

**University of Pardubice**  
Faculty of Arts and Philosophy

Textbooks and Supplementary Materials in Teaching English  
Pronunciation

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Diploma Thesis  
2021

Univerzita Pardubice  
Fakulta filozofická  
Akademický rok: 2018/2019

## ZADÁNÍ DIPLOMOVÉ PRÁCE (projektu, uměleckého díla, uměleckého výkonu)

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Osobní číslo: **H19353**  
Studijní program: **N0114A300052 Učitelství anglického jazyka**  
Studijní obor: **Učitelství anglického jazyka**  
Téma práce: **Teaching English Pronunciation**  
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

### Zásady pro vypracování

Diplomová práce se zabývá problematikou výuky výslovnosti v hodinách anglického jazyka na gymnáziích. Diplomandka nejprve v teoretické části definuje komunikační kompetenci jako cíl cizojazyčné výuky. Dále bude diskutovat současné cíle výuky výslovnosti obecně, včetně výslovnostní normy, i ve vztahu k výuce angličtiny na základní škole v České republice. Teoretická část pak následně stručně představí systém anglické slovní zásoby a shrne současný pohled na výuku výslovnosti. V další části diplomandka uvede materiální i nemateriální didaktické prostředky vhodné pro výuku výslovnosti u žáků základních škol.

Praktická část bude obsahovat kolaborativní akční výzkum, který bude zkoumat efekt intervence, jejímž cílem bude posílení výuky výslovnosti ve výuce angličtiny. Ve vybrané třídě bude provedena diagnostika současného stavu (pozorování, rozhovor s učitelem a s žáky, analýza učebnice). Po uplynutí doby, kdy bude v hodinách aplikována daná intervence zahrnující konkrétní strategie, techniky a materiální didaktické prostředky, se změní efekt intervence (pozorování, rozhovor s učitelem a žáky, analýza materiálů). Měření ukáže, zda se výuka výslovnosti stala pravidelnou součástí výuky anglického jazyka, a i na fakt, zda se například proměnila skladba didaktických prostředků, či postoje učitele a žáků.

Rozsah pracovní zprávy:  
Rozsah grafických prací:  
Forma zpracování diplomové práce: **tištěná/elektronická**  
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

- Celce-Murcia, Marianne, Donna M. Brinton, Janet M. Goodwin, and Barry Griner. 2014. *Teaching Pronunciation: a Course Book and Reference Guide*. Cambridge: Cambridge University Press.
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- Olson, Daniel J. 2014. „Phonetics and Technology in the Classroom: A Practical Approach to Using Speech Analysis Software in Second-language Pronunciation Instruction.“ *Hispania* 97 (1): 47-68.

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Datum zadání diplomové práce: **30. dubna 2019**  
Termín odevzdání diplomové práce: **31. března 2020**

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#### ACKNOWLEDGEMENTS

I would like to express my thanks to my supervisor, doc. PaedDr. Monika Černá, Ph.D., not only for her advice and comments, but also for her patience and positive attitude. I would also like to thank all of the teachers at gymnázium Omská for allowing me to interview them, especially to my amazing mentor Mgr. Kateřina Říhová. Lastly, I would like to thank my husband for supporting me and my mum and dad.

## ANNOTATION

This diploma thesis deals with the issue of teaching pronunciation in English lessons at a particular grammar school with a specific focus on the use of textbooks in teaching pronunciation. The theoretical part first comments on the general definition of English pronunciation with the main goal of describing pronunciation teaching. Furthermore, the theoretical part introduces the term 'textbook'. Firstly, the theory is focused generally on the textbook as a material didactic tool, then attention is then focused on the specifics of a foreign language textbook. The practical part contains a case study of English teachers at a selected grammar school. To begin with, the textbook that is used at the school is analysed with the aim of evaluating what opportunities for pronunciation teaching are offered in the textbook. Furthermore, interviews were conducted with teachers who use this textbook, with the main goal of finding out how teachers evaluate this textbook and how they use it in teaching pronunciation.

## KEYWORDS

Pronunciation, English teaching, English pronunciation, pronunciation teaching, textbook, textbook evaluation

## ANOTACE

Tato diplomová práce se zabývá problematikou výuky výslovnosti v hodinách anglického jazyka na konkrétním gymnáziu se specifickým zaměřením na využití učebnice při výuce výslovnosti. Teoretická část se nejprve zabývá obecnou definicí anglické výslovnosti s hlavním cílem detailněji popsat výuku výslovnosti. Dále se teoretická část zabývá učebnicí, nejprve je teorie zaměřena obecně na jako materiální didaktický prostředek, poté je pozornost zaměřena na specifika cizojazyčné učebnice. Praktická část obsahuje případovou studii učitelů angličtiny vybraného gymnázia. Nejprve je zanalyzována učebnice, která je na gymnáziu používána, s cílem zhodnotit jaké příležitosti k osvojování výslovnosti jsou v učebnici nabízeny. Dále jsou realizované rozhovory s učiteli, kteří tuto učebnici používají s hlavním cílem zjištění toho, jak učitelé tuto učebnici hodnotí a jak ji používají při výuce výslovnosti.

## KLÍČOVÁ SLOVA

Výslovnost, výuka angličtina, anglická výslovnost, výuka výslovnosti, učebnice, hodnocení učebnice

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## INTRODUCTION

The aim of this diploma thesis is to scrutinize the issues of pronunciation teaching at schools, specifically the way teachers use textbooks when focusing on teaching this language issue. The research was conducted at the grammar school *Gymnázium Omská* in Prague, where the author of the thesis completed her final teaching practice. The textbook was specifically selected by the author, as it was that one which she used in her teaching practice. The reason for deciding to conduct this research was due to the fact that the author believed that pronunciation teaching should be one of the key parts of English language teaching, however she does not believe that in practice, it is so. During her teaching practice she sometimes struggled with how to implement the textbook in teaching pronunciation as she thought that the textbook did not offer many opportunities for teaching pronunciation. She then decided that it would be beneficial for her future as an English teacher to gain more insight in not only pronunciation teaching and textbook use, but also how to evaluate textbooks and how to find opportunities for teaching pronunciation.

This work is divided into two main parts – theoretical and practical. The theoretical part offers an insight into various disciplines. After a brief terminology is introduced, the term ‘communicative competence’ is introduced. In this section, various models are presented that then lead to defining pronunciation as a part of communicative competence. In order to be able to teach pronunciation, it is crucial to briefly describe and explain English pronunciation, specifically, its segmental and suprasegmental features. Pronunciation teaching is then introduced, discussing what role it plays in English language teaching and what are the teachers’ attitudes towards pronunciation teaching. Critical period hypothesis is then briefly introduced, as it is concerned with the learners of English who have not yet reached puberty, and the practical part does take those learners into consideration. The pronunciation goal is then introduced as one of the most important factors of pronunciation teaching and something that teachers should aim to achieve, when focusing on teaching pronunciation. The Lingua Franca Core, that also offers a pronunciation goal, is discussed and it is contrasted with the general pronunciation goal which is presented beforehand. The next section of the theoretical part focuses on the pronunciation norm that is generally accepted and expected to be used, especially in the Czech Republic. This part also offers the reasoning as to why the specific pronunciation norm was selected. The last section, that is concerned with pronunciation, is a brief introduction of the principles and techniques for teaching English pronunciation. The author of the thesis realises that it is impossible to include all the principles and techniques that can be used when

teaching pronunciation, so she only introduces few, based on how it is presented in various sources, and she also tries to present those that can be used in textbooks. The last section of the theoretical part introduces terminology concerned with textbooks, specifically their functions and qualities. The specifications of foreign language textbooks are introduced and the reasons why they are a crucial part of English language teaching are explained.

The practical part is then concerned with the evaluation of a textbook and teachers' interviews in order to be able to answer the presented research questions. The textbook is evaluated based on how many pronunciation exercises can be found in the Student's Book, Workbook and Teacher's Guide, but also on what opportunities the textbook offers for pronunciation teaching. These opportunities play an extremely important role, as will be explained later. The semi-structured interviews are then introduced, and the results are discussed. The interviews are rewritten and coded according to the outcomes and are then discussed in detail. The main outcomes of the interviews consist of what the teachers' focus mainly on when teaching pronunciation and why they focus mainly on these aspects. Then, the evaluation of the teachers' textbook is introduced and discussed, where not only is there an evaluation of what the textbook contains, but also what, in their opinion is the textbook lacking and how it should be improved. How the teachers plan for pronunciation teaching is then introduced, focusing on the fact whether they already include their pronunciation teaching in their lesson plans, or whether they focus on pronunciation teaching as a reaction to some occurring problem. Other supplementary materials that the teachers use in pronunciation teaching, except for the textbook is then introduced. Lastly, the coronavirus pandemic is discussed and how it affected the teachers' pronunciation teaching.

## **1. TERMINOLOGY**

As the title of the thesis suggests, this work is interested in ascertaining how teachers use their textbooks at school when focusing on teaching pronunciation. Before introducing all the aspects of the theoretical part that are important for conducting the research, some aspect of terminology, specifically concerning the teaching environment, has to be introduced.

The thesis focuses on teachers who teach English in a school and who do not have English as their mother tongue. There are four different terms that can be used for this purpose. English as a foreign language (EFL), English as a second language (ESL), English as an international language (EIL), or English as a Lingua Franca (ELF).

### **1.1.EFL**

The term English as a foreign language is used in a learning environment where English is not the primary language that is used in everyday communication nor is it commonly heard in everyday encounters. In this case, English is often learnt at school or by attending various language courses for different purposes so the learner is able to communicate outside of the country the person lives, such as for travelling, business, etc. (Thornbury 2006, 74)

### **1.2.ESL**

The term English as a second language is, on the other hand, used in the countries where English can be heard in everyday communication and is one of the official languages. One of the many uses for English as a second language was for those persons who immigrated to an English-speaking country, and it was crucial for them to learn English in order to be able to communicate. (Celce-Murcia 2014. 63)

### **1.3.EIL and ELF**

English as an international language was created due to the reason that in these modern times, communicating with English language speakers whose mother tongue is not English takes importance over communicating with speakers whose mother tongue is English. English is then used as a means of international communication with speakers of various language backgrounds. Some linguists suggest adapting English, by making it more accessible for those who study the language, however this trend is not likely to happen in the foreseeable future. The term English as a lingua franca can be seen, to some extent as a synonym for English as an international language. (Thornbury 2006, 74–75)

When discussing English language teaching at schools in the Czech Republic, the term English as a foreign language (EFL) will be used in this thesis.

There are many terms that can be used for the person who attends school in order to gain an education and qualifications. There are three words that are commonly used for that purpose, even though there might be some slight differences. Those terms are ‘pupil’, ‘student’, or a ‘learner’. The author of the thesis has decided to use the term ‘learner’ in this work.

## **2. COMMUNICATIVE COMPETENCE**

Before the term ‘communicative competence’ is discussed, it is necessary to clarify the word ‘competence’. In his book *Aspects of the Theory of Syntax*, Noam Chomsky introduces the term

'competence', also called 'linguistic competence', that he defines as "the speaker-hearer's knowledge of his language." (1965, 4). He notes that an important fact is that the term 'competence' contains in itself a grammatical notion (also called grammaticalness). Chomsky then contrasts it with the term 'performance', which is "the actual use of language in concrete situation" (1965, 4). He says that if we have the ideal speaker-listener (i.e., someone with perfect language knowledge and in whose speech, there are not any errors) then the performance is a direct reflection of competence (Chomsky 1965, 3–4). It can be then said that "Linguistic competence' for Chomsky means the mastery of an abstract system of rules, based on an innate language apparatus" (Habermas 1970, 360). It is important to notice the fact that the linguistic competence as presented by Chomsky provides an idealized construct.

