.1	The research sample.....	26
2.2.2	Interviews.....	27
2.2.3	Observations and observation sheets .....	29
2.3	Data interpretation and analysis .....	30
2.3.1	Teacher number one.....	30
2.3.2	Teacher number two .....	31
2.3.3	Teacher number three .....	32
2.3.4	Teacher number four.....	33
2.3.5	Teacher number five .....	33
2.3.6	Teacher number six.....	34
2.3.7	Teacher number seven .....	35
2.3.8	Teacher number eight .....	36
2.3.9	Teacher number nine .....	37
2.3.10	Teacher number ten .....	37
2.3.11	Teacher number eleven.....	38
2.3.12	Teacher number twelve.....	39
2.3.13	Teacher number thirteen .....	40
2.3.14	Teacher number fourteen .....	41
2.3.15	Teacher number fifteen.....	41
2.4	Conclusion of the practical part .....	42
3	CONCLUSION.....	44
4	RESUMÉ .....	47
5	BIBLIOGRAPHY.....	51
6	APPENDICES .....	54



## **INTRODUCTION**

English could be considered as the most widespread language in the world, thus this language is taught as the second language in terms of Czech education and is usually introduced in the third grade. There are tremendous differences between these two languages, for example, in grammar. Grammar is often considered to be important for Czech teachers and that is why they involve it into teaching of English a lot. Consequently, if teachers put emphasis on grammar they usually neglect other aspects of the language and in case of English classes, it is pronunciation which is often disregarded, even though the differences between Czech and English pronunciation are huge and worth teaching. However, this is not only the problem of Czech education, but it is the matter of the whole world where many authors discuss this problem and, for example, Kelly (2000, p. 13) states that “any analysis of language that disregards or sidelines factors of pronunciation is incomplete”.

Moreover, pronunciation consists of many features on which teachers can concentrate in English lessons. One of them is word stress which is unpredictable in English in contrast with Czech and teachers often forget about this difference and do not pay attention to it, even though it can cause serious problems in learners’ English – it can make them unintelligible.

# **1 THEORETICAL PART**

## **1.1 English pronunciation and its features**

Every language has its own pronunciation. Pronunciation can be interpreted as “the way in which a language or a particular word or sound is pronounced” (Oxford University Press, 2015). Next, it mainly consists of segmental features (phonemes): consonants and vowels; and suprasegmental features, for example, word stress, sentence stress, intonation and connected speech, e.g. rhythm (Richards and Renandya, 2002, p. 175).

### **1.1.1 Segmental features**

Segmental features (phonemes) can be interpreted as all the sounds of a language (Kelly, 2000, p. 1). These sounds are transcribed into special symbols which can be found in a phonetic chart (Roach, 2009, p. 2). It is necessary to pay attention to these different sounds during speaking, otherwise, the speaker can be incomprehensible, even though there is only one sound incorrectly pronounced (Kenworthy, 1987, p. 13).

Moreover, the English language consists of two varieties of phonemes: vowels and consonants (Roach, 2009, p. 2). Vowels are characterized as: “sounds in which there is no obstruction to the flow of the air as it passes from the larynx to the lips”, thus a vowel is, e.g. a, e, o. (Roach, 2009, 10). On the other hand, there is an obstruction to the flow of the air when a consonant is pronounced, and a consonant is, e.g. k, b, th and r. (Roach, 2009, p. 2).

### **1.1.2 Suprasegmental features**

Suprasegmental features are an inseparable second part of pronunciation. Namely, they include word stress, sentence stress, intonation and rhythm (Roach, 2009). The following subchapter starts with word stress since it is the main topic of the bachelor’s thesis.

#### **1.1.2.1 Word stress**

A word can consist of either one syllable or more syllables. If a word has more than one syllable, then the word must be stressed on at least one of its syllables (Hewings, 2004, p. 4). In order to highlight the prominence, the speaker has to use more muscular energy, therefore the stressed syllable is a bit louder, longer and clearer (Kenworthy, 1987, p. 10). Roach (2009, p. 74) adds that a prominent syllable consists of at least four different factors: appropriate loudness, length, pitch and quality.

In the written form, for example in dictionaries, the stress is marked by a small vertical line ( ' ) just before the stressed syllable (Roach, 2009, p. 73). This particular line is placed within words which have only one stressed syllable because longer words usually have more than one stressed syllable. (Kelly, 2000, p. 3). Then a word has primary ( ' ) and secondary ( , ) word stress (Roach, 2009, p. 76). The primary word stress is much longer, louder and clearer than the secondary word stress but the secondary word stress is still more prominent than unstressed syllables (Kelly, 2000, p. 70). Nevertheless, Kelly (ibid.) adds that it is enough to introduce beginners with primary word stress.

Furthermore, Roach (2009, p. 76) claims that there is difference between word stress in English and Czech because Czech word stress is always fixed – placed on the first syllable while English word stress is considered to be free – unpredictable.

Last but not least, there are also differences between British and American pronunciation, for example, the word 'ballet' is stressed on the first syllable in British English, whereas in American English it is the second syllable which is stressed (Harmer, 2001, p. 32). However, teachers should not constrain learners to the usage of a particular variety of English - learners should rather choose themselves the variety they are more familiar with and be consistent in using it (Laroy, 1995, p. 11).

#### **1.1.2.2 Sentence stress**

Apart from word stress, there is also sentence stress which helps us to realize which information is important in a spoken sentence and which is not, therefore, this type of stress is based on highlighting words, not syllables and highlighted words are then louder and clearer because the speaker uses energies to do so (Kenworthy, 1987, p. 11). However, one change in sentence stress can completely ruin the meaning the speaker wants to convey (Harmer, 2001, p. 32). For example, the sentence 'She bought a new book' can be stressed on the first word which means that she bought a new book, nobody else. If the sentence is stressed on the second word, then it means that she did not steal it but bought it.

### **1.1.2.3 Intonation**

Intonation is another important feature of pronunciation. Harmer (2001, p. 28) considers intonation to be the music of speech since the voice of the speaker goes up or down during speaking according to the information the speaker wants to highlight or put into the background. In other words, the pitch of the voice constantly changes (Roach, 2009, p. 119). Moreover, Roach (ibid.) adds that intonation can also indicate a speaker's mood and an attitude, for example, it is clear if someone is interested or not in the topic he/she is talking about because it can be recognized from the way the information is said. Last but not least, intonation can also indicate the beginning and end of a sentence (ibid.). To sum up, it would be hard to understand others without intonation, specifically, the meaning of their utterances (Kelly, 2000, p. 3).

### **1.1.2.4 Rhythm**

Rhythm is the last suprasegmental feature of this chapter. As the heart has its own heartbeat, an English sentence has its own rhythm (Roach, 2009, p. 107). This feature is caused by alternation of strong and weak syllables in sentences where unimportant information occurs on the weak beat and the important one on the strong beat (Kenworthy, 1987, p. 10).

## **1.2 The importance of teaching English pronunciation**

This chapter looks at the importance of teaching English pronunciation from various perspectives. There are European regulations as well as rules which apply only in the Czech Republic, but teachers have to take other important factors into consideration too.

### **1.2.1 Communicative competence**

Teachers of English should be aware of aims which need to be achieved during teaching this language. However, these goals are not only consisted of teaching grammar and vocabulary but should be treated in a broader concept of the language and that is the communicative competence which is considered to be the main aim in teaching languages (Council of Europe, 2001). In addition, this competence allows learners to communicate appropriately and successfully in the given language (ibid.).

Next, the competence is described in The Common European Framework of Reference for Languages (CEFR) and applies across Europe (ibid.). Next, it consists of three components:

linguistic, sociolinguistic and pragmatic competence where all these components have their subcomponents which are scaled according to levels of foreign language proficiency (A1 – C2), therefore teachers know what knowledge should their learners have (ibid.).

#### **1.2.1.1 Linguistic competence**

Linguistic competence is the knowledge of rules of the language according to which meaningful and grammatically correct utterances are formed (Council of Europe, 2001, p.109). There are also subcomponents involved in the linguistic competence and they are:

- lexical competence (the capability to use vocabulary of the language),
- grammatical competence (the capability to use grammar),
- semantic competence (the meaning of the language),
- phonological competence (the knowledge of phonemes, phonetic composition of words, sentence phonetics, phonetic reduction, etc.),
- Orthographic competence (connected with symbols of the written language),
- and Orthoepic competence (spelling, symbols for pronunciation in dictionaries, punctuation marks, etc.) (ibid).

Since this bachelor's thesis is aimed at pronunciation, specifically, at word stress, the next paragraph focuses only on the phonological competence which involves word stress (ibid.).

According to CEFR, the phonological competence includes:

the knowledge of, and skill in the perception and production of:

- the sound-units (phonemes) of the language and their realisation in specific context,
- the phonetic features which distinguish phonemes (...) (e.g. voicing, rounding) (...),
- the phonetic composition of words (...) (the sequence of phonemes, word stress, word tones),
- sentence phonetics (...) (sentence stress and rhythm, intonation),
- and phonetic reduction (vowel reduction, strong and weak forms ...) (Council of Europe, 2001, p. 116-117).

In other words, it is crucial for learners to have phonological competence in order to master correct pronunciation of sounds, words and sentences and this knowledge can also make them comprehensible (CEFR, 2001, 116-117).

### **1.2.1.2 Sociolinguistic competence**

Sociolinguistic competence deals with communication in different situations and concentrates on linguistic varieties, for example, linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialects and accents (Council of Europe, 2001, p. 118-121). In addition, learners have to use their linguistic competence in order to express all these parts of sociolinguistic competence correctly. In other words, learners acquire the knowledge of what to say in what situations and how with the help of the linguistic competence (ibid.).

### **1.2.1.3 Pragmatic competence**

Pragmatic competence, which is the last one, includes the ability to put sentences in a sequence logically and to use the spoken and written language for particular functional purposes (Council of Europe, 2001, p. 123). For example, learners are taught how stories and anecdotes are told and what styles and registers can be used in the language (ibid.). Thus, learners use their linguistic competence and, in addition, sociolinguistic competence in order to use the spoken as well as written language successfully and appropriately.

In brief, all these three competences are linked together and dependent on each other, therefore, teachers should equip learners with all of them for effective communication (Council of Europe, 2001).

## **1.2.2 Framework Education Programme for Elementary Education**

Apart from the Communicative competence that applies in Europe, there is Framework Education Programme for Elementary Education (FEP EE) which is used only in the Czech Republic (Ministry of Education, Youth and Sports, 2016). This document consists of all the aims which should be achieved during and till the end of the elementary education in all subjects (ibid.). However, the next paragraphs deal only with aims and achievements in the second language at the primary level since the second language (English) is in the focus of the bachelor's thesis.

The research in this bachelor's thesis is aimed at learners in third, fourth and fifth grades of primary schools and according to FEP EE, learners should be at the A2 level in the second language at the end of the lower secondary level (ninth grade) (Ministry of Education, Youth

and Sports, 2016, p. 17). Nonetheless, FEP EE does not mention at which level of the second language should be learners at the end of the primary level (fifth grade). If it is supposed that the A2 level is fulfilled at the end of the lower secondary level, then the A1 level could be achieved at the end of the primary level.