In 1967 the linguist, sociolinguist, and anthropologist Dell H. Hymes reacted to Chomsky's definition of linguistic competence by introducing a new term – 'communicative competence'. "Communicative competence is knowledge needed by a speaker or hearer but is much more broadly based than the "linguistic" competence of Chomskyan linguistics" (Hudson 2001, 224). Hymes states that "(t)here are several sectors of communicative competence, of which the grammatical is one" (1972, 281). Apart from the grammatical sector of communicative competence, Hymes also introduces psycholinguistic, sociocultural, and de facto sectors (Reza Eghtesadi 2017, 37). It can be seen that Hymes emphasizes the fact "that the knowledge of grammatical rules is not sufficient for speaking a language and for communicating" (Rickheit Strohner 2008, 15). Various authors used Hymes' model of communicative competence to further develop their interpretations of this subject. Some of those authors are: Wiemann, who presented his interpretation in 1977, Canale and Swain in 1980, Canale in 1983, Bachman in 1990, Celce-Murcia et al. in 1995, Celce-Murcia revised model in 2007 and Littlewood in 2011. It is necessary to note what specifically these models propose. There are two main areas where those models are present. They are language teaching and language assessment. Due to the fact that this thesis focuses on pedagogy, only those that are presented with language teaching in mind will be discussed into further detail. Those models that define communicative competence in terms of pedagogy are Canale and Swain, Canale, Celce-Murcia et al., Celce-Murcia and Littlewood. Those models will be presented in the chronological order as they were introduced.

### **2.1. Canale and Swain's model of communicative competence**

These two Canadian researchers, as Duff states in the second chapter of *Teaching English as a Second or Foreign Language*, began to operationalize communicative competence for the purposes of instruction and assessment. (Duff 2014, 19) They added one component to the

linguistic competence and sociolinguistic competence as presented by Hymes. It must be noted that Canale and Swain do not use the term ‘linguistic competence’, however, in their model it can be seen that it is called ‘grammatical competence’. The added component to the Hymes’ model is strategic competence (Duff 2014, 19). Strategic competence can be defined as “the ability to compensate for problems or deficits in communication and do various types of planning.” (Celce-Murcia 2007, 42) The introduction of the strategic competence brings a great contribution to the English language teaching and learning. Altogether they “represent interrelated aspects of speakers’ being able to use language effectively for purposes of communication both inside and outside classroom” (Duff 2014, 19).

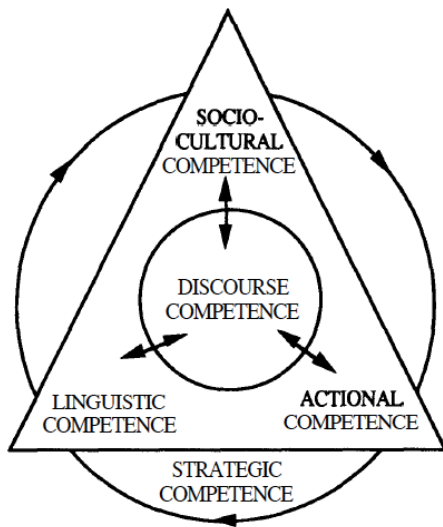
## **2.2.Canale’s model of communicative competence**

In 1983, Canale developed in further detail their previous model from 1980 by adding one more competence. This added competence is called ‘discourse competence’, which can be defined as “the ability to produce and interpret language beyond the sentence level.” (Celce-Murcia 2007, 42) With the researchers having added strategic and discourse competence, the domains operate in the discourse and social contexts. It gives the learner “the ability to cope with communicative needs in interactional context in strategic ways.” (Duff 2014, 19)

## **2.3.Celce-Murcia et al.’s model of communicative competence**

When Celce-Murcia, Thurrell and Dörnyei presented their model of communicative competence in 1995, it was as a reaction to the previous models by Canale & Swain and Canale. The reason they came up with their model was that the previous ones were insufficiently described, “which resulted in an ambiguous operationalization of the theoretical constructs for assessment purposes.” (Celce-Murcia, Dörnyei, and Thurrell 1995, 8). They adjusted two components of the previous model. Those are ‘grammatical competence’ and ‘sociolinguistic competence’. It can be seen that Celce-Murcia et al. started using the term ‘linguistic competence’ as was presented by Hymes instead of grammatical competence. The reason for that is “to indicate unambiguously that this component also includes lexis and phonology in addition to morphology and syntax” (Celce-Murcia, Dörnyei, and Thurrell 1995, 11). It can be seen that the term ‘sociolinguistic competence’ was in the new model renamed to ‘sociocultural competence’. In addition, they added ‘actional competence’ to the already used models. Actional competence can be defined as “competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets” (Celce-Murcia, Dörnyei, and Thurrell 1995, 9). That means that Celce-Murcia et al.’s model of communicative competence consists of discourse, sociocultural, linguistic and actional

competence. An important contribution, that was presented in this model was the fact, that they drew attention to the fact that all the components of communicative competence were interrelated. In addition to this, they state that it is also crucial to provide a proper description of those interrelationships. The reason for this was to understand fully the construct of communicative competence. For that they used a schematic representation of communicative competence (see Figure 1)

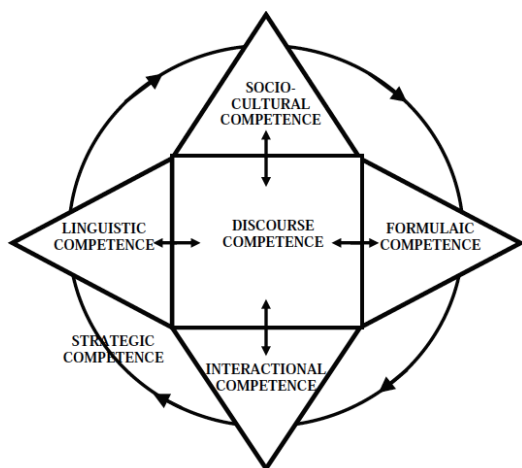


**Figure 1.** Schematic representation of communicative competence (Celce-Murcia, Dörnyei, and Thurrell 1995, 10, figure 1)

Based on this scheme, it can be seen that discourse competence is, according to this model, the fundamental competence.

#### **2.4.Celce-Murcia’s model of communicative competence**

Having gained over 10 years of experience by co-authoring a teachers’ handbook, with the focus on the context and the role of discourse in language teaching, Celce-Murcia offered a new model describing communicative competence. This model is provided as a tool for language teachers. The author, again, provides a visual scheme for the revised model of communicative competence that can be seen in Figure 2.



**Figure 2.** Revised schematic representation of communicative competence. (Celce-Murcia 2007, 45, figure 3.3)

It can be seen that discourse, sociocultural, linguistic and strategic competences are the same as in the previous model from 1995. Actional competence, which appeared in the previous model, does not appear in the revised one, but it is substituted by two new competencies, those being ‘formulaic’ and ‘interactional’ competence. Celce-Murcia defines formulaic competence as the counterbalance to linguistic competence. The author then states that “formulaic competence refers to those fixed and prefabricated chunks of language that speakers use heavily in everyday interactions.” (Celce-Murcia 2007, 48) The extremely important competence, as said by Celce-Murcia, is interactional competence. It can be further divided into actional, conversational and non-verbal/paralinguistic competence. Actional competence is defined similarly as it was in the model from 1995. One of the important parts of conversational competence can be named ‘turn-taking’.

### **2.5. Littlewood’s model of communicative competence**

The last model of communicative competence that builds on Hymes’ original concept of communicative competence is that presented in the year 2011 by Professor William Littlewood. He uses Canale and Swain’s and Canale’s models of communicative competence as the framework for his interpretation. He slightly adapted the terminology and added to their four components (those being linguistic, sociolinguistic, strategic and discourse competences) one more which is ‘sociocultural competence’. Littlewood does not use in his model the term ‘strategic competence’, as used by Canale, however, he replaced it with the name ‘pragmatic competence’ (Littlewood 2011, 546). All of these competences are defined by Littlewood from the perspective of second language learning. “Linguistic competence includes the knowledge of vocabulary, grammar, semantics and phonology that have been the traditional focus of

second language learning.” (Littlewood 2011, 546) Speakers of a foreign language are enabled by pragmatic competence “to use their linguistic resources to convey and interpret meanings in real situations, including those where they encounter problems due to gaps in their knowledge.” (Littlewood 2011, 546) The ability to use language suitably in various social situations can be described by sociolinguistic competence. The final and newest competence that Littlewood presents is his 2011 model ‘sociocultural competence’. This competence “includes awareness of the cultural knowledge and assumptions that affect the exchange of meanings and may lead to misunderstandings in intercultural communication” (Littlewood 2011, 546).

## **2.6.CEFR**

When discussing the issue of communicative competence in relation to language teaching, it is important to mention the international standard that describes language ability. In relation to the geographic location (Central Europe, the Czech Republic), this thesis will focus on the European standard that is followed in the Czech Republic. This standard is called *The Common European Framework of Reference for Languages* (CEFR) which the Council of Europe developed under their direction. “The CEFR is a transnational curriculum framework for language teaching and assessment initially developed for education systems within Europe but now widely adopted globally” (Leung and Lewkowicz 2018, 62). The base of CEFR is a common template from which all learners and teachers can have the same frame of reference. The reference tells a learner or teacher what the division is between having a ‘Basic’, ‘Independent’ or ‘Proficient’ level of language knowledge (Duff 2014, 21). *The Common European Framework of Reference for Languages* offers in its work the concept of ‘plurilingualism’. “Plurilingualism is the ability of an individual to function effectively in more than one European language” (Cook 2011, 144). When talking about the notion of plurilingualism, CEFR presents what the ability to communicate in another language means by introducing the concept of ‘communicative language competence’ (Cook 2011, 144). It is advisable to firstly draw attention to the definition of competence as presented by the CEFR. The term competence can be defined as “the complex of different kinds of knowledge and skill people have to draw upon” (Bailly et al. 2001, 25). What is important to notice is the fact that the CEFR “deals in one of its chapters with the competences [...] which are divided into general and communicative” (Coperías Aguilar 2007, 67). Bailly et al. state that the distinguishing scheme of competence to general and communicative does not lay any “claim to being philosophically or scientifically authoritative” (Bailly et al. 2001, 25). The reason for them to divide the competences into general and communicative language is to differentiate from those



competences that take language into consideration, to those having a more general character (2001, 25). “General competences are those not specific to language, but which are called upon for actions of all kinds, including language activities. Communicative language competences are those which empower a person to act using specifically linguistic means” (Council of Europe 2001, 9). General competence can be, according to CEFR, divided into four main categories, those being: declarative knowledge, skills and know-how, existential competence, and ability to learn. Linguistic competences, sociolinguistic competences and pragmatic competences all belong to the category of communicative language competences and are primarily interested in “language as a vehicle of communication” (Bailly et al. 2001, 25). “Each of these components is postulated as comprising, in particular, knowledge and skills and know-how” (Council of Europe 2001, 13). It can be noted that two of those communicative language competences (to be exact linguistic and sociolinguistic) were presented in the first concept of communicative competence by Hymes in 1972. The third, pragmatic, competence was introduced as a part of communicative competence in the latest model of communicative competence that was presented in this thesis, that being in 2011 by Professor Littlewood. Despite this, even though the competences carry the same name, it does not mean that they present the same concept. For example, it can be seen that Hymes presents communicative and linguistic competence, but in CEFR the linguistic competence is part of the communicative language competence and therefore communicative language competence is the umbrella term that includes linguistic, sociolinguistic and pragmatic competences.