Moreover, as the levels of proficiency are analysed in this chapter, it was decided to include the description of the A1 level mentioned in CEFR into this chapter too. According to CEFR, the A1 level in phonology is described as: “Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group” (Council of Europe, 2001, p. 117). It is assumed that the repertoire can consist of basic words connected with greetings, personal information, family, school and so on.

Furthermore, it is needed to mention the aims written in FEP EE. However, only aims connected with speaking and listening comprehension are listed since this research is aimed at pronunciation which relates to speaking as well as listening. Thus, a learner at the end of the fifth grade according to FEP EE in the second language:

- understands basic instructions and teacher’s questions which are told slowly with an emphasis on correct pronunciation,
- understands simple words and sentences if they are told slowly and clearly (...),
- understands a simple listening task if it is said slowly, clearly and with a help of a visual aid,
- engages in a simple conversation,
- talks simply about his personal information, family, school, free time and other familiar topics,
- and responds to simple questions concerning his personality, family, school, free time and other familiar topics (Ministry of Education, Youth and Sports, 2016, p. 25).

To sum up the quotation, learners should be able to understand the teacher’s speech when it is said slowly, clearly and with correct pronunciation – in case of this thesis - words should be stressed on proper syllables and in case of pronunciation in general - teachers should take individual sounds, word stress, sentence stress, intonation, rhythm and so on into account (Ministry of Education, Youth and Sports, 2016, p. 25). Last but not least, learners should also talk simply about basic topics like their personality, family and free time (ibid.).

Next, the overall curriculum a learner should master till the end of the fifth grade in the second language includes:

- phonetic symbols (only the passive knowledge),
- basic pronunciation habits,
- relationships between written and oral forms of words,
- basic vocabulary of communication situations,
- work with dictionaries,
- topics: home, family, school, free time, jobs, etc.,
- and simple grammatical structures and types of sentences (Ministry of Education, Youth and Sports, 2016, p. 26).

In brief, learners should be developed in various areas and it is assumed that basic pronunciation habits mean (in case of the thesis) that teachers familiarize learners with primary word stress.

### **1.2.3 Other reasons for teaching pronunciation**

Apart from the aims and guidelines mentioned in CEFR and FEP EE, there are also other reasons for teaching pronunciation which are not so strict but should not be ignored.

First, a couple of words about neglecting teaching pronunciation since it is frequently claimed that teaching pronunciation is disregarded in language classrooms. In addition, authors like Brinton (in Burns and Richards, 2012, p. 246), Herbert (in Richards and Renandya, 2002, p. 176) and Kelly (2000, p. 13) are aware of the fact. For example, according to Kelly (2000, p. 13), there is the problem that teachers usually do not know how to teach pronunciation, even though they might be interested in this skill. In addition, they ask themselves many questions, for example, they do not know whether pronunciation is worth teaching, e.g. through activities, or if it is not enough when learners are only exposed to the language (Richards and Renandya, 2002, p. 175). Thus, teachers still give more priority to teaching grammar and vocabulary as if it was more important than pronunciation (ibid.).

In contrast, Kelly (2000, p. 13) states that learners would be often grateful for acquiring the skill of pronunciation because it can help them to speak more properly – it can make them comprehensible. Moreover, students with a great variety of vocabulary and grammar can feel frustrated if they are unintelligible to others just because of their poor pronunciation (Hewings, 2004, p. 10). However, Gairns and Redman (1986, p. 50) add that these learners not only are unintelligible to others, but they also have problems with understanding others.



To conclude, teachers are often afraid to teach pronunciation, or they consider it not worthy (Richards and Renandya, 2002, p. 175). Nevertheless, learners regard teaching pronunciation as something important for their language development (Kelly, 2000, p. 13).

### **1.3 Teaching pronunciation**

The previous chapters discuss features of pronunciation and reasons for teaching it, but this chapter deals with techniques for teaching pronunciation and word stress. Furthermore, it also covers the importance of teaching word stress.

#### **1.3.1 Common techniques for teaching pronunciation**

There are countless ways and techniques which can be used for teaching pronunciation and Brinton (in Burns and Richards, 2012, p. 253) lists the most common ones:

- introduction of phonetic symbols to learners,
- focusing on the shape of the mouth, on what is happening with our throat, etc.,
- the method called listen and repeat – listening to a teacher or recorded samples of native speakers and repeating the language (sounds, words, sentences) by students chorally or individually,
- tongue twisters,
- and dialogue practice.

Ur (1996, p. 54) adds other ideas for teaching pronunciation:

- recording learners' speeches and analysing them,
- self-correction of the recordings with a help of a native model,
- learning by heart of rhymes, sentences, songs, etc.,
- and jazz chants.

In brief, teachers can choose from a great variety of techniques.

#### **1.3.2 Teaching word stress**

Since this research is aimed at teaching word stress, the next subchapters deal with this feature of pronunciation. The first subchapter is about the importance of teaching word stress.

### **1.3.2.1 The importance of teaching word stress**

McCarthy (1990, p. 35) claims that native speakers of English concentrate on the first and last syllables of words, on the number of syllables, rhythm and prominence when they are listening to others. However, Kenworthy (1987, p. 18) claims that the only thing which is important for native speakers when they are listening to others is word stress, since experiments carried out the fact that when a native speaker mishears a word, the cause is foreigner's incorrect placement of word stress rather than incorrectly pronounced sounds. Roach (2009, p. 79) also supports the Kenworthy's opinion with saying that teaching word stress should never be neglected because the biggest root of learner's unintelligibility is the wrong usage of word stress. In addition, there are also other writers like Hewings (2004, p. 15) and Dunn (1983, p. 59) who are convinced of this fact too. Nevertheless, Kenworthy (1987, p. 28) adds that not only are learners incomprehensible to natives when they use incorrect word stress patterns, but students can also have difficulties with listening because they expect a word to have a particular stress pattern, thus they may not understand what is said.

Next, if teaching word stress is neglected, the incorrectly learnt words may become fossilized (McCarthy, 1990, p. 86). This problem happens when old habits are fixed, thus pronunciation, especially its relearning, may become a long-term problem (*ibid.*). Yoshida (2016, p. 6) adds that teachers should pay attention to these fossilized habits and point them out, but she states that it is not impossible to change fossilized pronunciation, although it is difficult. Laroy (1995, p. 109) adds that if there are any fossilized mistakes, a learner should be encountered with the origin of these mistakes. However, the best option is to prevent this problem from happening by introducing learners, especially beginners, with proper word stress patterns from the beginning (Yoshida, 2016, p. 6).

Furthermore, Hewings (2004, p. 19) claims that it is essential to teach pronunciation of newly introduced words since if learners know the proper pronunciation (sounds and word stress) of words, they are more inclined to using it when they are speaking and they remember the words better. He adds that knowing the correct stress patterns of words "helps us to mentally 'store' words and retrieve them more easily" (*ibid.*). McCarthy (1990, p. 36) and Thornbury (2002, p. 84) also acknowledge the fact about memorization and storage.

In brief, the most important reason why to teach word stress in this chapter is that native speakers rely on word stress when they are listening to others (McCarthy, 1990, p. 35; Kenworthy, 1987, p. 18; Roach, 2009, p. 79; Hewings, 2004, p. 15; Dunn, 1983, p. 59). Thus, these speakers can find learners' speeches incomprehensible when word stress is incorrectly placed (ibid.).

### **1.3.2.2 Difficulties with word stress**

Teachers and learners may encounter difficulties during teaching and acquiring patterns of word stress, however, these difficulties might be almost in all cases prevented (Kenworthy, 1987, p. 28).

First, teachers should take the mother tongue into consideration when they are teaching because in Kelly's (2000, p. 68) opinion, rules which apply in the mother tongue are usually transferred to the second language, therefore, teachers should be aware of the languages' differences. Edge (1989, p. 7) adds that one of the reasons why learners make mistakes is the influence of their mother tongue. Laroy (1995, p. 10) concurs with this statement and claims that babies are likely to learn any language but once they learn their native language the second language is heard under the first language influence.

Furthermore, Roach (2009, p. 76) writes about the differences between Czech and English word stress where he states that Czech is stressed on the first syllable, whereas English word stress is not easily predicted, thus it is recommended to teach word stress together with newly introduced words. Nevertheless, Richards and Renandya (2002, p. 181) claim that the transfer from the native language should not be treated as something unfavourable but rather as a natural thing. In addition, according to Hewings (2004, p. 20), a teacher should prepare activities which focus on these differences.

Last, all teachers should pay attention to their pronunciation before they introduce new words to learners, and, if needed, check the correctness with a dictionary because only then they can introduce learners with proper word stress patterns (Brinton, in Burns and Richards, 2012, p. 249).

### **1.3.3 Methods for teaching word stress**

There are many methods which can be used for teaching word stress and as every learner is unique and needs different ways of learning, learners should be provided with a great variety of methods (Hewings, 2004, p. 21). The usual cycle used in activities aimed at word stress starts with a teacher (or a recording) being a model for learners, continues with choral whole-class repetition of the word(s) and ends with learners' individual repetition (ibid.). Among the most common methods aimed at word stress belong choir drilling, usage of notation and dictionaries and kinaesthetic learning (Kelly, 2000, p. 75). Nevertheless, teachers should make sure that learners know what word stress means before the teacher introduces any activities (Odisho, 2007, p. 15).

#### **1.3.3.1 Choir drilling**

Choir drilling is considered to be the oldest method for teaching pronunciation (Richards and Renandya, 2002, p. 180). However, this method is often recommended when one teaches new vocabulary – word stress (Thornbury, 2002, p. 85). The reason for doing so could be the fact that learners should not only see the written form of a word but also hear it and practice it (Richards and Renandya, 2002, p. 260).

Next, the method of choir drilling is based on learners' repetition of a word or structure after a teacher, but a recording can provide the acoustic support too (McCarthy, 1990, p. 115). Kelly (2000, p. 16) adds that teachers usually repeat the structure with students first to invite learners to repeat it in unison.

Nonetheless, sometimes it can be hard for a learner to hear the correct word stress, therefore, teachers should not be afraid to exaggerate the stressed syllable at least during introduction of new words (Kelly, 2000, p. 75). Doff (1988, p. 120) adds that if we want learners to hear the stress patterns properly, a teacher has to be a great model for them. In addition, teachers should also use gestures when they are pointing at the stressed syllables and assure that learners pay attention to these syllables during repetition (ibid.). Other writers who recommend choir drilling are Ur (1996, p. 54) and Brinton (in Burns and Richards, 2012, p. 253).

Next, choir drilling is usually replaced by individual drilling after some time where learners repeat one-by-one (Kelly, 2000, p. 16). Thus, a teacher has a chance to see how well individual learners are doing and can give them feedback during this task (ibid.).