All the models presented here (Hymes, Canale and Swain, Canale, Celce-Murcia et al., Celce-Murcia, Littlewood, and CEFR) are important and it can be seen that they all bring a new and different perspective on the topic. When it comes to what model to use and follow when teaching language, one should mainly focus on the curricular documents that are provided by the particular country in which the teaching occurs. For the purpose of this thesis, the country is the Czech Republic. The Ministry of Education Youth and Sports provides teachers with crucial documents that every teacher, that provides education in a school environment, should follow. One of those documents is *The Framework Educational Programme. The Framework Educational Programme* is designed for pre-school education, basic education, and secondary education. This thesis will work with *The Framework Educational Programme for Basic Education* (FEP BE). This document explains in detail the key competencies, concepts, and objectives for every educational area. One of the main educational areas that should be studied by language teachers is *Language and Communication Through Language*. This area contains not only Czech Language and Literature, but also Foreign Language and Second Foreign

Language. When focusing on the requirements for the education of Foreign Language, one must look at the levels of language proficiency. The FEP BE uses the Common European Framework of Reference for Languages (CEFR) that “defines the target competencies of language education as communication competencies [...] and general competencies” (Jeřábek et al. 2007, 19). With regards to this, it can be seen that the key concept of communicative competence, for a language teacher who teaches in the Czech Republic, is the one that the Common European Framework of Reference for Languages offers. Due to the fact that this thesis focuses on teaching a foreign language in the Czech Republic, the communicative competence as presented by CEFR will be used as the fundamental concept.

### **3. PRONUNCIATION**

Pronunciation is a broad term that can be discussed from various viewpoints, this thesis will present two main areas. Firstly, pronunciation will be introduced as a part of communicative competence and what role it presents. Secondly, the system of English pronunciation and pronunciation norm will be discussed.

#### **3.1. Pronunciation as a part of communicative competence**

It is crucial to define what the term ‘pronunciation’ means. The very broad definition can be presented as “the act of producing the sounds of a language” (Roach 2009, 68). It can be noted that pronunciation belongs to the study of phonology, which can be put in the category of linguistic (or grammatical) competence. As it was explained above, there had been a shift from strictly focusing on linguistic competence, to taking into consideration the broader view, with that being communicative competence. On the other hand, it is important to state that “linguistic competencies (i.e., grammar, pronunciation, etc.) remain an essential component albeit only one of several critical competencies” (Morley 1991, 483). In addition to this, Morley emphasizes the fact that speakers that are learning a language need to be aware of the language pronunciation in order to communicate and therefore “intelligible pronunciation is an essential component of communicative competence.” (1991, 488). Both Alcón Soler (2007, 33) and Morgan and Clarke (2011, 824) agree with Morley’s statement that the crucial part of communicative competence is intelligible pronunciation. Some of the works present the term ‘Phonological competence’, which is a part of Linguistic competence that belongs to Communicative language competence as presented in the European Framework of Reference for Languages. The phonological competence describes skill and a knowledge of  
the sound-units of the language and their realisation in particular contexts,

the phonetic features which distinguish phonemes,  
the phonetic composition of words,  
sentence phonetics,  
sentence stress and rhythm,  
intonation,  
phonetic and vowel reduction,  
strong and weak forms,  
assimilation, and elision” (CEFR 2001, 116–117).

### **3.2.English pronunciation**

In order to discuss teaching pronunciation, it is necessary to define the term pronunciation and introduce the particular features that are part of pronunciation and are therefore then used in teaching pronunciation and learning environments.

As Thornbury summarizes, pronunciation is the “general term [...] that deals with the aspects of phonology.” (2006, 184) The study of phonology “concerns how sounds function in a systemic way in a particular language” (Cruttenden 2014, 3). Phonology “analyses the stream of speech into a sequence of contrastive segments.” (Cruttenden 2014, 4) Not only does phonology study segmental features, but it also focuses on the study of suprasegmental features.

### **3.3.Segmental features**

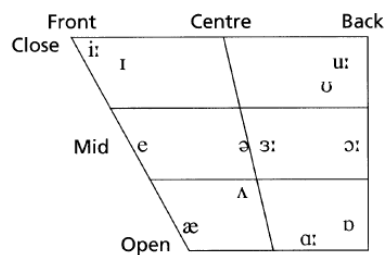
All the sounds that represent a particular spoken language can be identified as phonemes. Phonemes represent a segmental feature of a pronunciation, due to the fact that they are units of sound (Roach 2013; Roach 2009; Kelly 2004). Giegerich’ definition of a phoneme is: “the underlying representation of a speech sound” (2005, 31). Thornbury defined phonemes as “one of the distinctive sounds of a particular language” (2006, 161). It is important to notice that phoneme is a particular sound that when it is replaced, the meaning of a word is changed.

In order to be able to represent all the phonemes that exist in the world, it was necessary to develop a set of symbols. In reaction to this problem and in order to solve it, The International Phonetic Association was established in 1886. The International Phonetic Association created those needed set of symbols that is now widely known as the International Phonetic Alphabet (IPA 2007, 3). The International Phonetic Alphabet as presented by the International Phonetic Association is presented in the Appendix 1.

Phonemes can be divided into two main categories, those being vowels and consonants. Every language has a different number of phonemes. This number is based on how many phonemes are necessary to use in order to represent all the sounds that are produced in the particular language.

The English language consists of 44 phonemes altogether, 20 of which are vowel sounds and 24 of which are consonant sounds.

Vowels can be defined as “sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips” (Roach 2013, 10). A vowel sound is “produced while the vocal cords are vibrating” (Thornbury 2006, 241), which means that these 20 phonemes are always voiced. Vowels are distinguished by the way the tongue is positioned in the mouth both horizontally (front, centre, or back) and vertically (high, mid, or low) and the position of the lips (rounded, neutral, or spread) (Kelly 2004, 5)



**Figure 3.** Monophthongs. (Kelly 2004, 5)

Vowels can be then divided into monophthongs, that represent a single vowel (as seen above in **Figure 3**) and diphthongs. Diphthongs are represented by one phoneme and can be defined as “forming a glide from one vowel quality to another one” (Roach 2009, 24). There are eight diphthongs in English phonetic alphabet, those being: ɪə, eɪ, ʊə, ɔɪ, əʊ, eə, aɪ and aʊ.

Consonants are phonemes that are created when the air flow is obstructed in some physical way. Similar to vowels division, consonants can be also placed into various categories that are firstly distinguished by where the sound is made, which is called *place of articulation*, and secondly by the way the sound is made, also known as *manner of articulation* and voicing, meaning that unlike vowels, consonants can be either voiced or unvoiced. When talking about *place of articulation*, consonants can be divided into eight different categories. These categories are bilabial, labiodental, dental, alveolar, post-alveolar (sometimes referred to as palato-alveolar), palatal, velar and glottal. *Manner of articulation* has six distinctive categories that are plosive, fricative, affricate, nasal, lateral and approximants. Some sources do not use the

term ‘approximants’, but incline to the name ‘semi-vowel’. All the consonants and their place and manner of articulation can be seen in Figure 4 (Thornbury 2006, 49; Goodwin 2014, 140).

	Place of articulation								
	Bilabial	Labiodental	Dental	Alveolar	Palato-alveolar (Post-alveolar)	Palatal	Velar	Glottal	
Plosive	p	b		t	d		k	g	
Fricative		f	v	θ	ð	s	z	ʃ	ʒ
Affricate						tʃ	dʒ		
Nasal	m			n			ŋ		
Lateral				l					
Approximant (or semi-vowel)	w					r	j		

**Figure 4.** Consonant division. (Thornbury 2006, 49)

it is also crucial for the educators to be aware of the manner and place of articulation of particular phonemes. Not only is it important to know so the teachers are able to pronounce particular phonemes, but also when the learners are struggling with pronouncing a particular phoneme. Having the knowledge, the teacher can help them with pronunciation, for example, by showing them a picture of tongue placement of the particular phoneme.

### 3.4. Suprasegmental features

The second feature of pronunciation is called ‘suprasegmental’ and can be interchanged with the term ‘prosody’. The term ‘suprasegmental’ is predominantly used by American writers, whereas ‘prosody’ occurs more in British literature (Roach 2009, 83). However, in this thesis the term suprasegmental will be used. Suprasegmental features “generally apply to groups of segments, or phonemes” (Kelly 2004, 3). There is not a set list that scholars agreed on as to what can be included in the suprasegmental features. However, Roach, Kelly and Goodwin identify the following as suprasegmental features: stress, intonation, pitch, loudness, tempo, or rhythm (2009, 83; 2004, 3; 2014, 136).

#### 3.4.1. Stress

The basic definition of the term ‘stress’ could be “the relative strength of a syllable.” (Roach 2009, 3) It emphasises a particular syllable by the fact that it increases its pitch, length and loudness. When that occurs, the particular syllable is stressed, in contrast to an unstressed syllable. As, for example, Thornbury states in his work, the term ‘stress’ does not only occur at the distinction of the word level (word stress), but also the patterns of unstressed and stressed syllables in sentences are studied, which is known as sentence stress. (2006, 213)

### **3.4.2. Word stress**

Stress can be identified in every word in English language when that word is pronounced in isolation. As previously mentioned, when the word is divided into syllables, it can carry stressed syllables and unstressed syllables. Stressed syllables can occur on two levels – primary stress and secondary stress. Primary stress is the main stress in a particular word and is presented in phonetic transcriptions as /'/, as opposed to secondary stress that can be defined as “a distinguishable level of stress on a syllable other than one which carries a primary stress.” (Matthews 2014, 357) In phonetic transcription, the secondary stress is always shown as /,/. For English teachers it is important to teach correct placement of stress in words. This is because if a word is pronounced incorrectly or stress is put on a false syllable, the hearer might not be able to understand the message properly. As Kenworthy states: “experiments have demonstrated that often when a native speaker mishears a word, it is because the foreigner has put the stress in the wrong place, or because he or she mispronounced the sound of the word.” (2001, 18)

### **3.4.3. Sentence stress**

When taking sentence stress into consideration, it is also important to focus on rhythm as these two terms are interconnected. “English has a characteristic rhythm and listeners expect to hear all speakers use this rhythm.” (Kenworthy 2001, 19) Teachers need to pay attention to teaching rhythm as it is a crucial characteristic of the English language. In the English language, a particular rhythm is used that makes it a stress-timed language. In a stress-timed language “it is claimed that the stressed syllables recur at regular intervals of time (stress-timing), regardless of the number of intervening unstressed syllables.” (Crystal 2008, 456)

### **3.4.4. Intonation**

Intonation can be defined as “the way the voice goes up and down in pitch when we are speaking.” (Kelly 2004, 86) These changes in the movement of the pitch in one’s voice can also be called a ‘melody’. There are two main melodies in intonation, those being ‘rising’ and ‘falling’, which can also occur in combination. That means that in English, one can find rise-fall, fall-rise, rise-fall-rise etc. intonation. In the English language, the use of intonation is an important part of language, as it performs several functions in language. Intonation is used to signal various grammatical structures. In this case, intonation acts in the same manner as punctuation does in written form. Intonation is used to express various messages and by using intonation, the speaker can detect some grammatical functions such as statements or questions. (Kenworthy 2001, 11; Crystal 2008, 252). Thornbury presents three main functions of

intonation that are crucial to focus on, those are: grammatical, attitudinal and discursal. (2006, 110) The grammatical function of intonation had already been presented above. With regards to the attitudinal function of intonation, it focuses on feelings such as “interest, surprise, boredom, and so on – what is called high and low involvement.” (Thornbury 2006, 110). Discursal function of intonation covers “contrasting new information with information that is already known, and hence shared between speakers.” (Thornbury 2006, 110).