However, Brinton (in Burns and Richards, 2012, p. 253) highlights the importance of gradual transition from choir drilling to practice where learners use these words in communication. In other words, there should be the shift from linguistic competence to sociolinguistic and pragmatic competence (Council of Europe, 2001).

### **1.3.3.2 Usage of notation/symbols**

The second technique, which can be used for teaching word stress, is usage of notation (symbols). This method is used when a teacher needs to highlight the prominence of the written form of words, e.g. on the board during introduction of new vocabulary (Thornbury, 2002, p. 85). Thornbury (ibid.) also claims that teachers use a symbol, for example, a circle and place it just above the stressed syllable. Kenworthy (1987, p. 29) adds other options besides circles and they are: usage of boxes, marks, underlying the stressed syllable or writing it in capitals. He also suggests not only using one circle for a word but using as many circles as the number of syllables is and then indicating the stressed syllable with a big circle and unstressed ones with small circles (ibid.). However, according to Kelly (2000, p. 76), teachers should stick to one symbol (if they feel that it is appropriate for them as well as for learners) and do not change it since learners will get used to the symbol and when it appears above a word there is no need to explain the meaning of it.

Furthermore, the usage of symbols is a perfect tool for learners who have problems with recognition of word stress patterns during listening (Gairns and Redman, 1986, p. 52). Gairns and Redman (ibid.) recommend, beside all the options mentioned by Kenworthy in the previous paragraph, using different colours for stressed and unstressed syllables on the board. In addition, Odisho mentions the help of colours too (2007, p. 26).

### **1.3.3.3 Usage of dictionaries**

Usage of dictionaries is the next technique used for teaching word stress. This technique is closely connected with notation since word stress is marked by the small vertical line in dictionaries (Roach, 2009, p. 73). Thus, it is important to teach learners how to work with a

dictionary, explain them the phonetic transcription and tell them what the vertical line is to make them more autonomous (Gairns and Redman, 1986, p. 52). Unfortunately, Richards and Renandya (2002, p. 264) claim that work with dictionaries is often neglected in language classrooms.

#### **1.3.3.4 Cuisenaire rods**

Cuisenaire rods are a helpful tool for teaching word stress too (Laroy, 1995, p. 48). This technique is mainly beneficial for small learners who cannot write since the rods have different colours and lengths and learners can manipulate with them (ibid.). In other words, longer rods usually indicate stressed syllables and shorter ones unstressed syllables (ibid.). In addition, the placement of rods copies the stress pattern of a word and learners can either place the rods according to given words or they have to think about a word with rods already arranged (ibid.).

#### **1.3.3.5 Kinaesthetic learning**

Kinaesthetic learning is another technique that can be used for teaching word stress where a physical activity like a touch or a movement plays an important role (Odisho, 2007, p. 26). In other words, teachers can tap or beat on something for indicating the prominence and learners can repeat this pattern (ibid.). However, Kenworthy (1987, p. 28) claims that any hand gestures can be used to point out the word stress.

Last, many teachers combine kinaesthetic learning with drilling where they usually beat out stress patterns by tapping on a surface with their hands or they clap their hands during drilling (Kelly, 2000, p. 18).

#### **1.3.3.6 Other techniques**

There are many other techniques which can be used for teaching word stress, for example, taping learners' English (Kelly, 2000, p. 81). The taping can be realized either by a teacher in a class or by students at home and then the recordings can be compared, for example, with speeches of native speakers (ibid.).

Last, teaching word stress can be also integrated into a reading task where learners recognize words with the same word stress patterns which means that teachers have an immediate image of learner's pronunciation (Thornbury, 2002, p. 87).

#### **1.4 Feedback for learners**

The next topic to be discussed is feedback for learners, especially on their word stress patterns. Larsen-Freeman (2003, p. 123) considers feedback to be a piece of information about learners' performance and he states that the information can be either positive or negative; explicit and direct as saying to a learner 'great' or explicit and indirect, such as looking at a learner confusedly. Furthermore, according to Ur (1996, p. 242), feedback should be a tool for improving learner's performance and she adds that feedback constitutes of two parts: an assessment and correction. The difference between these two aspects is that during an assessment learners get to know how well they were doing, what went wrong and what was great while during correction mistakes are usually explained in the learner's language and corrected (ibid.).

However, there are many teachers who are not certain about the amount of negative feedback they should use in a class (Larsen-Freeman, 2003, p. 127). Some of them believe that it can be harmful for students, it can affect their learning and cause loss of learner's confidence (Laroy, 1995, p. 109). Nonetheless, Doff (1988, p. 190) states that it is still better when students are more praised than corrected and teachers should not only praise them for a correct answer but also for a half-correct one, therefore students feel they are making progress. On the other hand, many learners would be grateful for any kind of feedback on their performance in order to improve their language (Larsen-Freeman, 2003, p. 127). For example, when students are learning and practicing new words with correct stress patterns, it is not wrong if they are corrected since learners need a bigger amount of feedback on their pronunciation at this stage of learning because if students learn a new word improperly without any correction, the words can become fossilized (Kelly, 2000, p. 75). Kenworthy (1987, p. 2) adds that feedback plays an important role during encountering new words since learners are not usually capable of assessing their pronunciation, thus they need to be corrected.

In brief, feedback should be a help for learners which can support their learning (Edge, 1989, p. 59). Next, feedback on learners' word stress is usually realised in two ways – learners are

either assessed or corrected, but sometimes teachers give no feedback on this aspect of pronunciation (Ur, 1996, p. 242). However, it is recommended to correct learners during introduction of new words as learners are not able to assess their mistakes at this stage of learning (Kenworthy, 1987, p. 2; Kelly, 2000, p. 75). On the other hand, teachers should use rather praise than correction in general since it can motivate learners in learning (Doff, 1988, p. 190).

## **1.5 Teachers as models**

Everybody in the world learns its first language mainly by perceiving and listening to people in its surroundings, therefore there is no need to learn the native language with any instructions and formal presentation, thus, learners should be allowed to absorb the new language intuitively (Ur, 1996, p. 55). Ur (1996, p. 56) adds that this process is mainly related to pronunciation where teachers rely on their own speech as a tool for teaching.

Next, the chapter also deals with qualities of a proper model. According to Edge (1989, p. 67), an ideal model is a teacher “who expresses himself or herself in English and who enjoys the language, using it forcefully and creatively with an emphasis on communication, not correctness”. Ur (1996, p. 56) adds that this model should also have an appropriate level of English. In addition, according to Brinton (in Burns and Richards, 2012, p. 247-248), the first quality competent models should have is the knowledge of pronunciation they are presenting. Second, teachers need to be aware of the differences between the mother tongue of learners and the second language (ibid.). Third, teachers should choose what aspects of pronunciation will be presented in lessons and how they will be taught which should be done with a help of curriculum guidelines (ibid.). In other words, models do not have to be native speakers since it is sufficient when their language is appropriate.

Last but not least, the last problem to be discussed in this chapter is a choice of a pronunciation standard used in lessons. In general, there are two major varieties of English, namely, General American and British English Received Pronunciation (Brinton, in Burns and Richards, 2012, p. 251). However, Brinton (ibid.) adds that it does not matter which pronunciation standard is used by teachers if it is “sufficiently intelligible for the effective exchange of ideas and information”.



## **1.6 Conclusion of the theoretical part**

Word stress is the suprasegmental feature which is an integral part of a learner's communicative competence (Council of Europe, 2001, p. 109). Teachers can use many teaching techniques for developing learner's word stress, for example, choir drilling, usage of symbols or dictionaries (Thornbury, 2002). On the other hand, teachers do not have to use any specific teaching techniques for teaching word stress, they can just rely on their speech since learners can learn the new language intuitively but the teacher's language must be appropriate and flawless (Ur, 1996, p. 55).

Furthermore, teachers should never neglect the problem of word stress since native speakers rely on word stress patterns when they are listening to others (Kenworthy, 1987, p. 18). Thus, when learners put word stress incorrectly they can become incomprehensible to others (*ibid.*). One way how to help learners with the incorrect placement of word stress is to give them feedback on it through correction or praise (Ur, 1996, p. 242). However, learners should be more praised than corrected in general because of the motivational aspect (Doff, 1988, p. 190). On the other hand, when it comes to teaching new vocabulary, teachers should use rather correction since learners are not capable of correcting themselves at this stage of learning (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2).

## **2 PRACTICAL PART**

### **2.1 The aim of the research**

The aim of the practical part is to examine whether teachers in third, fourth and fifth grades of primary schools involve into teaching of English activities connected with word stress. Furthermore, the next aim is to realize how often these activities happen and what teaching techniques are used for them. Next, it is needed to ascertain how often teachers give feedback on learners' word stress patterns and in what way. The last aim is to determine whether teachers are proper pronunciation models for their learners in terms of word stress.

### **2.2 The research methodology and research methods**

This chapter deals with the methodology and methods used for data collection. The collection was completed with a help of two methods: interviews and observations. Originally, it was planned to create questionnaires for teachers instead of interviews, but it seemed that it can be gained more information by interviewing as there is the possibility to lead the conversation, ask additional questions and require comprehension if it is needed.

Next, the emphasis is put on interviews rather than on observations since the data from interviews can reflect overall insight into lessons of English while observations took place in every class only once, therefore it is a matter of chance if the aspects are present in lessons or not. In addition, observations always preceded interviews during the data collection.

Last but not least, the interview went through a pilot phase. A girl who teaches at a language school was addressed and because the interview seemed intelligible to her, no changes did not have to be made. In addition, the observation sheet was not tested before the research, thus there were made just little changes during the first observation but only in headings.

#### **2.2.1 The research sample**

The target group of the research are third, fourth and fifth grades of random primary Czech schools because learners in these grades usually encounter English (the second language) for their first time since the second language is compulsory from the third grade in the Czech Republic according to FEP EE (Ministry of Education, Youth and Sports, 2016, p. 142). Therefore, these students should be confronted with proper English, specifically, with proper

English word stress from the beginning of their studies, otherwise word stress patterns can be incorrectly learnt and fossilized (McCarthy, 1990, p. 86).

Furthermore, the research was conducted in 15 classes where all the grades were chosen without any intention and every class was interviewed and observed only once. It was sometimes hard to get to schools since almost 75 per cent of schools did not reply to an email. Specifically, 19 schools were addressed and only four of them replied and allowed to come. In addition, all the schools are from the Pardubice region because of the author's hometown in this area. Moreover, the research took three months and happened in autumn 2016. However, it was needed to gain additional information about teachers' feedback on learners' word stress in order to make the research complete, thus teachers were addressed via an email a year later in autumn 2017. Last, to preserve the research ethics, no personal information about the teachers and learners will be disclosed.

### **2.2.2 Interviews**

This chapter deals with the description of the interview. Ellis and Barkhuizen state that the methodology collects data by means of questions where an oral response is expected (2005, p. 42). Next, the interview consists of all questions prepared in advance (see Appendix A). There are four questions about teaching English in general and three questions concerning teaching word stress. Additionally, there are also questions about giving feedback on learners' word stress and, finally, teachers can also make additional comments.