### **3.5. Teaching pronunciation**

It can be seen that even though the majority of teachers believe that teaching pronunciation is an extremely important part of foreign language teaching, pronunciation teaching has been a neglected part of teaching English, as many authors indicate. Those authors that can be named and that have been selected for this work as representatives are for example, Kelly 2004, Nunan 1995, Pennington and Rogerson-Revell 2019. There are a vast number of reasons why teaching pronunciation is not one of the primary focuses of teaching English.

Kelly names two main reasons as to why teaching pronunciation is neglected. One of the reasons is the fact that teachers do not have the necessary skill and education in the pronunciation area and they therefore lack confidence. Not only do they need further improvement in the theory of phonetics and phonology, but also, they need to gain more ideas of how to teach pronunciation, for example, what activities to use in the classroom. The result of this is that they are reluctant to teach in this field. The other reason why teaching pronunciation is being neglected, that Kelly states in his *How to Teach Pronunciation*, is the fact that when it is taught, it is more as a response to errors that learners might make, however, it is not included in teachers lesson plans. (2004, 11–14) As the author states “teachers should regard features of pronunciation as integral to language analysis and lesson planning.” (Kelly 2004, 13)

Nunan accentuates in his work *Language Teaching Methodology* the fact that “The influence of the first language seems to be much greater in relation to pronunciation in contrast with the acquisition of morphology and syntax.” (1995, 100) It is important to take the first language into consideration when teaching pronunciation and focus on the areas that might be difficult for learners of a particular language, as for different languages the difficulties will be in different areas of pronunciation teaching. Nunan states that due to this fact, gaining a native-like accent is rare, even for those learners that are able to acquire language well in other domains. To some learners that inability to speak English as a native speaker can be to some extent demotivating, however, gaining perfect pronunciation is not the main aim of teaching

and learning English pronunciation, as will be discussed later in this work. Nunan also mentions that when a language is being learnt after a certain age, learning pronunciation might be more demanding. This issue is called the ‘Critical period’, and will be briefly discussed further in this thesis. (Nunan 1995, 100–103)

Pennington and Rogerson-Revell’s notes about teaching pronunciation agree with Kelly’s in the fact that they feel that pronunciation is being taught only when some mistakes occur in a learner’s speech, rather than being planned and included in the teacher’s lesson aims. They believe that there is not enough pronunciation teaching being included in lessons. The reason that this lack of pronunciation happens in the teaching and learning environment is, according to Pennington and Rogerson-Revell, due to the fact that the education and school curricula does not offer enough room for practicing this part of the language. They believe that the teachers’ “hands are tied by the constraints of an inflexible curriculum.” (Pennington and Rogerson-Revell 2019, 174) The reason they believe it is designed in this particular way, is due to the fact that the examinations the learners have to pass in order to succeed in their education do not focus much on pronunciation. In their survey, teachers state that firstly they have to focus on the skills that are necessary for passing the given exams, as is demanded by the curriculum, and only then they can focus on the parts of language that they feel also need to be practiced. (Pennington and Rogerson-Revell 2019, 173–174)

### **3.5.1. Critical period**

Many books dedicated to educators teaching English as a foreign language mention the phenomenon called the ‘critical’, or also by some authors called the ‘sensitive’, period hypothesis when talking about teaching pronunciation. Those sources that acknowledge this phenomenon are, for example, *Pronunciation* by Clement Laroy, *Language Teaching Methodology* by David Nunan, or Gerald Kelly’s *How to Teach Pronunciation* and many others.

The term critical period hypothesis was firstly introduced in the year 1967 by the linguist and neurologist Eric H. Lenneberg. His main focus of his studies was the acquisition of the first language of speakers. The linguist and neurologist examined “the age at which it becomes too late for an individual to acquire language.” (Schouten 2009, 2) However, even in his work from 1967 there can be found some notes about how a person acquires a foreign language. Lenneberg states that after a person’s puberty finishes, it is more demanding to learn a foreign language. At an early age, one acquires language automatically and that disappears after puberty. It is then more difficult for a learner to gain knowledge of a foreign language and it also requires harder



work. Lenneberg also states that after puberty it is more difficult for a speaker to reduce their native accent when speaking in another language. (Lenneberg 1967, 175–176)

In his *Principles of Language learning and teaching*, H. Douglas Brown agrees with Lenneberg that the phenomenon known as the ‘critical period’ exists. He disagrees with the ‘classic’ definition of the critical period hypothesis that can be seen presented in some works that states that after puberty, one loses the ability to acquire a foreign language. Brown condenses this definition by stating that the critical period only affects the acquisition of the accent of a learnt foreign language. He studies the hemispheric lateralization of the brain. He explains it by stating the fact that “as the human brain matures, certain functions are assigned, or “lateralized,” to the left hemisphere of the brain, and certain other functions to the right hemisphere”. (Brown, 58) According to Brown, there is not a specific age at which the lateralization of the brain finishes, however, most of them believe that it occurs around puberty. The crucial part for this thesis is Brown’s explanation of the significance of accent when taking critical period hypothesis into consideration. Brown states that the speech muscles are being gradually developed from when a child is born until they reach puberty. Then, they have an entire phonemic control over their accent. It can be then seen that a learner, who has reached the age of puberty, will not be able to acquire native-like pronunciation of the foreign language they learn. (Brown, 57–65) Although there might be some exceptions, Brown confidently claims that “in terms of statistical probability [...] it is clear that the chances of any one individual commencing a second language after puberty and achieving a scientifically verifiable authentic native accent are infinitesimal.” (Brown, 63)

Even though there are authors that deny the notion of the critical period hypothesis, the author of this thesis agrees to some extent, with both Brown and Lenneberg, and believes that for acquiring, to some extent, a native-like pronunciation in a foreign language, it is important for the learners to start acquiring the language before puberty.

### **3.5.2. Pronunciation goal**

As it was previously mentioned at the beginning of the chapter ‘Teaching pronunciation’, teachers do not usually include teaching pronunciation in their lesson plans and only tend to focus on pronunciation when a mistake that can prevent understanding occurs in learners’ speech. There can be various reasons why this trend appears and those were already discussed. This part of the thesis focuses on the pronunciation aims that a teacher should achieve when teaching pronunciation. Firstly, it is important to mention that even though reacting to a pronunciation mistake is not sufficient enough, it is still a valid and a necessary part of

pronunciation teaching, especially if a certain mistake appears in a learners' speech more frequently. However, it should not be the only approach in teaching pronunciation.

It is important for teachers to set an aim, or also a pronunciation goal, they want to accomplish with their learners. The definition of the pronunciation goal can be seen as "the learning target that the teacher or learner sets in terms of the level of proficiency which a pronunciation student will have to achieve in order to communicate effectively". (Pennington and Rogerson-Revell 2019, 132) Pronunciation goals have been changing throughout history as different pedagogical approaches were presented and used. In the past, specifically predominantly in the 1950s and 1960s, as Pennington and Rogerson-Revell state (2019, 121) and Levis (2005, 370), the main goal for pronunciation was achieving native-like pronunciation. Levis addresses this goal as a 'nativeness principle' (2005, 370), however this goal is extremely difficult to attain and, what's more, "most people now think that this is an inappropriate goal for most learners." (Kenworthy 2001, 3) This pronunciation goal started to disappear with the introduction of communicative competence and its application in foreign language teaching. Nowadays, as many authors such as Kenworthy 2001, Pennington and Rogerson-Revel 2019, Kelly 2004 and Nunan 1995 present, the key goal in pronunciation teaching is for the learner to be intelligible. Roach, for example, states that the pronunciation goal is "to develop the learner's pronunciation sufficiently to permit effective communication with native speakers." (2013, 6) The authors also agree with the fact that in order for the learner to be intelligible, a knowledge of the proper use of suprasegmental features, specifically stress, rhythm and intonation, of pronunciation is crucial. However, it is important to mention that even though suprasegmental features are used more in pronunciation goals nowadays, one should not forget to also include teaching of segmental features, although not as intensively as the suprasegmental ones.

The topic of suprasegmental features was already introduced and discussed in this thesis and therefore it will not be commented on in this part. The issue of intelligibility will be now presented in more detail.

#### 3.5.2.1. Intelligibility

The main goal of intelligibility is for a speaker to be understood and for them to be able to carry their message successfully so that they are comprehensible. Having stated that, this goal can be seen as far more achievable than the previously mentioned goal of gaining native-like pronunciation.

As it can be seen, the goal of reaching intelligibility does not only focus on the speaker, but it involves the hearer as well and therefore has to be always treated as an interaction. (Kenworthy 2001, 15) The main goal of the speaker is to “speak with sufficient fluency that continuity in production and perception does not get disrupted.” (Pennington and Rogerson-Revel 2019, 133) Many authors (Kenworthy 2001, Pennington and Rogerson-Revel 2019, Levis 2005) state that it is crucial for the teacher to identify whom the learners should be intelligible to, and based on that set a specific goal of how to reach that level of intelligibility. It is different for a learner who needs to be intelligible to a native speaker who does not have any experience with non-native speakers, as opposed to a learner who will only communicate with other non-native speakers. These factors are always important to have in mind when planning what strategies to use to reach the specific goal. This thesis discusses teaching English pronunciation in the environment of school in the Czech Republic, therefore the central aim and primary focus for the educators is intelligibility between learners who are taught English as a foreign language and therefore are not native speakers of the language. However, teachers should also not forget the fact that their learners might come into contact with speakers whose first language is English.

#### 3.5.2.2. The Lingua Franca Core

For the learners of English as a foreign language “a set of minimum of phonological features required for mutual intelligibility” (Pennington and Rogerson-Revel 2019, 43) was introduced by the linguist Jennifer Jenkins that is called the Lingua Franca Core (also used in its abbreviated form LFC) and can be used internationally for all speakers of English as a foreign language. The reason for creating such a core is to “provide more realistic and achievable classroom teaching priorities than teaching the complete repertoire of native speaker phonology.” (Pennington and Rogerson-Revel 2019, 136) The set of phonological features that helps speakers to be intelligible that was presented by Jenkins, comprises of three core features. Those are: segmentals, nuclear stress and articulatory settings. (Jenkins 1998, 122–123) Concerning segmentals, Jenkins states that there are some segmental features that are presented as core sounds and which a non-native speaker might not pronounce properly and could lead to a misunderstanding. The primary segmentals, which when mispronounced can lead to unintelligibility, are firstly: the majority of consonant sounds, and secondly: the distinction between a long vowel and a short vowel. (1998, 122). The next phonological feature that Jenkins introduced is ‘nuclear’, or also called ‘tonic’, stress. Nuclear stress “is the main stress in the pronunciation and intonation of words [...], which receives [...] more emphasis than

surrounding syllables.” (Demirezen 2016, 538) Jenkins declares that even though the accurate production of nuclear stress is crucial, it is not very easy to teach, as in her opinion, pronunciation teaching is not given enough space in lessons. In her opinion, if this trend will carry on, it will continue disrupting intelligibility. (1998, 122). The last core feature, 'articulatory settings, which in Jenkins' opinion if successfully acquired “will both facilitate the production of core sounds and allow the speaker to manipulate these sounds to produce nuclear stress.” (1998, 123) Jenkins then presents a set of phonological features that when pronounced incorrectly, insofar as not following the pronunciation norm native speakers do, do not affect intelligibility. In her work, those features are word stress, features of connected speech (those being linking, assimilation, elision, and weak forms) and rhythm. (1998, 123)

It can be noted that the LFC does not correlate with what other authors presented as a pronunciation goal for learners of English as a foreign language. The features that Jenkins states as important for intelligibility, specifically teaching segmental features as a core of pronunciation teaching, are in opposition with what authors such as Kenworthy, Levis, or Kelly declare. It shows that even experts cannot agree on one specific aspect of what is the most important feature to teach. However, it can be seen that more authors lean towards the goal being to teach suprasegmental features and intelligibility. With that being said, segmental features should also be taken into consideration and taught.

### **3.5.3. Pronunciation norm**

When researching the topic of pronunciation norm, many authors (Kelly 2004, Kenworthy 2001, or Pennington and Rogerson-Revel 2019) do not use the term 'norm', however incline towards usage of the term 'pronunciation model'. This term is prevailing in the majority of the sources. What's more, some sources (e.g., Wells 1998) use the term 'standard'.

Jenkins identifies a distinction between 'pronunciation norm' and 'pronunciation model'. She states that when using the term 'pronunciation norm' it is concerned with using correct pronunciation, when no mistakes are allowed, and it is “invariable and has to be imitated independently of any considerations of language use.” (1998, 124). On the other hand, when using the term 'pronunciation model' it is used “as points of reference and models for guidance.” (1998, 124) Since nowadays the pronunciation goal is not to speak as a native speaker anymore but to be intelligible to others, the terminology 'pronunciation model' is more suitable for teachers of English as a foreign language. Kelly specified the term 'pronunciation model', with the sole focus on teachers and the way it is used in the classroom by defining it as “the pronunciation characteristics of the language a teacher presents to learners in the

classroom.” (2004, 14) Both of the definitions of ‘pronunciation model’ are applicable in the classroom, with a pronunciation goal that is set in the 21<sup>st</sup> century. Even though, according to Jenkins, there might be some differences in the definitions of those two terms, other authors do not treat them as being that contrasting and rather use them both similarly. What’s more, as this thesis is concerned with teaching pronunciation in the Czech Republic and the term ‘norm’ is used more often in Czech context, both terms will be considered as synonyms.

It is very important for teachers, who start teaching English as a foreign language, to choose one pronunciation norm when beginning with teaching, as switching between various norms can be, especially for learners at the beginner’s level, extremely confusing. However, when the learners acquire some fundamental knowledge of pronunciation, it is advised to introduce different variations of English pronunciation norms to the learners, so they are aware of various differences that each of the pronunciation norms contain. (Kelly, 2004) It is advised to choose a pronunciation norm, from a country where English is an official, or native language for the speakers of those said countries. There is a large variety of English pronunciation norms to choose from, for example: Canada, USA, Britain, Scotland, Ireland, Australia etc. However, there are two main norms that have been used as the most common English pronunciation norms for learners of English as a foreign language, and those are from Britain and the USA. The pronunciation norm that comes from the USA is called General American, and also in an abbreviated form as GA. British pronunciation norm has been called Received pronunciation, mostly known as an abbreviation RP. However, this term is used more in older sources and these days, the term General British (GB) is used more frequently. (Pennington and Rogerson-Revel 2019, 127; Cruttenden 2014, 326) The term accent is used in relation to these two norms, as it is “the way [...] pronunciation reveals [...] social and/or geographical background” (Thornbury 2006, 1) and those pronunciation norms are bound to the country they originated from.

One more pronunciation norm can be found in some bibliographies, that was introduced by Cruttenden (2014) and Jenkins (2000), as a reaction to the Lingua Franca Core. This pronunciation norm is called Amalgam English. According to Cruttenden, Amalgam English is used for those learners who are not in a need to “acquire a standard native-speaker-like accent” (2014, 327) and who may not encounter a native English speaker. Amalgam English is a combination of General British and General American, with some pronunciation characteristics of the native language of the learners. Cruttenden emphasizes that Amalgam English is used as a “category of productive or spoken competence” (2014, 372), however, those learners who use

this pronunciation norm should try to educate themselves more and aim for either General British or American norm.

As stated above, the two norms that are commonly used in English as a foreign language teaching environment are General British and General American. Not only have those two pronunciation norms been used worldwide and are therefore well-recognised, but also “a great many resources, including teaching resources such as textbooks and dictionaries, are based on these L1 accents.” (Pennington and Rogerson-Revel 2019, 127) In regard to what pronunciation norm to teach in the Czech Republic, Cruttenden states that what pronunciation norm to teach in the specific country depends on which country it has been influenced most by. He says that “GB remains the principal [...] to many speakers from continental Europe” (2014, 326), which the Czech Republic is. The Ministry of Education Youth and Sports in the Czech Republic developed national curricula, also known as Framework Educational Programmes (FEP), that “define the general obligatory framework for creating school curricula (School Educational Programmes) for all fields of study in preschool, basic education, art, language and secondary education.” (Národní ústav pro vzdělávání, 2021) The focus for teachers of English, or other, language as a foreign language need to pay closer attention in the subcategory of ‘Language and Communication Through Language’ where the category ‘Foreign Language and Second Foreign Language’ can be found. It is said there, that having the ability to communicate in another language other than one’s mother tongue will “provide a vivid language basis and the prerequisites for the pupils’ ability to communicate within an integrated Europe.” (Jeřábek et al. 2007, 19) As the FEP states, it concerns mostly with the ability to communicate through Europe, which means that the pronunciation norm to be used in Czech school system will be mainly General British.

#### **3.5.4. Principles and techniques in pronunciation teaching**

As previously mentioned, teaching pronunciation should always correspond with the lesson topic and aim so the learner can get a full view of the certain language aspect the teacher has introduced. Pronunciation teaching should not only be presented when a pronunciation mistake occurs in the learner's production, however, reacting to mistakes is also a valid method, but it should not be the only one. There are many principles and techniques on how to teach pronunciation. Some of them are integrated with other areas of language learning, however, the sole purpose is to focus on pronunciation. What’s more, Kelly highlights that it is important for the teacher to remember that pronunciation teaching occurs in two parts, those being teaching

productive and receptive skills. Both of those are crucial in pronunciation teaching as it helps the learners not only to be understood but also to understand. (2004, 15)

This part now focuses on principles and techniques in pronunciation teaching that help the learners both with production and reception.

#### 3.5.4.1. Drilling

“A drill is repetitive oral practice of a language item, whether a sound, a word, a phrase or a sentence structure.” (Thornbury 2006, 71). Drilling was introduced by behaviourist psychologists and was predominantly used before the 1960s in audio-lingual methods, when the main pronunciation goal was reaching native-like pronunciation. However, it is still used in lessons these days and it still has its role. Drills are used as a tool for improving accuracy and fluency, but also remembering new language elements. Drilling is usually firstly done chorally, where the whole class repeats after the teacher who models the target goal. After the choral drilling, learners then usually practice individually or in pairs. (Kelly 2004, 16; Thornbury 2006, 71; Pennington and Rogerson-Revel 2019, 121) Kelly introduces various types of drilling that are beneficial for teachers to use, those being: chaining (either back or front chain) which helps the learner with sentence pronunciation, ‘open pair’ drilling; where interaction is practised, for example questions and answers; or substitution drilling, where firstly a pronunciation of a certain sentence structure is drilled and then one word is substituted. (2004, 16–18). As it can be seen from the various forms of drilling, it is used for practicing sentence stress and intonation which are both parts of teaching suprasegmental features that correlate with the pronunciation goal.

#### 3.5.4.2. Audio

Audio materials are crucial tools when teaching pronunciation. Those materials can be used in two ways in pronunciation teaching – one is as a listening activity and the other one is when the learners record themselves.

##### 3.5.4.2.1. *Listening activities*

Listening activities are frequently used in the English teaching environment as they present the learner with various pronunciation models using a native speaker. In most cases, this is the only time learners can listen to native speakers of the English language. For example, in the Czech Republic, most of the English teachers that teach in schools are non-native speakers. There are many ways in which it is possible to use various listening activities in pronunciation teaching. Kelly suggests that before assigning a listening task, a teacher should introduce one aspect of pronunciation that they then practice, and afterwards the teacher plays a recording where the

learners listen to the specific aspect they previously practiced and listen to how it is pronounced in the certain recording. (2004, 21)

Pennington and Rogerson-Revel suggest using listening activities for practising receptive skills. They suggest using listening activities where learners focus on the pronunciation of vowel reductions and weak forms, by preparing a cloze exercise where students must fill in either contractions or function words that are not pronounced in full quality, such as conjunctions, prepositions or articles. Another activity they introduce is focusing on word or sentence stress, or intonation, where the learners are asked to mark stressed syllables or mark intonation. (2019, 182) They also suggest the technique of shadowing, when talking about using listening activities in pronunciation teaching. This technique is used when learners listen to a recording and immediately repeat what they hear without stopping the audio. They state that according to some studies, shadowing helps with the pronunciation of suprasegmental features. (Pennington and Rogerson-Revel 2019, 208)

#### 3.5.4.2.2. *Learners' recordings*

Kelly and Goodwin suggest that learners record themselves producing some short speech. Then, they either, according to the instructions, listen to themselves and self-evaluate, or give the teacher their recording back. The teacher then listens to the recording and notes those aspects of pronunciation that need improving, which they then practice. The learner then re-records themselves and compares their recordings in order to see some improvement. (2004, 21; 2014, 148)

#### 3.5.4.3. Minimal pairs

The definition of minimal pair is “pairs of words in which a difference in meaning depends on the difference of just one phoneme.” (Roach 2013, 51–53) When practicing minimal pairs, the learners are alerted that in some cases, when they mispronounce one phoneme in a word, they can change the meaning which might lead to a misunderstanding. As it can be noted, this technique in pronunciation teaching focuses only on the segmental level of pronunciation. Various exercises focusing on minimal pairs can be found in the majority of various teaching materials, as Pennington and Rogerson-Revel state. They also raise the question, whether minimal pair practice is essential in pronunciation teaching as in the majority of the cases it does not lead to misunderstanding and does not help with the goal of intelligibility. On the other hand, they agree with Kelly on the fact that in some circumstances, even if not that major, it is a valid teaching method, especially when the focus is on a particular phoneme that the specific learners struggle with. (2019, 436–437) Knowing that, minimal pair activities are valid in



pronunciation teaching, when the teacher focuses on those areas that learners of a specific language, in this case Czech, struggle with and can also lead to a misunderstanding.