The first part of the interview starts with a question concerning leading lessons in English, specifically, whether teachers usually lead lessons in English and why. The second question is related to the previous one and arises as to how teachers see themselves in the usage of English and Czech and which language prevails. In addition, this question is not only aimed at one observed lesson but at all lessons in the observed grade. It was decided to involve these two questions into the interview since some teachers could mention pronunciation as the reason for leading lessons in English. To illustrate, some of the teachers could believe that when they speak more in English, learners hear the pronunciation and can learn it from the teacher's speech. However, none of the teachers mentioned pronunciation as the reason for leading lessons in English, thus the first and second question are not involved in the analysis of the interviews as the answers are not related to the aim of the thesis.

Next, the third question is about the importance of teaching pronunciation, in other words, teachers are asked whether they find teaching pronunciation important and why. If teachers find it important they are asked the fourth question – what aspects of pronunciation are important to you and why? It is expected that some teachers could mention word stress as the important aspect of pronunciation.

The second part of the interview is focused on teaching word stress, therefore, teachers are asked whether they teach word stress or not, how often they teach it and what teaching techniques they use. These questions are closely related to the aim of the research since the aim is to realize whether teachers use any teaching techniques for word stress and how often these techniques are used.

Apart from all the previous questions, there are also questions concerning giving feedback on learners' word stress by teachers which were asked additionally, and the questions are: Do you provide learners with feedback on their word stress? Why do you give them feedback on word stress, how often does it happen and how (praise, correction, both or different feedback)? In other words, the aim is to realize whether teachers give appropriate feedback on learners' word stress patterns.

When there is time for the interview, every teacher is acquainted with the fact that the answers have to correspond only with the observed grade as the data from interviews and observations are assembled during the data analysis. In addition, every interview was conducted in Czech since the language barrier wanted to be removed (see Appendix B).

Last but not least, the interviews were recorded with a voice recorder. Using the recorder is much more comfortable and natural so interviewees usually forget about the presence of the machine and, in addition, there is the advantage of listening to the conversations as many times as it is necessary during the data analysis. It happened only twice that teachers were opposing using the device, thus the answers were written manually.

### **2.2.3 Observations and observation sheets**

Observations constitute the additional part of the research. This method is based on watching learners (in this case) for a period of time in order to realize something (Ellis and Barkhuizen, 2005, p. 26). The reason why observations were chosen as the method for data collection is that the reality of English classes can be captured.

In order to document the English classes, an observation sheet was made (see Appendix C). The observation sheet consists of four main parts where all the first three main parts are divided into two sections: filling information during and after the lessons. The main observed aspects were activities concerning word stress, teachers' feedback on learners' word stress and teachers as pronunciation models for their learners in terms of word stress.

First, there is the observation of activities aimed at word stress. This part is divided into two sections, namely learner's involvement in activities aimed at word stress and teaching techniques used during the activities. In other words, the aim is to realize whether teachers include activities focused on word stress into lessons.

The next part of the observation sheet is represented by teacher's feedback on learners' word stress where there are two columns: a teacher praises or corrects learners. It is possible that teachers can use another way of giving feedback on learners' word stress which would be recorded too. Last but not least, frequency of the feedback was observed too, and it was also needed to pay attention to whether teachers introduce any new vocabulary in the lessons because when new vocabulary is introduced learners should be corrected (if there are any mistakes) during this task since they are not able to correct themselves at this stage of learning (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2).

The third part of the observation sheet discusses teachers as pronunciation models for their learners where words which were not pronounced properly in terms of word stress are in the attention since the aim is to determine whether teachers are proper pronunciation models for their learners in terms of this aspect of pronunciation. In addition, the author relied on her expertise in English during observations and later checked the dictionary. The lessons were not recorder since it was assumed that the author's English is sufficient for assessing word stress patterns because she passed an exam at C1 level at the university and believes that there will be no words related to C2 level during observations since learners in third, fourth and

fifth grades are usually beginners. In addition, the reference used for verifying the proper word stress patterns is the webpage Oxford Learner's Dictionaries (Oxford University Press, 2015). Last but not least, both the British and American varieties of English are taken into consideration.

Furthermore, in the fourth part of the observation sheet the proportion of English and Czech used only by teachers was observed. However, an unreliable technique was used (an estimate) for measuring the amount of each language, therefore the data cannot be used in the analysis and these data are neither used in the analysis of the interviews.

Last but not least, teachers were not acquainted with the intention of the observations before and during observed lessons in order not to affect their behaviour and outcomes of the observations.

## **2.3 Data interpretation and analysis**

### **2.3.1 Teacher number one**

Teacher number one considers teaching pronunciation to be important since she assumes that learners can become incomprehensible without proper pronunciation. Gairns and Redman (1986, p. 50) also support this claim. On the other hand, the teacher did not mention any aspects of pronunciation to be important and she does not teach word stress at all because she finds it as something inessential. However, according to Council of Europe (2001), pronunciation is a part of learner's communicative competence and learners should be developed in all aspects of pronunciation.

Conversely, the data from the observed lesson show that the teacher did not make any mistakes in word stress patterns which means that the teacher was the proper pronunciation model for learners in terms of word stress, but she does not consider herself to be the model for them, i.e. she does not regard her speech as a tool for teaching word stress where learners could learn word stress patterns just by listening to her without any intention (the teacher was asked about this problem additionally). However, the theoretical part states that when teachers choose not to use any specific techniques (chapter 1.3.1) for teaching pronunciation, they usually consider themselves to be pronunciation models for their learners (Ur 1996, p. 55).

Nonetheless, this particular teacher neither uses any activities nor considers herself to be the model for them even though she pronounced words properly in terms of word stress.

Last, as the teacher does not teach word stress she also does not give feedback on learners' word stress because she considers it not worthy. Nevertheless, when teachers do not give feedback on learners' word stress at least during teaching new vocabulary, there is the possibility that learners learn incorrect stress patterns when teachers pronounce words incorrectly (Kelly, 2000, p. 75).

### **2.3.2 Teacher number two**

Teacher number two also assumes that teaching pronunciation is important, and she believes that the most important aspects of pronunciation are vowels, but she does not mention why. According to the theoretical part, vowels are an inseparable segmental feature of English pronunciation and should not be overlooked (Roach, 2009, p. 2).

Furthermore, this teacher sometimes teaches word stress directly with a help of a teaching technique, but she mostly relies on herself as a pronunciation model where she lets learners learn word stress patterns intuitively. When she uses the teaching technique she repeats the language after a recording of native speakers together with learners. This technique is recommended by McCarthy (1990, p. 115). However, she was not able to say the frequency of this technique and the technique was not present during the observation. Next, the teacher made mistakes in word stress patterns - the word 'computer' was stressed on the first syllable, it should be on the second one and the word 'calculator' was stressed on the third syllable which should be on the first one. However, Brinton (in Burns and Richards, 2012, p. 247-248) claims that teachers should be equipped with proper pronunciation when they choose to be models. Therefore, the teacher was not the proper pronunciation model for her learners in terms of word stress in the given lesson.

Last but not least, there are the questions about feedback. This teacher gives learners feedback on their word stress every time they learn new vocabulary and then only occasionally. She adds that she mainly concentrates on problematic words where she gives feedback the most. Then the class practices words individually as well as chorally and sometimes they even exaggerate the correct stress patterns. Kelly (2000, p. 75) supports the idea of exaggerating

since learners can hear the stress patterns better. However, there is the problem that no feedback on learners' word stress was observed during the observation, even though the teacher introduced new words. Furthermore, the teacher claims that she both praises learners and corrects them, but, according to her, it is always better to provide learners with at least partially positive feedback since it motivates them. Doff (1988, p. 190) is also aware of the motivational aspect. On the other hand, learners should be rather corrected during introduction of new vocabulary (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2)

### **2.3.3 Teacher number three**

Teacher number three considers teaching pronunciation to be very important and she believes that none of the features of pronunciation should be overlooked. For example, she mentions phonetic symbols (which she teaches every week since she wants her learners to master them), intonation and the shape of the mouth of individual sounds as examples of the features. According to Roach (2009), all these aspects are inseparable parts of pronunciation.

Furthermore, the teacher relies on her speech concerning teaching word stress which means that she never uses any teaching techniques and believes that learners gain stress patterns from her speech intuitively. Nevertheless, this teacher has the same problem as the previous one – she made mistakes in word stress patterns. The word 'eleven' was stressed on the first syllable, it should be on the second one and the word 'interview' was stressed on the third one, it should be on the first one. However, when teachers choose to be pronunciation models they should use correct stress patterns, otherwise learners can learn the incorrect stress patterns from the teacher's speech (Ur, 1996, p. 56). Therefore, the teacher was not the proper pronunciation model for her learners in terms of word stress in the given lesson.

Moreover, the teacher also talks about giving feedback on learners' word stress patterns. According to her, feedback on learners' word stress appears only occasionally in this class when incorrect word stress occurs repeatedly in a lesson. Then the teacher only corrects the words and proceeds to teach something else. However, according to the theoretical part, it is needed to praise learners, otherwise they can lose their motivation for learning the language (Doff, 1988, p. 190). In addition, feedback was not present during the observation.



#### **2.3.4 Teacher number four**

Teacher number four does not think that it is so much important to teach pronunciation and he does not even use any teaching techniques for it. Furthermore, the teacher does not even think about the importance of some aspects of pronunciation and does not teach word stress at all. When he was asked an additional question about being the pronunciation model for his learners, he answered that he does not consider himself to be the model for them even though he did not make any mistakes in word stress patterns in the lesson. According to the findings, this teacher neither uses any teaching techniques nor relies on his speech during teaching pronunciation. However, according to Ur (1996, p. 56), teachers should at least rely on themselves as models when they do not use any teaching techniques where they are aware of the fact that learners learn stress patterns intuitively from the teacher's speech.

Next, this teacher prefers correcting students to praising them. However, Doff (1988, p. 190) believes that teaching can be more effective when learners are more praised than corrected because teachers can keep them motivated. On the other hand, the teacher says that he corrects his learners more often when new words are introduced which is appropriate since Kelly (2000, p. 7) and Kenworthy (1987, p. 2) state that learners need a higher amount of feedback (correction) during introduction of new words as learners are not able to correct themselves in this situation. However, there was no feedback on word stress patterns during the observation. The reason could be the fact that the teacher gives more emphasis on feedback during introduction of new words and there was no introduction.

#### **2.3.5 Teacher number five**

Teacher number five believes that pronunciation is worth teaching and according to her, the most important aspect to teach are individual words but she did not mention word stress directly. Next, she states that she puts emphasis on teaching word stress where she uses choir drilling, in other words, she provides learners with a word, then they repeat it chorally and at the end there is individual repetition of the word, but she sometimes uses recordings as the model. However, she was not able to say the occurrence of this technique and this technique was not present during the observation. Authors who are in favour of this technique are McCarthy (1990, p. 115) and Kelly (2000, p. 16).