#### 3.5.4.4. Kinaesthetic reinforcement

Teaching sentence stress and sentence rhythm is extremely challenging, and some teachers find these features of pronunciation unteachable (Kelly 2004, 13). However, it is an important part of pronunciation which, when produced well, leads to intelligibility and therefore it should be practiced. Goodwin introduces kinaesthetic reinforcement, that helps with internalising and learning the rhythm patterns. One of the ways to practice it is for students to listen to sentences and stand up on every stressed syllable, or the learners can also use different styles of kinaesthesia, for example clapping. Gestures can be also used in various ways, for example when teaching word stress – teacher holds up the number of fingers correlating to how many syllables there are in the specific word and points at that finger which syllable is stressed. (Goodwin 2014, 146–147) Another way in which the kinaesthetic reinforcement can be used is when teaching contractions, the teacher holds up two fingers, one for the pronoun and one for the auxiliary verb and then puts the fingers together to show the learners that these two words are pronounced as one. (Harmer 2012, 61)

#### 3.5.4.5. Pronunciation and spelling activities

It is very important for Czech learners of English as a foreign language to realise that unlike the Czech language, in English there is not a great correspondence between spelling and pronunciation. Even though English has 26 letters, there are 44 phonemes, therefore it is impossible for there to be a great amount of correspondence. There are various activities that serve as the goal for the learners realising the differences between pronunciation and spelling. Some of those are, for example, using homophones or homographs. For example, selecting the correct spelling based on what the learners hear. (Kelly 2004, 20)

#### 3.5.4.6. Bridging activities

Pennington and Rogerson-Revel discuss the fact that there are usually two different ways of what pronunciation technique and activity to introduce to the learners. On one hand, there are those activities that focus on controlled practice. Those are the types of activities such as drilling, where the learner does not have any input and they cannot adjust it themselves. Those controlled pronunciation activities usually focus on practising pronunciation of individual phonemes or words. The opposing activity, that Pennington and Rogerson-Revel notice occur quite frequently is a free communicative activity, those activities are not controlled, and they focus on the learners' ability to carry a meaning and on the fact how fluent they are. Pennington

and Rogerson-Revel then introduced activities called ‘bridging’. Those activities focus on both of the aspects that are presented in the controlled and free practice. Those bridging activities combine both, the form, the way the learner pronounces targeted activity, and the meaning. They suggest that combining both of the activities and creating one where both of the aspects will be practice is crucial for the learners to be able to communicate successfully. (Pennington and Rogerson-Revel 2019, 209)

#### 3.5.4.7. Teaching Rhythm

The ability to produce rhythm of English correctly is one of the main goals in English as a foreign language pronunciation teaching as producing rhythm properly leads to better intelligibility. What’s more, Goodwin suggests that activities for practising these aspects of pronunciation, due to its difficulty, should be presented in an entreating and interesting way to the learners. Goodwin suggests that for practising English language rhythm, the teacher should select such activities where the rhythm, the difference between stressed and unstressed syllables, are fairly obvious. The activities that Goodwin suggest a teacher should select are using for example poems, limericks, or various nursery rhymes. There is one more activity that is helpful when teaching pronunciation and that is Jazz Chants. Jazz Chants were introduced by the American teacher and musician Carolyn Graham. Graham combines typical conversational dialogues with a rhythmical music that encourage learners to pronounce those sentences and phrases using the correct rhythm. Not only this technique is extremely helpful for the learners, but also interesting and entertaining. (Goodwin 2014, 148)

Even though there are many more principles and techniques in pronunciation teaching, they will not be introduced here, as those presented above are the most frequently used and can be found in many different sources.

## 4. TEXTBOOKS

The use of textbooks has been an integral part of the learning environment for centuries and they still carry a crucial role in education. The first textbooks were found in archaeological findings of nations such as ancient Egypt, and they were also used in ancient Greece and Rome. A major development of the use of textbooks started when Johannes Gutenberg invented the printing press. What’s more, in the Czech Republic, the famous educator John Amos Comenius was the founder of the theory of modern school textbooks, with some parts of his theory still valid to this day, in the 21<sup>st</sup> century. (Průcha 1997, 270) Skalková implies that the textbook is one of the most important sources of knowledge for learners. (1999, 92) Before focusing on the

structure of a textbook and its specific characteristics, it is important to discuss whether the use of a physical textbook is still valid in the 21<sup>st</sup> century and whether it will not be replaced by only electronic materials. As Sikorová states, there is not a sign of this happening, as even in developed countries such as the USA or Japan, printed textbooks are still a crucial didactic tool and on average, learners work with textbooks on average 60% time in lessons. What's more she says that no electronic technology is able to replace textbooks in their full function. (2007, 5) Maňák agrees with Sikorová and says that a modern textbook has all the predispositions to be an essential tool in education, as it follows the core curriculum that is used in the certain subject. He reminds the readers that the reason for the textbook being a core didactic tool is the fact that nowadays it can be completed with other technological tools. (2008, 25) The author of this thesis agrees with both Sikorová and Maňák as she believes that the textbook is an irreplaceable part of education and is necessary for successful teaching and learning.

Before the functions and qualities of textbooks are introduced, the basic structure of a textbook will be discussed. As Sikorová states, a textbook is a hierarchically divided system, and every part of the system is connected. The basic model that she presents is a division into two parts – textual and those parts that are not textual. Textbooks then have verbal and visual components, and both of those components can be discussed into more details. Each of the components carry a quality that is used either for teaching or learning. (2007, 15–16)

The functions and qualities of textbooks will now be introduced. The main source for this part of the thesis was Estonian scholar Jaan Mikk, the reason for this being that the majority of other sources (such as Maňák et al. 2006, Sikorová 2007, Knecht et al. 2008, or Průcha 1997) present him as one of the primary sources when discussing the general overview of the functions and qualities of textbooks.

## **4.1. Textbook functions**

All texts, that are written with the purpose of being used in education (teaching and learning) are considered textbooks, although some authors, for example Mikk, state that only those books that “meet the requirements to educational texts: correspondence to curricula, the didactical elaboration of content, guiding learning etc.” (2000, 17) are considered textbooks.

Mikk (2000, 17–19) presents a set functions that textbooks should have, some of them are:

### **4.1.1. To motivate students to learn**

This is, according to Mikk, the fundamental function of textbooks. A textbook must engage learners, so they become curious and enthusiastic about the topics the textbook offers.

“Development of thirst for knowledge is the most important goal that school can achieve.”  
(Mikk 2000, 17)

#### **4.1.2. To represent information**

Textbook presents a set of educational content that represents the curriculum. The textbook is a curricular project that selects those educational concepts that represent the country’s politics and ideologies. (Průcha 1997, 273)

#### **4.1.3. Transformation of information**

“The texts are systematised and specially written in conformity with the goals and conditions of learning.” (Mikk 2000, 17)

#### **4.1.4. To guide students**

Textbooks are designed the way they are, so that they not only carry information, but also as a means for the learners to be guided through studying and so the learners are also active when using the textbooks. (Skalková 1999, 91)

#### **4.1.5. To teach learning strategies**

Being able to use effective learning strategies is one of the key competence learners should acquire in their studies. Knowing what learning strategies to use help them to then be able to use the textbooks more effectively and use them for self-study.

#### **4.1.6. Self-assessment of learning**

This function is, to some extent, dependent on the function of guiding learners in their learning processes. Then, the self-assessment helps the learners to self-assess and decide whether they need to improve some of the targeted learning activity. The way they can self-assess themselves is when the textbook also presents answer keys that answer the problems and questions presented in the textbook. (Mikk 2000, 18)

There are other functions of textbooks presented in Mikk’s work, one more to mention is the differentiation of learning, where he states that each learner needs a differently styled textbook in order to gain as much knowledge as possible, some of the learners need the text to be colour-coded, some of them need for example graphs and tables etc. What’s more, he also states that even in the same class, not all learners are on the same level of knowledge. He then suggests that the teacher should provide learners with two or three textbooks in each class that are on different levels, and with various designs so it suits a wider range of learners. (Mikk 2000, 18)

## **4.2. Textbook quality**

The previous part of the thesis described various functions textbooks can carry. This part focuses on the characteristics and aspects that describe the quality of textbooks. Mikk introduced four main characteristics: the content, the readability of textbooks, how interesting a textbook is, and illustrations found in a textbook. (2000, 20–22)

### **4.2.1. Content**

The most crucial part of a textbook is a proper content selection. The content of the textbooks must coincide with the curriculum, as they are its component. (Mikk 2000, 20) Textbooks being a part of the curriculum mean the fact that they “present a cut of planned content of education.” (Průcha 1998, 268) If the content of textbooks is not in agreement with the curriculum, it cannot serve its purpose and therefore cannot be used in schools. What’s more, Mikk also states that the content of textbooks should “be connected with life in a society” (2000, 20) and that they also “should give some systematic basis for comprehension of the science under study.” (2000, 20) The content of the textbooks is primarily transferred through a verbal text which is, according to Průcha, its most important intermediary. He says that due to that, the structure and quality of the text plays a great role in the quality of textbooks. (Průcha 2006, 14) Mikk also states that “questions, problems, and tests for self-assessment” (2000, 22) should be presented in textbooks and that they carry an important quality. This part of the textbook’s structure gives learners the opportunity to repeat the content that was introduced, and it helps them not only to test themselves, but also to develop their thinking skills. (Mikk 2000, 22)

### **4.2.2. Readability**

Another crucial part of textbooks and their quality is a characteristic called readability. As the name suggests, readability is concerned with how easy or difficult a text is for the learners and whether it is comprehensible or not and how accessible it is for them. It is important for the learners to understand the text that is presented in textbooks, so their learning and knowledge gain is possible and successful. Readability is not only concerned about comprehensibility, but also how interesting the texts presented in the textbooks are. What’s more, there are special methods, which are able to measure the readability of textbooks. (Průcha 1998, 40)

### **4.2.3. Interestingness**

As it was mentioned above, how interesting textbooks are, correlates with their readability. What’s more, when discussing the functions of textbooks, the first one was to motivate students to learn, and to do so, textbooks must be interesting. Mikk says that in order for textbooks to be interesting, they have to be comprehensible and only then can they be interesting. He mentions

various ways textbooks can be interesting. Some of the techniques that can be used are, for example, to present ideas that might be conflicting, and due to that, learners become engaged. Some texts can carry more emotional quality that can make it interesting for learners. The last way textbooks can be interesting that he mentions is when in the textbooks there is information about specific people that lived, or still do, which is then also supported, for example, by their photographs. (Mikk 2000, 21–22)

#### **4.2.4. Illustrations**

Illustrations can be found in textbooks for many reasons. The first of them is the fact that they make the textbooks more interesting for the learners, which encourages the learners' curiosity. Another reason is that there is a relation between written texts and illustrations, or some graphs, tables, schemata etc. The number of illustrations has risen rapidly in the past years, and it is important to find a good balance between the texts and the illustrations, so the illustrations are not a prevailing component in textbooks. (Mikk 2000, 22; Skalková 1999, 91)

### **4.3. Textbooks as a teaching aid**

The aim of the thesis is to learn how teachers work with textbooks when teaching pronunciation, therefore textbooks as a teaching aid will be discussed in this part. Firstly, it is important to define what a teaching aid is. Merriam-Webster online dictionary defines a teaching aid as “an object (such as a book, picture, or map) or device (such as a dvd or computer) used by a teacher to enhance or enliven classroom instruction.” (Merriam-Webster, 2021) A textbook is one of the most important teaching aids in education.