Next, it would not be considered as a mistake that the teacher uses herself as a model for teaching word stress if the teacher did not make a mistake in word stress patterns - the word 'fifteen' was stressed on the first syllable, it should be on the second one. The problem is that when teachers want to be models for their learners, their language should be flawless (Brinton in Burns and Richards, 2012, p. 247-248). Thus, this teacher was not the proper pronunciation model for her learners in terms of word stress in the given lesson.

Last, this teacher provides learners with feedback on their word stress every time they practice new vocabulary. Kenworthy (1987, p. 2) also believes that it is important to give feedback on new words since learners are not able to correct themselves in this situation. However, the teacher tries to praise them and correct them equally because she thinks that when learners are not praised they can lose their motivation and self-confidence. Laroy (1995, p. 109) also believes in the idea of motivation and self-confidence, but when it comes to giving feedback during introduction of new words, correction should prevail (Kelly, 2000, p. 7; Kenworthy, 1987, p. 2). In addition, there was no feedback on word stress during the observation probably because of the fact that the teacher did not introduce new vocabulary.

### **2.3.6 Teacher number six**

Teacher number six also considers teaching pronunciation to be important and believes that the most important aspect of pronunciation are vowels, as does the second teacher. According to the theoretical part, it is true that vowels are an important part of English pronunciation (Richards and Renandya, 2002, p. 175).

Considering teaching word stress, the teacher does not use any specific teaching techniques (chapter 1.3.3), but she rather relies on her speech, therefore learners can learn stress patterns from the speech intuitively. As it was mentioned before, Ur (1996, p. 56) claims that it is usual that teachers rely on their speech during teaching pronunciation and do not use any teaching techniques. In addition, the teacher pronounced all words correctly in terms of word stress, thus learners had a chance to hear correct word stress patterns in the observed lesson which is appropriate because teachers should use the language correctly when they choose to be pronunciation models (Ur, 1996, p. 56).

Last but not least, the teacher tries to provide learners with feedback on their word stress quite a lot and she believes that positive feedback brings positive atmosphere into lessons. Thus, she mainly praises learners and corrects them only when they practice new vocabulary. According to Kelly (2000, p. 75) and Kenworthy (1987, p. 2), this teacher could be considered as an ideal one since learners need to be corrected when they study new vocabulary because they cannot correct themselves. Moreover, it is always better to praise them since praising is an important motivational factor (Doff, 1988, p. 190). However, no feedback on learners' word stress was observed but one of the reasons could be the fact that the teacher did not introduce new words.

### **2.3.7 Teacher number seven**

Teacher number seven admits that she tries to teach pronunciation, but she sometimes fights with it as she did not study English at university. Next, she believes that it is essential to teach all the aspects of pronunciation, therefore she also teaches word stress and, according to her, the best way how to teach learners word stress is through choir drilling where she provides learners with words and then she lets them repeat the language. However, she did not know how often this activity occurs, nor was it observed during the observation. In addition, Thornbury (2002, p. 85) believes that this teaching technique is successful, especially when one teaches word stress since learners need to hear the correct stress patterns. Furthermore, this teacher did not make any mistakes in word stress patterns during the observation, therefore, the teacher can be considered as an ideal pronunciation model for her learners in terms of word stress in the given lesson.

Considering giving feedback on learners' word stress, this teacher mostly gives feedback on this aspect of pronunciation during introduction of new words where she refers to incorrect stress patterns and corrects them. As it was mentioned previously, feedback plays an important role during teaching and learning new vocabulary since learners are not capable of correcting themselves at this stage of learning, therefore, the teacher acts appropriately in terms of introducing new vocabulary (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2). However, she admits that she praises students only occasionally, but learners need to be exposed to praising often when teachers want to keep them motivated (Doff, 1988, p. 190). Thus, this teacher gives appropriate feedback on word stress only during introduction of new

vocabulary. In addition, there was no feedback on learners' word stress probably because the teacher did not introduce new vocabulary.

### **2.3.8 Teacher number eight**

Teacher number eight is convinced that teaching pronunciation is very important since she does not want her learners to acquire incorrect pronunciation because then it is hard to unlearn fossilized habits. Yoshida (2016, p. 6) also believes that it is complicated to unlearn fossilized mistakes. Next, the teacher claims that she does not give priority to any aspects of pronunciation, but she states that the worst thing to teach are phonetic symbols since her learners find them boring. Nevertheless, phonetic symbols are still an inseparable part of pronunciation (Roach, 2009, p. 2).

Further, she assumes that teaching word stress bores learners, therefore it is better when teachers do not use any teaching techniques and rather rely on their speech and let learners acquire stress patterns intuitively. According to the theoretical part, it does not mind when teachers do not want to use any teaching techniques for teaching word stress if they rely on their speech as a tool for teaching pronunciation (Ur, 1996, p. 55). Furthermore, the teacher also pronounced all words correctly in terms of word stress which is an ideal situation since pronunciation models should not make mistakes in pronunciation (Ur, 1996, p. 56). Thus, this teacher was the proper pronunciation model for learners in terms of word stress in the given lesson.

Last but not least, this teacher provides learners with feedback on their word stress every time they practice new vocabulary and then when she hears incorrect word stress repeatedly since she does not want learners' mistakes in pronunciation to become fossilized. McCarthy (1990, p. 86) also believes that when teaching word stress is neglected then the habits can become fossilized. Moreover, she tries to correct students as well as praise them because she is aware of the motivational aspect, as does Edge (1989, p. 59). However, no feedback on word stress was observed during the observation – partially it can be caused by no introduction of new words.

### **2.3.9 Teacher number nine**

Teacher number nine believes that pronunciation should be taught from the beginning of learners' studies of the language since it is complicated to unlearn fossilized errors. Yoshida (2016, p. 6) is also aware of the complicated situation that can occur. Moreover, this teacher considers vowels and connected speech to be important to teach and, according to Roach (2009, p. 2), both these aspects are inseparable parts of pronunciation.

Considering teaching word stress, the teacher never uses any specific teaching techniques (chapter 1.3.3). She only relies on her speech as a tool for teaching it and believes that learners gain stress patterns from her speech intuitively. Ur (1996, p. 55) also claims that learners do not have to be exposed to any teaching activities if teachers choose to be the pronunciation models. Further, when teachers rely on their speech, their language should be flawless, and the teacher did not make any mistakes in word stress patterns in the given lesson, thus she was the proper pronunciation model for her learners in terms of word stress (Ur, 1996, p. 56).

Last but not least, teacher number nine provides learners with feedback on their word stress only occasionally. To illustrate, it usually occurs only once a week since she believes that there are more important aspects of pronunciation (vowels and connected speech) on which she gives higher amount of feedback. Thus, she usually corrects learners' word stress when the incorrect stress pattern is said repeatedly in a class (but there was no feedback during the observation) and she did not mention anything about praise at all. According to the theoretical part, praise should be preferred in general since it has bigger motivational aspect (Doff, 1988, p. 190). Next, she did not mention anything about giving feedback during teaching new vocabulary, but learners should be exposed to correction since they are not able to correct themselves at this stage of learning (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2). Therefore, this teacher does not give learners proper feedback on their word stress patterns.

### **2.3.10 Teacher number ten**

Teacher number ten believes that it is essential to teach pronunciation and the 'th' sound is the aspect which she finds as the most important aspect to teach since it does not exist in Czech. In addition, Palková confirms the fact that there is no 'th' sound in Czech (1994, p. 209).

Further, the teacher always relies on her speech in case of teaching word stress where she believes that learners gain word stress patterns intuitively and she also pronounced all words correctly in terms of it. As it was mentioned a couple of times before, Ur (1996, p. 55) believes that teachers do not have to use any techniques for teaching word stress if they rely on their speech and if their language is flawless. Therefore, this teacher is considered to be the proper pronunciation model for her learners in terms of word stress in the given lesson.

Moreover, this teacher gives feedback on learners' word stress every time they practice new vocabulary where she only corrects them and never uses praise. However, Doff (1988, p. 190) claims that praise should always prevail because of the motivational aspect. On the other hand, the teacher corrects learners during introduction of new words which is important since learners are not able to correct themselves at this stage of learning (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2). Nevertheless, there was no feedback on word stress during the observation even though the teacher introduced new words.

### **2.3.11 Teacher number eleven**

Teacher number eleven believes in the importance of teaching pronunciation and assumes that the most important aspects to teach are differences between British and American pronunciation and phonetic symbols. It is true that there are differences between British and American pronunciation, e.g. in word stress (Harmer, 2001, p. 32) and that phonetic symbols are a part of pronunciation (Roach, 2009, p. 2).

Furthermore, the teacher states that she teaches word stress - uses recordings as the pronunciation model where learners repeat the language firstly chorally and then individually after the recordings. In addition, Thornbury (2002, p. 85) claims that this technique is especially used during introduction of new vocabulary when teachers focus on word stress. Moreover, the teacher also uses their student's book as a tool where word stress is taught through notation. In other words, prominent syllables are accompanied with big circles and unstressed ones with smaller circles. Thus, these words are pronounced together with learners and learners also have a chance to see the word stress patterns since this method is great for learners who prefer seeing the patterns to hearing them (Gairns and Redman, 1986, p. 52). In addition, the teacher claims that the techniques usually occur once a month when new vocabulary is introduced, but these techniques were not present during the observation.

However, this is the only teacher who talks about the frequency of the teaching techniques and, according to Thornbury (2002, p. 85), this frequency is optimal since both these methods are usually used during introduction of new vocabulary.

Considering the teacher's speech, the word 'continue' was stressed on the first syllable, however, it should be on the second one. On the other hand, this teacher does not consider herself to be the model for her learners, she uses recordings of native speakers for doing so, which means that learners have a chance to hear correct word stress patterns at least through the recordings but the teacher was not the proper pronunciation model for her learners in terms of word stress in the given lesson.

Last but not least, this teacher gives feedback on learner's word stress during the two activities mentioned above (repetition after recordings and usage of notation), but as the activities were not present during the observation, there was no feedback on word stress patterns. In addition, the teacher thrives to praise learners but admits that she mostly corrects them which is appropriate in terms of the introduction of new vocabulary because learners need to be corrected since they are not able to do it themselves at this stage of learning (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2). On the other hand, learners should be more praised than corrected in general since praising can motivate them (Doff, 1988, p. 190). Thus, this teacher gives appropriate feedback on word stress patterns during introduction of new vocabulary but does not provide learners with praise in general as much as she should.

### **2.3.12 Teacher number twelve**

Teacher number twelve is 100 % sure that learners should be taught pronunciation, otherwise, they do not understand the language while they are exposed to it. Gairns and Redman (1986, p. 50) confirm the idea. Moreover, she finds sounds, words and connected speech to be the most important aspects of pronunciation to teach and it is true that these aspects are inseparable parts of pronunciation (Roach, 2009).

Furthermore, as regards teaching word stress, she does not use any specific teaching techniques (chapter 1.3.3) but rather relies on herself as the pronunciation model where learners acquire word stress intuitively. Next, the data from the observation show that she did not make any mistakes in word stress patterns, thus she can be considered as the proper

pronunciation model for her learners in terms of word stress and the observed lesson. In addition, Ur (1996, p. 55) claims that learners do not have to be exposed to any teaching activities if teachers choose to be the pronunciation models and if the teacher's language is flawless.

Considering giving feedback on learner's word stress, teacher number twelve almost never gives feedback on this aspect of pronunciation and there was also no feedback during the observation. Next, the teacher admits that she sometimes praises and corrects learners but knows that it should occur more often at least during teaching new vocabulary. Kelly (2000, p. 75) and Kenworthy (1987, p. 2) confirm the idea that it is important to give feedback during introduction of new words since learners cannot correct themselves. On the other hand, praise should prevail in general since it can motivate learners in learning (Doff, 1988, p. 190). Therefore, this teacher does not provide learners with appropriate feedback on their word stress patterns.

### **2.3.13 Teacher number thirteen**

Teacher number thirteen states that it is of the fundamental importance to teach pronunciation, but she does not mention why. Next, she believes that the most important aspects to teach are sounds, for example, the 'th' sound and connected speech. According to the theoretical part, sounds belong to segmental features of pronunciation and connected speech to suprasegmental ones which means that both these aspects are inseparable parts of pronunciation (Roach, 2009).

Next, the teacher never uses any activities in respect of teaching word stress since she believes that learners can gain stress patterns from her speech intuitively. According to Ur (1996, p. 56), it is quite common that teachers rely on their speech in case of teaching pronunciation, but their language must be flawless which is the case of this teacher as she did not make any mistakes in word stress patterns during the observation, therefore, she was the proper pronunciation model for her learners in terms of word stress in the given lesson.

Last but not least, she admits that she does not provide learners with feedback on their word stress (and there was no feedback on it during the observation) as they do not make many mistakes concerning this problem and she assumes that there are more serious problems to be



pointed at in the class. However, feedback on word stress (correction) should appear during introduction of new words where learners are not capable of correcting their stress patterns (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2). Next, learners should be also praised since it can motivate them, and this kind of feedback should occur more than correction (Doff, 1988, p. 190). Therefore, this teacher does not give learners appropriate feedback on their word stress patterns.

#### **2.3.14 Teacher number fourteen**

Teacher number fourteen assumes that it is essential to teach pronunciation, but she does not prioritize any aspects of pronunciation. Considering teaching word stress, she believes that the best way how to teach learners word stress is to be their pronunciation model where learners gain stress patterns from the teacher's speech intuitively. However, the teacher made mistakes in word stress patterns: the word 'computer' was stressed on the first syllable, it should be on the second one. According to Ur (1996, p. 56), teachers can rely on their speech during teaching pronunciation, but their language must be flawless, therefore this teacher is not considered to be the proper pronunciation model for her learners in terms of word stress in the given lesson.

Last, considering giving feedback on learner's word stress, this teacher prefers correction to praise in general which is, according to Doff (1988, p. 190), not considered to be the best way how to motivate learners. In addition, no feedback on word stress was observed during the observation. On the other hand, it is needed to correct learners during introduction of new words as they are not capable of correcting themselves at this stage of learning (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2). Thus, as this teacher does not praise learners as she should, she does not provide learners with proper feedback on their word stress patterns.

#### **2.3.15 Teacher number fifteen**

Teacher number fifteen has the same opinion on the importance of teaching pronunciation as teacher number twelve – when learners do not have the knowledge of pronunciation they do not understand others. Gairns and Redman (1986, p. 50) also believe in this idea. Next, the teacher did not mention any aspects of pronunciation that she would find important and when it comes to teaching word stress, the teacher either relies on her speech where learners acquire word stress intuitively or she uses choir drilling with recordings being models where she

repeats the language together with learners. According to the theoretical part, choir drilling is usually recommended when one teaches new vocabulary – word stress, which is the case of this teacher (Thornbury, 2002, p. 85). McCarthy (1990, p. 115) adds that teachers can use recordings during this method. In addition, this teacher did not make any mistakes in word stress patterns which means that she can be considered as the proper pronunciation model for her learners concerning word stress and the given lesson since pronunciation models should speak flawlessly (Ur, 1996, p. 56).

Last but not least, teacher number fifteen believes that it is essential to correct learners as well as praise them since praising motivates learners but does not mention whether praise prevails in her lessons. Doff (1988, p. 190) confirms the idea of motivation but claims that praise should always prevail. Furthermore, the teacher adds that learners are usually provided with correction during introduction of new words since it is important to learn the words correctly with proper word stress patterns where Kelly (2000, p. 75) confirms this idea. However, there was no feedback on word stress during the observation – one of the causes could be the fact that the teacher did not introduce any new vocabulary. Thus, this teacher provides learners with appropriate feedback during introduction of new words.

## **2.4 Conclusion of the practical part**

In this part of the thesis the data gained from interviews and observations are summarized. First, it was realized that all teachers consider teaching pronunciation to be important apart from one teacher who does not teach word stress with a help of any specific teaching techniques (chapter 1.3.3) nor does he rely on his speech as a tool for teaching word stress – he does not consider himself to be the pronunciation model for them. On the other hand, this teacher did not make any mistakes in word stress patterns, thus he was the proper pronunciation model for his learners in terms of word stress in the given lesson. In addition, he gives feedback on learners' word stress and he prefers giving feedback during introduction of new words where he corrects them. Furthermore, only one teacher mentioned word stress to be important to teach as the rest of the teachers referred to other aspects.

Next, the rest of the teachers who claim that it is essential to teach pronunciation either use some specific techniques (chapter 1.3.3) for teaching word stress or they just rely on their speech as a tool for teaching word stress and believe that learners gain stress patterns from the

speech intuitively. Next, there is also a group of teachers who combine both these attitudes and one teacher who believes in the importance of pronunciation but never uses any specific teaching techniques (chapter 1.3.3), does not consider her speech to be a tool for teaching word stress and never gives feedback on learners' word stress. On the other hand, the teacher did not make any mistakes in word stress patterns, therefore she was the proper pronunciation model for her learners in terms of word stress in the given lesson.

Moreover, the teachers who use some specific techniques for teaching word stress prefer using choir drilling either with recordings being models or they model the words themselves. Moreover, one of the teachers uses also notation besides using choir drilling and this teacher is the only one who knows the frequency of these two techniques, i.e. once a month when new vocabulary is introduced. However, no techniques were present during the observations.

Furthermore, the teachers who use the techniques, rely on themselves or combine these two attitudes were also assessed in terms of their usage of word stress patterns. The data shows that there are both teachers who did not make mistakes in word stress patterns and who did no matter what attitude they have towards teaching word stress, thus the ones who made mistakes are not considered to be proper pronunciation models for their learners in terms of word stress in the given lessons.

Last, teachers were also assessed in terms of giving feedback on learners' word stress. In general, teachers who use specific techniques for teaching word stress usually give feedback during these techniques where they prefer correction to praise. The rest of the teachers who only rely on themselves as pronunciation models prefer correction too, but one of them never provides learners with feedback on this aspect. In addition, two teachers claim that they provide learners with feedback during introduction of new words and even though the teachers introduced new vocabulary during the observations, there was no feedback. Last, no feedback was present during all observations at all.

### 3 CONCLUSION

In this part of the thesis the data from interviews and observations are concluded with a help of information from the theoretical part. The data showed that all teachers believe that it is essential to teach pronunciation apart from one teacher who never teaches word stress – he never uses any specific teaching techniques, nor does he rely on his speech as a tool for teaching word stress. Therefore, this means that he tends to neglect teaching word stress since teachers should either use any specific teaching techniques or rely on themselves as pronunciation models where they are aware of the fact that their speech can function as a tool for teaching word stress and that learners learn the language intuitively (Ur, 1996, p. 56). On the other hand, this teacher did not make any mistakes in word stress patterns, thus he was the proper pronunciation model in terms of word stress for his learners in the given lesson. Furthermore, the teacher gives feedback on learners' word stress especially during introduction of new vocabulary where he corrects them which is considered to be appropriate since learners are not capable of assessing themselves at this stage of learning (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2). However, he does not praise learners as much as he should because Doff (1988, p. 190) claims that praise should prevail in general in lessons and this teacher prefers correction, thus the teacher gives appropriate feedback on learners' word stress only during introduction of new vocabulary.

Furthermore, it was realized that only one teacher mentioned word stress to be the important aspect to teach since the rest of the teachers mentioned other aspects, for example, vowels or connected speech. The problem is that word stress is more important than, e.g. vowels since native speakers focus on word stress patterns when they are listening to others, thus when learners use incorrect stress patterns they can become incomprehensible (Hewings, 2004, p. 15; Dunn, 1983, p. 59).

Moreover, the rest of the teachers who believe in the importance of teaching pronunciation either use some specific teaching techniques (chapter 1.3.3) for word stress or they just rely on their speech as a tool for teaching word stress. They believe that learners acquire stress patterns from the speech intuitively, thus it is not needed to use any activities on word stress. According to Ur (1996, p. 55-56), teachers can rely just on the speech as a tool for teaching pronunciation, they do not have to use any specific teaching techniques which means that the new language is learnt intuitively.

Next, there are also teachers who combine both these approaches to teaching word stress (they use specific teaching techniques and rely on their speech) and one teacher who believes in the importance of pronunciation but never uses any specific teaching techniques (chapter 1.3.3), does not consider her speech to be a tool for teaching word stress and never gives feedback on learners' word stress which could be considered as neglecting teaching word stress because of the reasons mentioned by Ur (1996, p. 56) in the first paragraph. On the other hand, the teacher did not make any mistakes in word stress patterns, therefore she was the proper pronunciation model for her learners in terms of word stress in the given lesson.

Next, the teachers who use some specific techniques for teaching word stress usually use choir drilling either with recordings being models or they model the words themselves. According to Thornbury (2002, p. 85), the method of choir drilling is highly used when one teaches word stress which could be the reason why these teachers use this method. Moreover, one of the teachers, apart from using choir drilling, uses also notation and this teacher is the only one who talks about the frequency of these two techniques - the techniques are used once a month during introduction of new vocabulary. According to Thornbury (2002, p. 85), this frequency could be considered as appropriate since teachers use these two techniques usually during introduction of new words. However, the techniques were not observed during the observations which is regarded as a matter of chance.

Furthermore, word stress patterns of teachers who use the techniques, rely on themselves or combine these two attitudes were evaluated. The data indicated that there are both teachers who did not make mistakes in word stress patterns and who did, therefore the ones who made mistakes are not considered to be proper pronunciation models in terms of word stress for their learners. However, the most problematic group is the one where teachers rely just on their speech (and never uses e.g. recordings of native speakers) because learners usually acquire these stress patterns, thus the teacher's language should be flawless (Ur, 1996, p. 56; Brinton, in Burns and Richards, 2012, p. 247-248). On the other hand, the teachers who use e.g. choir drilling and model the words themselves should also use perfect language and that is the case of the teacher who uses notation and choir drilling – she made mistakes in word stress patterns which means that learners can acquire these incorrect stress patterns.