Greger says that teachers use textbooks as a primary source when planning a lesson and what's more, he claims that according to some studies, teachers use textbooks more for their lesson planning than curricular documents. Even though teachers use textbooks as the primary source, the amount of their use differs mainly according to two variables. One of those variables is the length of teaching practice – Greger says that the longer the teacher has been teaching, the less they use the textbooks. The other variable is the teachers' qualification, the less educated the teachers are, the more reliant on the textbooks they are. (2006, 26)

Greger also presented a study done by Chall et al., who determined three different styles of how teachers work with textbooks. Those are:

Direct-lesson approach – here, the teacher primarily works with the textbooks and the texts in them.

Study-skill approach – the teacher shows the learners how to use the textbooks to gain information, the textbooks serve as a guide, in these lessons discussion is more frequent.

Multiple-resource approach – the textbooks are used as one of the teaching aids, but other aids are used on the same level.

(Greger 2006, 26–27)

It is also important to state that the use of textbooks depends on the subject that is being taught. The subject where textbooks are used the most are foreign languages, according to Průcha the average use of textbooks in one foreign language lesson is 91,2% - in the book the foreign language taught was Russian. (Průcha 1997, 295) It is then possible to assume that the use of textbooks will be the main source of English as a foreign language teaching.

#### **4.4. Foreign language textbooks**

One of the main aids in teaching a foreign language are textbooks. The general aspects of textbooks have already been introduced, however, textbooks that focus on teaching a foreign language carry some specific characteristics that will be discussed now. Firstly, it is important to mention that foreign language textbooks are expected to carry all the characteristics that have been mentioned above in order to be able to provide as effective a teaching and learning experience as possible.

The most important aspect of foreign language textbooks that needs mentioning is the fact that they do not only contain one textbook but rather are provided as a whole packet. This packet firstly includes a textbook, also called a student's book, for the learners, where the prevailing part of the content is concerned with explanations, even though some activities for practice can be included as well. Secondly, the packet contains a workbook, where exercises to practice targeted skills are provided. This helps the learners not only to practice learned skills, but also offers the opportunity to self-educate. The next one is a teacher's book, sometimes also called teacher's guide, that helps the teacher with the way how to use the student's book in order to provide as beneficial learning as possible. CDs, or a different means of sharing the audio recordings, and sometimes, also supplementary DVDs and an online representation of the textbook and workbook that can be then shared on an interactive board. (Harmer 2012, 180–181; Byrd and Schuemann. 2014, 385; Kubrická 2014, 56)

Foreign language textbooks focus on four skills that are necessary to teach when teaching a foreign language, those skills are: listening, speaking, reading, and writing. Those

four skills should be evenly balanced throughout the textbook and the other materials. What's more, these four skills are then practiced throughout various thematic contents that, if the textbook is of a good quality, should be interesting, it should have a good readability, and be in accordance with the curriculum. (Tze-Ming Chou, 2010; Byrd and Schuemann. 2014, 387; Harmer 2012, 180–181)

## **SUMMARY OF THE THEORETICAL PART**

There are various important topics that the theoretical part mentions, the first one being the term communicative competence. It is crucial not only for the teachers of English as a foreign language, but also the researchers conducting various study focusing on pronunciation to realise, that pronunciation is not represented in English as a foreign language teaching as an individual unit, but it is a part of a broader term. This term being communicative competence. It is important to realise what model of communicative competence to focus on in pronunciation teaching, as there are various models that are focused on education. Both the teachers and the researchers should select the one that is mostly in correlation with their aim and place of teaching and research conducting.

The following part of the theoretical section discuss the term pronunciation in general terms and how it is a part of a communicative competence. Since the thesis is concerned with teaching English as a foreign language, English pronunciation was introduced, and its segmental and suprasegmental features. The topic of pronunciation teaching is discussed in detail, the nowadays aim and how teachers treat pronunciation. It is important to notice that pronunciation teaching is still developing, many teachers, even though they realise that pronunciation is a very important part of English language teaching, they still struggle with integrating it. On one hand they find the topic of pronunciation teaching very interesting, on the other hand they are, to some extent, afraid to teach it, mainly due to the fact that they do not feel confident enough and believe they lack general knowledge about pronunciation. The nowadays goal, intelligibility, is still being introduced and is not fully incorporated in the curriculum. The goal intelligibility started arising when communicative competence and its application in foreign language teaching were introduced. When focusing on teaching intelligibility, it is also important to focus on following one pronunciation norm. There can be seen various pronunciation norms when it comes to English as a foreign language teaching, the decision on what norm to focus on is mainly on the location of the country English is taught and what norm it inclines to more. In the context of the Czech Republic, the General British norm is used more frequently, however it is important for the teachers or researchers to find



what norm is being used at the particular place. Various techniques and methods of pronunciation teaching were introduced, even though the author of the thesis is aware of the fact that the introduced techniques and methods are just a small sample and there are many more to use. The last part of the theoretical part of the thesis focuses textbooks. The use of textbooks is a crucial element in any teaching and learning environment, it helps the learners to acquire knowledge. What's more, even in this modern era and the wide spread of various electronic devices, printed textbooks have still an irreplicable role in teaching. However, in order for a textbook to be able to offer a beneficial learning experience, it has to carry specific functions and qualities. If some of those functions and qualities presented in the theoretical part are not presented in the textbook, it can lead to the learners' inability to acquire the knowledge. The subchapter of this theoretical part also offers a brief introduction of how the textbook can be used, either as the main source of the lesson, or as a supplementary material. The final section of the theoretical part focuses on foreign language textbooks, as this thesis focuses on the use of textbooks in English language teaching. The most important factor in foreign language textbook is the fact, that it needs to be considered not as just one book, however it is a whole packet. Majority of the foreign language textbooks contain not only the book for the learners, but also Workbook, Teacher's book and audio materials. Sometimes the packet can also include some extra online activities both for the teachers and the learners. It is then apparent that foreign language textbooks are a necessary part of any successful foreign language teaching.

## **PRACTICAL PART**

The practical part presents realisations of the theory introduced in a practical example.

### **5. THE AIM OF THE RESEARCH**

As it was presented in the theoretical part, teachers believe that teaching pronunciation is a very important aspect in English as a foreign language teaching, even though it is sometimes neglected. Various techniques of teaching pronunciation were presented, most of which can be found in the textbooks the teachers work with. As discussed, textbooks are a crucial part of teaching English as a foreign language. The aim of the research is to analyse whether teachers at a specific school teach pronunciation and, specifically, how they use textbooks when teaching pronunciation. The core aim of the thesis, and specifically the practical part, is to answer these research questions which have arisen from the theoretical part:

*What opportunities in pronunciation acquisition does the textbook offer?*

*How do the teachers work with the textbook when teaching pronunciation?*

### *How do the teachers evaluate the textbook concerning teaching pronunciation?*

In order to be able to answer these research questions, and as suggested by Denscombe, two research tools for data collection will be used. (2007, 37) The two tools for data collection will be through textbook analysis and semi-structured interviews.

#### **5.1. The research sample**

This small-scale research was conducted at a grammar school Gymnázium Omská in Prague. This school carries two educational programmes – an 8-year one and a 4-year one. Gymnázium Omská is a state school, its statutory authority is the capital of the Czech Republic – Prague. The learners of the eight-year programme usually begin their education at this school at the age of 11 and finish it when they turn 19. The four-year programme is attended by learners usually from the age of 15 and finish it at the same age as those of the eight-year programme. Gymnázium Omská follows two School Education Programmes (SEP) based on whether the learner studies the eight-year or four-year programme. The eight-year programme is based on the Framework Educational Programme for Basic Education (also used in the abbreviated form FEP BE) and the Framework Educational Programme for Upper Secondary General Education (the abbreviated form FEP USGE). The School Education Programme for the eight-year programme is divided into two parts: a lower and a higher stage of the eight-year education, where the lower one is for the first four years of the study (in Czech called: *prima*, *sekunda*, *tercie*, and *kvarta*) and follows the FEP BE, whereas the higher one follows the FEP USGE and it is aimed for the fifth year up to the eight year of the learners' studies (in Czech those grades are called *kvinta*, *sexta*, *septima*, and *oktáva*). The four-year programme follows the Framework Educational Programme for Upper Secondary General Education. (Omská, 2021c)

The teachers who took part in the semi-structured interviews are educators at gymnázium Omská. There are altogether ten teachers of English as a foreign language teaching at the school, however only five were interviewed. The reason for that is the fact that the research focuses solely on one textbook and so only those teachers, who use this specific textbook were able to be interviewed. More detailed information about the teachers will be presented in the interview section of the thesis.

#### **5.2. Textbook evaluation**

The evaluation will consist of the textbook Maturita Solutions Intermediate Third Edition. The components of the textbook are a Student's Book, a Workbook (with online audio recordings), an Essential Teacher's Book – a printed book with answer keys and audio scripts for both the Student's Book and Workbook, a Teacher's Resource Disk – a CD including a Teacher's Guide

with the teaching notes for every lesson, and worksheets, Class Audio CDs and a Classroom Presentation Tool (for an interactive board). The focus of the evaluation will be on the amount of pronunciation exercises and tasks presented in the books and what opportunities in pronunciation acquisition the textbook offers. It is also important to define what is the difference between an exercise and a task. An exercise is “an activity that involves the controlled manipulation of the forms of the language.” (Thornbury 2006,78) A task is “a classroom activity whose focus is on communicating meaning.” (Thornbury 2006, 222) Pronunciation exercises and tasks are then considered those activities whose main purpose is to practice or learn some aspect of pronunciation, or those activities where the understanding of one’s speech and their pronunciation is crucial to fulfil the exercises or tasks. It will then be discussed if those activities are in accordance with the general pronunciation goal and the School Education Programmes.

Maturita Solutions Intermediate Third Edition is used in the eight-year programme in kvarta and kvinta and in the four-year programme in the first and second year. The textbook consists of ten units, the first of which is called ‘Introduction’, and then followed by nine numbered units. Kvarta and the first year of the four-year programme cover the Introduction unit and then units 1, 2, 3, and 4. Kvinta and the second year of the four-year programme cover units 5 – 9. The introduction unit consists of two sub-parts focusing on vocabulary and two sub-parts focusing on grammar, units 1 – 9 consists of 8 sub-parts A – H where it always follows the pattern: A – Vocabulary, B – Grammar, C – Listening, D – Grammar, E – Word Skills, F – Reading, G – Speaking and H - Writing. After every other unit (1, 3, 5, 7, and 9) there is one more section called Exam Skills Trainer. (Falla and Davies 2017, 2–3)

The evaluation will discuss all the units in more detail, always focusing on what can be found in the Student’s Book, Teacher’s Resource Disk (specifically Teacher’s Guide), and Workbook. Then, an overall table will be introduced presenting the amount of pronunciation activities occurring in the three materials.

### **5.2.1. Introduction unit**

#### **5.2.1.1. Student’s Book**

The introduction unit of the Student’s Book, which consists of 36 exercises and tasks, does not contain any exercises and tasks deliberately focusing on pronunciation.