Last, teachers were also assessed in terms of giving feedback on learners' word stress. In general, teachers who use specific techniques for teaching word stress usually give feedback

during these techniques where they prefer correction to praise. The rest of the teachers who only rely on themselves prefer correction too but one of them never provides learners with feedback on this aspect. Therefore, the data showed that teachers prefer correction in general, even though praise can be used as a big motivational factor in lessons and should always prevail (Doff, 1988, p. 190). On the other hand, when teachers introduce new vocabulary, learners' mistakes should be corrected since learners are not able to correct themselves at this stage of learning (Kelly, 2000, p. 75; Kenworthy, 1987, p. 2). Next, there are also two teachers who claim that they give feedback on learners' word stress patterns during introduction of new words and even though the introduction was observed there was no sign of feedback. In addition, no feedback was observed in the rest of the observations which is regarded as a matter of chance.

In conclusion, the author had a chance to see different attitudes towards teaching pronunciation and word stress and there is no teacher who would be the same in all the aspects of interest with the other teachers. Therefore, there are teachers, for example, who neglect teaching word stress but also those who aim at teaching it, are proper pronunciation models in terms of word stress for their learners but do not use the right variety of feedback on this aspect of pronunciation. In other words, there is only one teacher who could be considered as the ideal one and who is consistent in all the aspects of interest (the attitude towards teaching word stress, correct word stress patterns and appropriate feedback on this aspect).

## 4 RESUMÉ

Tato bakalářská práce se zabývá výslovností ve výuce anglického jazyka se zaměřením na slovní přízvuk. Práce se skládá ze dvou hlavních částí. V teoretické části autorka popisuje výslovnost a zařazuje slovní přízvuk do fonologického systému současné angličtiny. Dále je zde vysvětlena důležitost výslovnosti, především slovního přízvuku v hodinách angličtiny. Další část teoretické části tvoří techniky výuky slovního přízvuku, není opomenuta ani zpětná vazba žákům na tento faktor výslovnosti a v poslední části autorka diskutuje učitele jako výslovnostní model. V praktické části bylo provedeno výzkumné šetření za pomoci observací a rozhovorů, kde cílem bylo zjistit, zda učitelé na základních školách v třetích až pátých ročnících vyučují slovní přízvuk v hodinách anglického jazyka, jaké metody k tomu používají a jak často ho vyučují. Dále byla zkoumána zpětná vazba poskytnuta žákům na tento faktor výslovnosti a v neposlední řadě také role učitele jako správný výslovnostní model z hlediska slovního přízvuku.

První kapitola teoretické části je zaměřena na anglickou výslovnost, kde jsou uvedeny segmentální (fonémy) a suprasegmentální (slovní a větný přízvuk, intonace a rytmus) roviny výslovnosti, kde většina kapitoly je právě věnována slovnímu přízvuku

Druhá kapitola pojednává o důležitosti vyučování výslovnosti. Jsou zde uvedeny významné dokumenty, ve kterých jsou vyobrazeny cíle, kterých by mělo být dosaženo v hodinách anglického jazyka, a to Společný evropský referenční rámec pro jazyky a Rámcový vzdělávací program základního vzdělávání. Na konci této kapitoly jsou uvedeny další důvody, proč je důležité vyučovat výslovnost, například jedním z důvodů je fakt, že učitelé opomíjí výuku výslovnosti, což vede k tomu, že se žák stává pro ostatní nesrozumitelným.

Třetí kapitola je výhradně zaměřena na vyučování výslovnosti, a to převážně slovního přízvuku. Na začátku jsou uvedeny typické techniky výuky výslovnosti, například metoda drilu, nahrávání mluveného projevu žáka a následná analýza. Dále se autorka zabývá pouze výukou slovního přízvuku, kde zmiňuje, proč je důležité vyučovat slovní přízvuk a uvádí příklady různých metod na vyučování tohoto faktoru např. skupinový dril, využití symbolů či slovníků, „Cuisenaire rods“, kinestetické učení a ostatní metody.

Zpětná vazba pro žáky je popsána ve čtvrté kapitole. Nejprve je vysvětlena její podstata, rozdělení a důvod použití. Je zde také diskutována negativní a pozitivní zpětná vazba, kde je důležité zmínit, že pozitivní zpětná vazba by obecně měla převažovat nad tou negativní, jelikož žáci mohou být motivováni skrz pozitivní zpětnou vazbu. Na druhou stranu, pokud jde o prezentaci nové slovní zásoby, učitel by měl žáky opravovat, jelikož žáci nejsou schopni sami sebe opravit v tomto stádiu učení.

Poslední pátá kapitola teoretické části diskutuje učitele jako výslovnostní model pro žáky. Zde je nejdůležitější zmínit, že učitelé nemusí používat žádné specifické techniky k výuce slovního přízvuku – je dostačující, když spoléhají na svou řeč jako nástroj pro výuku tohoto aspektu, kde vědí, že žáci se mohou jazyk naučit intuitivně pouze za pomoci poslechu. Problém je v tom, že jazyk učitele musí být v tomto případě bezchybný.

Dále se autorka věnuje praktické části práce, kde nejprve popisuje metody sběru dat. Výzkumné šetření proběhlo na základě dvou metod, a to rozhovorů a pozorování, kde větší důraz je kladen na rozhovor, jelikož během pozorování nemusejí být všechny aspekty přítomny. Důvodem výběru třetích, čtvrtých a pátých ročníků byl fakt, že žáci se setkávají s cizím jazykem ve třetím ročníku ze zákona povinně, a proto by měl učitel klást velký důraz na vyučování správné výslovnosti již od začátku, jelikož by jinak mohl nastat problém fossilizace nesprávně naučeného slovního přízvuku. V České republice je to právě převážně anglický jazyk, který si žáci vybírají jako cizí jazyk. V neposlední řadě autorka zmiňuje, že výzkum proběhl v 15 vyučovacích hodinách a 15 učitelů bylo po pozorování dotazováno.

Aby mohlo výzkumné šetření proběhnout, autorka měla za úkol vytvořit observační listy a strukturovaný rozhovor. Observační listy měly za cíl zjistit výskyt aktivit zaměřených na slovní přízvuk, jejich četnost, zapojení žáků v těchto aktivitách a metody, které byly pro tyto aktivity použity. Druhá část observačního listu byla věnována zpětné vazbě učitelů na slovní přízvuk žáků. Zde byla pozorována četnost zpětné vazby a její forma. Třetí část se zabývá učitelem jako výslovnostním modelem, kde autorka zaznamenávala chyby v učitelově slovním přízvuku. Autorka doplňuje, že obě variace britské a americké angličtiny byly vzaty v potaz.

Dále autorka píše o strukturovaném rozhovoru. Strukturovaný rozhovor se skládá ze dvou hlavních částí, a to obecné části, kde autorku zajímá vyučování anglického jazyka v obecné



rovině a konkrétní části, která je zaměřena pouze na slovní přízvuk. První část zjišťuje, zda učitelé považují vyučování výslovnosti za důležité, proč a popřípadě které faktory. Ve druhé části jsou učitelé dotazováni, zda vyučují slovní přízvuk, které metody k tomu používají a jak často se toto vyučování odehrává. Autorka doplňuje, že rozhovory byly nahrávány na diktafon, převážně z důvodu rychlosti zaznamenávání dat a možnosti opakovaně si přehrát sesbíraná data.

Další část resumé se zabývá pouze analýzou a sumarizováním dat. Data ukázala, že všichni učitelé považují vyučování výslovnosti za důležité až na jednoho učitele, který nevyučuje slovní přízvuk s využitím nějaké konkrétní techniky (kapitola 1.3.3) ani nespolehá na vlastní řeč jako nástroj pro výuku slovního přízvuku, což může být považováno za zanedbávání výuky slovního přízvuku, jelikož učitelé by měli buď používat nějaké konkrétní techniky nebo spoléhat na svoji řeč jako nástroj k výuce tohoto aspektu, kde si jsou vědomi, že žáci intuitivně přebírají daný slovní přízvuk. Na druhou stranu tento učitel poskytuje zpětnou vazbu žákům na jejich slovní přízvuk zejména během výuky nových slov, což je považováno za adekvátní vzhledem k tomu, že žáci potřebují být v tomto stádiu opravování, jelikož nejsou schopni sami sebe opravit. Avšak tento učitel nezmiňuje nic o pochvale.

Zbytek učitelů, kteří tvrdí, že je důležité vyučovat výslovnost, buď používají nějaké konkrétní techniky k výuce slovního přízvuku (kapitola 1.3.3) nebo spoléhají pouze na svou řeč jako nástroj pro výuku slovního přízvuku nebo kombinují tyto dvě možnosti. Jak už bylo zmíněno v teoretické části, učitelé nemusí používat různé techniky k výuce slovního přízvuku, jelikož jim stačí, když spoléhají na svoji řeč, avšak ta musí být bezchybná. V této skupině učitelů, kteří tvrdí, že je důležité vyučovat výslovnost, je také jeden učitel, který nepoužívá žádné techniky a ani nespolehá na svou řeč a nikdy nedává žákům zpětnou vazbu na slovní přízvuk. Jelikož tento učitel nevěnuje žádnou pozornost výuce slovního přízvuku, autorka se domnívá, že tento učitel zanedbává výuku slovního přízvuku.

Ti učitelé, kteří používají konkrétní vyučovací techniky pro výuku slovního přízvuku, nejčastěji používají metodu drilu, kde používají sami sebe jako model slov či občas používají nahrávky. Tato metoda se hojně vyskytuje právě u výuky slovního přízvuku, zejména při vyučování nových slov. Autorka doplňuje, že jeden z těchto učitelů kromě metody drilu používá také metody symbolů. Tento učitel byl také jediný, který byl schopen říci, jak často

se tyto metody vyskytují v hodinách: jednou měsíčně. V neposlední řadě autorka zmiňuje, že žádnou z těchto technik během pozorování nepozorovala.

Dále se autorka zabývá správným umístěním slovního přízvuku u učitelů, kteří buď spoléhají pouze na svou řeč nebo používají nějaké techniky k výuce slovního přízvuku (kapitola 1.3.3) nebo kombinují oba přístupy. Data ukázala, že ve všech těchto třech skupinách se objevili učitelé, kteří udělali i neudělali chyby ve slovním přízvuku. Avšak autorka tvrdí, že nejvíce je problematická ta skupina učitelů, kteří spoléhají pouze na svou řeč, jelikož žáci obvykle přejímají tuto řeč, a tedy se učí špatný slovní přízvuk. Na druhou stranu, učitelé, kteří používají metodu drilu a upřednostňují sami sebe jako model slov, by také neměli dělat chyby ve slovním přízvuku, což je příklad učitelky, která používá jak dril, tak metodu symbolů, jelikož udělala chybu v slovním přízvuku během observace, a tudíž je možné, že žáci tento chybný slovní přízvuk přejímají.

V neposlední řadě autorka diskutuje použití zpětné vazby žákům na jejich slovní přízvuk. Obecně vzato, učitelé, kteří používají různé specifické techniky (kapitola 1.3.3), upřednostňují opravování žáků před chválením. Druhá skupina učitelů, kteří spoléhají pouze na svoji řeč jako nástroj pro výuku slovního přízvuku, zastávají stejný názor a jeden z nich nikdy neposkytuje žákům zpětnou vazbu. Tudíž data ukázala, že učitelé obecně preferují opravování žáků před chválením, i když pochvala může sloužit jako velký motivační faktor a měla by ve výuce převažovat nad opravami. Na druhou stranu, učitel by měl dbát na opravování žáků během výuky nových slov, jelikož žáci nejsou schopni sami sebe v tomto stádiu učení opravit. Ve výzkumu se také vyskytli dva učitelé, kteří tvrdí, že opravují žáky během výuky nových slov, autorka zaznamenala během pozorování tuto výuku, avšak učitelé neposkytli žákům žádnou zpětnou vazbu. Nakonec autorka dodává, že během všech pozorování nepozorovala žádnou zpětnou vazbu, což ve většině případů přisuzuje náhodě.

Závěrem, autorka měla šanci potkat pouze jednoho ideálního a ve všech aspektech konzistentního učitele. Ostatní učitelé např. považovali výuku slovního přízvuku za důležitou, ale udělali chyby ve slovním přízvuku během observací nebo žákům neposkytují relevantní zpětnou vazbu.

## 5 BIBLIOGRAPHY

BROWN, Gillian and YULE, George, 1983. *Teaching the spoken language: an approach based on the analysis of conversational English*. Cambridge: Cambridge University Press. 162 p. ISBN 0-521-27384-6.

CELCE-MURCIA, Marianne, et al., 2010. *Teaching pronunciation: a course book and reference guide*. 2nd ed. New York: Cambridge University Press. ISBN 978-0-521-72975-5.

COUNCIL OF EUROPE. *Common European Framework of Reference for Languages: Learning, teaching, assessment* [online]. Cambridge: Cambridge University Press, 2001 [cit. 16.4.2017]. Available from: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000001680459f97>

DOFF, Adrian, 1988. *Teach English: a training course for teachers*. Cambridge: Cambridge University Press in association with The British Council. 286 p. ISBN 0-521-34864-1.

DUNN, Opal, 1983. *Beginning English with young children*. London: Macmillan. 89 p. ISBN 0-333-333071.

EDGE, Julian, 1989. *Mistakes and correction*. London: Longman. 70 p. ISBN 0-582-74626-4.

ELLIS, Rod and BARKHUIZEN, Gary, 2005. *Analysing learner language*. Oxford: Oxford University Press. 404 p. ISBN 0-19-431634-3.

GAIRNS, Ruth and REDMAN, Stuart, 1986. *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press. 200 p. ISBN 0-521-31709-6.

HALLIWELL, Susan, 1992. *Teaching English in the primary classroom*. Harlow: Longman. 169 p. ISBN 0-582-07109-7.

HARMER, Jeremy, 2001. *The practice of English language teaching*. 3rd ed. Harlow: Longman. 370 p. ISBN 0-582-40385-5.

HARMER, Jeremy, 2007. *How to teach English*. Harlow: Pearson Education. 288 p. ISBN 978-1-4058-4774-2.

HEWINGS, Martin, 2004. *Pronunciation practice activities: a resource book for teaching English pronunciation*. Cambridge: Cambridge University Press. ISBN 0-521-75457-7.

KELLY, Gerald, 2000. *How to teach pronunciation*. Harlow: Pearson Education. 154 p. ISBN 0-582-42975-7.

KENWORTHY, Joanne, 1987. *Teaching English pronunciation*. Harlow: Longman. 164 p. ISBN 0-582-74621-3.

LAROY, Clement, 1995. *Pronunciation*. Oxford: Oxford University Press. 135 p. ISBN 0-19-437087-9.

LARSEN-FREEMAN, Diane, 2003. *Teaching language: from grammar to grammaring*. Boston: Thomson/Heinle. 170 p. ISBN 0-838-46675-3.

McCARTHY, Michael, 1990. *Vocabulary*. Oxford: Oxford University Press. 173 p. ISBN 0-19-437163-0.

MOON, Jayne, 2005. *Children learning English*. Oxford: Macmillan Education. 184 p. ISBN 1-4050-8002-7.

MINISTRY OF EDUCATION, YOUTH AND SPORT. *National Programme for the Development of Education in the Czech Republic* [online]. Prague: Institute for Information on Education, 2001 [cit. 11.9.2017]. Available from: <file:///C:/Users/okay/Downloads/whitepaper.pdf>

MINISTRY OF EDUCATION, YOUTH AND SPORT. *The Framework Education Programme for Elementary Education* [online]. Prague: Research Institute of Education (VÚP), 2016 [cit. 16.4.2017]. Available from: [http://www.nuv.cz/uploads/RVP\\_ZV\\_2016.pdf](http://www.nuv.cz/uploads/RVP_ZV_2016.pdf)

ODISHO, Edward Y. A Multisensory, Multicognitive Approach to Teaching Pronunciation. *Linguística: Revista de Estudos Linguísticos da Universidade do Porto* [online]. 2007, 2, 3-28 [cit. 16.4.2017]. ISSN 1646-6195. Available from: <http://ler.letras.up.pt/uploads/ficheiros/6862.pdf>

OXFORD UNIVERSITY PRESS. *Oxford Learner's Dictionaries* [online]. Oxford: Oxford University Press, 2015. Updated on 19 January 2015 [cit. 16.4.2017]. Available from: <http://www.oxfordlearnersdictionaries.com/>

PALKOVÁ, Zdena, 1994. *Fonetika a fonologie češtiny*. Prague: Charles University of Prague, Karolinum. 366 p. ISBN 8070668431.

- PHILLIPS, Sarah, 1993. *Young learners*. Oxford: Oxford University Press. 184 p. ISBN 0-19-437195-6.
- RICHARDS, Jack C. and RENANDYA, Willy A, 2002. *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press. 422 p. ISBN 0-521-00440-3.
- RICHARDS, Jack C. and BURNS, Anne, 2012. *The Cambridge guide to pedagogy and practice in second language teaching*. New York: Cambridge University Press. 300 p. ISBN 978-1-107-01586-9.
- ROACH, Peter, 2009. *English phonetics and phonology: a practical course*. 4th ed. Cambridge: Cambridge University Press. 231 p. ISBN 978-0-521-71740-3.
- SCOTT, Wendy A. and YTREBERG, Lisbeth H., 1990. *Teaching English to children*. Harlow: Longman. 115 p. ISBN 0-582-74606-X.
- THORNBURY, Scott, 2002. *How to teach vocabulary*. Harlow: Pearson Education. 185 p. ISBN 0-582-42966-8.
- UR, Penny, 1996. *A course in language teaching*. Cambridge: Cambridge University Press. 375 p. ISBN 0-521-44994-4.
- WILLIS, Jane, 1981. *Teaching English through English*. Harlow: Longman. 192 p. ISBN 0-582-74608-6.
- YOSHIDA, Marla Tritch, 2016. *Beyond repeat after me: teaching pronunciation to English learners*. Virginia: TESOL Press. 194 p. ISBN 9781942799467.

## **6 APPENDICES**

Appendix A: The interview in English .....	55
Appendix B: The interview in Czech .....	56
Appendix C: The observation sheet .....	57

## **Appendix A: *The interview in English***

### **1. GENERAL QUESTIONS CONCERNING TEACHING ENGLISH**

1. Do you usually lead lessons in English? Why?
2. What is the proportion between the usage of English and Czech in your lessons only by you? (%)
3. Is teaching pronunciation important to you? Why? (If the answer is 'yes' -> fifth question)
4. What aspects of pronunciation are important to you? Why?

### **2. ACTIVITIES CONCERNING WORD STRESS**

1. Do you teach word stress? (If the answer is 'yes' -> second and third question)
2. How often do you teach word stress?
3. What teaching techniques do you use for teaching word stress?

### **3. TEACHERS' COMMENTS:**

## **Appendix B: *The interview in Czech***

### **1. OBECNÉ OTÁZKY SOUVISEJÍCÍ S VYUČOVÁNÍM ANGLIČTINY**

1. Vedete obvykle hodinu anglicky? Zdůvodněte.
2. Jaká je proporce mezi používáním angličtiny a češtiny ve Vašich hodinách angličtiny Vámi jako učitelem/kou? (%)
3. Pripadá Vám důležité vyučovat v hodinách angličtiny výslovnost? Zdůvodněte.
4. Které aspekty výslovnosti Vám připadají důležité a proč?

### **2. AKTIVITY TÝKAJÍCÍ SE SLOVNÍHO PŘÍZVUKU**

1. Vyučujete slovní přízvuk během hodin angličtiny? (pokud je odpověď kladná -> 2. a 3. otázka)
2. Jak často vyučujete slovní přízvuk?
3. Jakou technikou vyučujete slovní přízvuk?

### **3. POZNÁMKY UČITELE/KY:**



**Appendix C: The observation sheet**

**THE OBSERVATION SHEET**

**1 ACTIVITIES**

**1.1 Filling in during the lesson**

1. Learner's involvement in activities aimed at word stress:

- The teacher provided model: \_\_\_\_\_ time(s)
- Individual representation of the word(s) by a learner: \_\_\_\_\_ time(s)
- Choral representation of the word(s) by learners: \_\_\_\_\_ time(s)

2. What teaching techniques are used? (more answers possible)

- a) choir drilling – repetition of words many times together with learners
- b) usage of notation/symbols (e.g. making a big circle above a stressed syllable and a small circle above an unstressed syllable of words)
- c) usage of dictionaries – letting learners to search for pronunciation in dictionaries
- d) Cuisenaire rods
- e) kinaesthetic learning (e.g. clapping hands according to stress patterns of words)
- f) other:

**1.2 Filling in after the lesson**

1. Were there any activities aimed at word stress?

- a) yes
- b) no

2. Comments:

**2 FEEDBACK**

**2.1 Filling in during the lesson**

1. If the teacher gives feedback on learners' word stress, how and how often is the feedback realised?

- make a tick every time the teacher gives feedback

praise	correction

- other feedback:

## **2.2 Filling in after the lesson**

1. Did the teacher give feedback on learners' word stress?

a) yes            b) no

2. Did the teacher introduce new vocabulary?

a) yes            b) no

## **3 TEACHERS AS PRONUNCIATION MODELS**

### **3.1 Filling in during the lesson**

Transcription of words which are pronounced incorrectly in terms of word stress by the teacher:

### **3.2 Filling in after the lesson**

1. Did the teacher pronounce words properly in terms of word stress?

a) yes            b) no

## **4 USAGE OF ENGLISH AND CZECH BY TEACHERS**

### **4.1 The proportion of English and Czech**

English used: \_\_\_\_\_ %

Czech used: \_\_\_\_\_ %