#### 5.2.1.2. Teacher's Guide

In the Teacher's Guide two vocabulary exercises are pointed out with the note asking the teacher to check the meanings of the vocabulary and practice their pronunciation, however, it was not mentioned how to practice it.

#### 5.2.1.3. Workbook

Out of the twenty-one exercises and tasks in the introduction unit of the workbook there are not any that focus on pronunciation. At the end of the Workbook, a wordlist is presented that includes the English word, a phonetic transcription, and the Czech translation. However, it is not included in any of the exercises and tasks.

### 5.2.2. Unit 1

#### 5.2.2.1. Student's Book

There are 74 activities in the Student's Book and six of them focus on teaching pronunciation. Most of the pronunciation activities are in unit 1C called 'Family tensions' that included 4 of the six mentioned activities. The pronunciation activities focus on the attitudes of a speaker and their tone of voice. This part of the unit focuses on teaching the suprasegmental features, specifically the attitudinal function of intonation and both receptive and productive skills. (See Appendix 2) One of the pronunciation exercises is concerned with the pronunciation of 'used to'.

#### 5.2.2.2. Teacher's Guide

Except for the pronunciation activities that were already discussed, the Teacher's Guide offers five more extra activities, focusing again on practicing pronunciation of individual words in the vocabulary exercise and once practicing the pronunciation of phrases such as 'Could you please ...?', or 'I wonder if ...'. Interestingly, when prompting the teacher to practice pronunciation of individual words, the Teacher's Guide notifies the teacher to use the wordlist at the end of the Workbook.

#### 5.2.2.3. Workbook

Out of the 57 activities that are in the Workbook in Unit 1, seven of them focus on pronunciation. Those activities are also in the unit 1C and again, focus on the attitudinal function of intonation. At the end of the Workbook, new vocabulary is introduced including phonetic transcription, however, it is not mentioned in any of the activities.

### 5.2.3. Unit 2

#### 5.2.3.1. Student's Book

Unit 2 contained 62 tasks and exercises and out of this number of activities one exercise focuses on pronunciation. The focus of the pronunciation exercise is to listen and repeat the pronunciation of compound nouns (such as flood light, football pitch, tennis player, etc.) and then decide whether the primary stress is on the first or second word. That means that the focus of the pronunciation activity is again on suprasegmental features.

#### 5.2.3.2. Teacher's Guide

Except for the one pronunciation activity that was already discussed, the Teacher's Guide provides the educators with six more activities, five of them are again focused on using the correct pronunciation of the new vocabulary introduced in the units. The last pronunciation activity tells the teachers to encourage the learners, when listening to a recording, to also listen to the tone of voice of the speakers as one of the listening strategies to help them with answering questions that were asked in one listening activity.

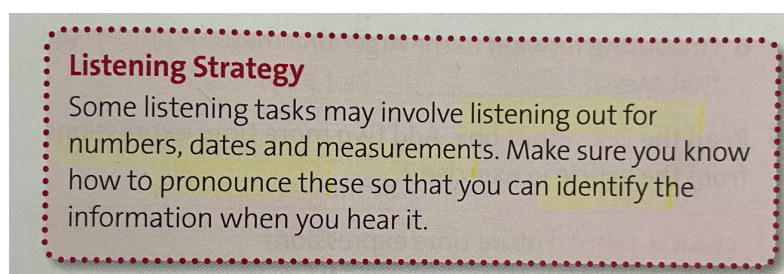
#### 5.2.3.3. Workbook

Unit 2 in Maturita Solutions Workbook does not contain any activities focusing on pronunciation, only the new vocabulary is presented at the end of the Workbook.

### 5.2.4. Unit 3

#### 5.2.4.1. Student's Book

Out of the 73 activities presented in this unit, there are 8 that focus on pronunciation. Six of those activities are a part of listening exercises, therefore they are to help develop receptive skills. Four are in one unit, where the focus is on understanding various numerals. The listening strategy presented states:



**Figure 5.** Listening strategy. (Falla and Davies 2017, 33)

The following four listening activities are then focused on listening for specific information, where the information is found through the correct understanding of the numerals pronounced, so whether the learners find the recordings intelligible. The first activity also encourages the

learners to say the numerals, so they practice their pronunciation. The other two listening activities prompt the learners to listen to the speaker's tone of voice to be able to select the correct answer.

The last two activities, where pronunciation is an integrated part, is the explanation of homonyms and the way they can be distinguished. The learners are asked to look at highlighted homonyms (for example: exercise, show, record, etc.) and translate the said words.

#### 5.2.4.2. Teacher's Guide

The Teacher's Guide presents six more extra pronunciation activities than can be found in the Student's Book. Four of those are, as can be seen in the previous units, focusing on pronunciation of individual words. Two of those activities are concerned with the pronunciation of numerals, specifically on the productive skills. The Teacher's Guide prompts the teachers to encourage the learners to read aloud.

#### 5.2.4.3. Workbook

Except for the wordlist containing the new vocabulary with their phonetic transcriptions that are presented in Unit 3, there are 4 pronunciation activities. As well as in the Student's book, three of the pronunciation activities focus on receptive skills and the learners' understanding of the pronunciation of various numerals. One activity prompts the learners to read aloud written numbers and measurements.

### 5.2.5. Unit 4

#### 5.2.5.1. Student's Book

This unit does not contain any pronunciation activity in the Student's Book. Even though there is one exercise focusing on dictionary work, where the verb 'take' is presented as a dictionary entry, including phonetic transcription, none of the exercises and tasks acknowledge the transcription.

#### 5.2.5.2. Teacher's Guide

The Teacher's Guide contains four pronunciation activities, where it asks the teacher to check the learners' pronunciation of the new vocabulary introduced. One of the activities is concerned with phrases, so the guide not only asks the teachers to check pronunciation, but also intonation.

#### 5.2.5.3. Workbook

The Workbook does not contain any activities focusing on pronunciation, similarly to the Student's Book, it presents a dictionary entry including the phonetic transcription, however, the

transcription is not acknowledged. Again, a new vocabulary is presented at the end of the Workbook.

### **5.2.6. Unit 5**

#### **5.2.6.1. Student's Book**

In this unit, the Student's Book provides one pronunciation activity that is included in a listening activity including modals in past tenses. The learners are provided with a dialogue, and they are asked to determine the pronunciation of the auxiliary verb presented.

#### **5.2.6.2. Teacher's Guide**

The Teacher's Guide includes one drilling activity, that is the pronunciation of the modals in the past tense, especially the auxiliary verb, such as "Somebody must have used your account." (Falla and Davies 2017, 56) Except for this drill, there are two more activities focusing on checking the learners' pronunciation of the new vocabulary presented.

#### **5.2.6.3. Workbook**

The Workbook does not provide any pronunciation activities.

### **5.2.7. Unit 6**

#### **5.2.7.1. Student's Book**

This unit contains one pronunciation exercise focusing on the stress placement in words, specifically noun–adjective pairs such as creative – creativity, where the learners are supposed to decide whether the stress is the same or different in the pair.

#### **5.2.7.2. Teacher's Guide**

Following the exercise in the Student's Book focusing on stress placement, the Teacher's Guide not only asks the teachers to check the students' decision about the stress placement, but also encourages the learners to listen and repeat the noun–adjective pairs. The Teacher's Guide then presents three other activities focusing on the learners' pronunciation of new vocabulary introduced.

#### **5.2.7.3. Workbook**

Again, the Workbook does not provide any pronunciation activities in Unit 6.

### **5.2.8. Unit 7**

#### **5.2.8.1. Student's Book**

The Student's Book does not include any pronunciation activities.

#### 5.2.8.2. Teacher's Guide

The Guide provides teachers with three pronunciation activities that are concerned with checking the pronunciation of the new vocabulary.

#### 5.2.8.3. Workbook

Except for the wordlist at the end of the Workbook, this unit does not include any pronunciation activities.

### **5.2.9. Unit 8**

#### 5.2.9.1. Student's Book

The Student's Book does not provide the learners with any pronunciation tasks or exercises.

#### 5.2.9.2. Teacher's Guide

The Teacher's Guide notifies the educators twice to check the learners' pronunciation of the new words that are introduced.

#### 5.2.9.3. Workbook

The Workbook does not contain any pronunciation activities.

### **5.2.10. Unit 9**

#### 5.2.10.1. Student's Book

In this unit, one pronunciation exercise can be found in the Student's Book. The exercise focuses on the pronunciation of the weak form of an auxiliary verb and asks the learners to read aloud the provided sentences.

#### 5.2.10.2. Teacher's Guide

The Teacher's Guide provides four extra pronunciation activities, again focusing on checking how the learners pronounce the newly introduced vocabulary. One of the activities also encourages the teacher to practice the pronunciation of the words.

#### 5.2.10.3. Workbook

This unit does not include any activities to help the learners practice their pronunciation.



The summary of the occurrence of pronunciation activities can be shown in this table:

Activities	Student's Book		Teacher's Guide		Workbook	
	All	Pronunciation	All	Pronunciation	All	Pronunciation
Introduction	36	0	36	2	21	0
Unit 1	74	6	74	11	57	7
Unit 2	62	1	62	7	52	0
Unit 3	73	8	73	14	49	4
Unit 4	68	0	68	4	50	0
Unit 5	74	1	74	3	48	0
Unit 6	64	1	64	5	51	0
Unit 7	71	0	71	3	50	0
Unit 8	68	0	68	2	48	0
Unit 9	74	1	74	5	47	0
Summary	664	18	664	56	473	11
%		3%		8%		2%

**Figure 6.** Summary of occurrence of pronunciation activities.

A detailed table is now presented focusing of what areas of pronunciation are presented and trained in the Maturita Solutions Intermediate textbook:

understanding pronounced words	8
understanding intonation	2
pronunciation of words	39
production of word stress	2
pronunciation of phrases	1
production of intonation	12
pronunciation of weak forms	3

**Figure 7.** Areas of pronunciation activities.

All the activities are concerned with suprasegmental features, there is not one activity that focuses on segmental features. The majority of the activities focus on the pronunciation of individual words. The activities are also in accordance with the pronunciation goal which is intelligibility and focusing on suprasegmental features.

Even though pronunciation activities are not densely represented, as it can be seen in Figure 6, the Student's Book and the Workbook offer quite a range of opportunities for practising pronunciation. The Student's Book consists of 93 listening and 171 speaking

activities, all of which can be used and adapted so some pronunciation features can be practised there. The Workbook offers 43 listening activities and 9 speaking ones. What's more, as it was mentioned above, in the detailed analysis (for example Unit 4 – Student's Book), there can be found activities involving the use of a dictionary that can provide an opportunity for the learner to work with the phonetic transcription. What's more, various reading exercises are presented in the textbook and the learners, if the teacher is inclined to do so, can prompt them to read some passages aloud.

It is now important to decide whether those pronunciation activities are in agreement with the School Education Programme. As it was mentioned above, gymnázium Omská follows two separate School Education Programmes, one for the eight-years of study and one for the four-years of study. Firstly, the general characteristics and aims, including key competencies of English as presented in the SEP will be presented, then the detailed expected and school outcomes will be discussed, focusing on those grades, where the textbook Maturita Solutions Intermediate is used.

#### **5.2.11. Eight-year programme**

One of the crucial aims of English language teaching as presented in the School Education Programme is to acquire the language as a means of communication. The learners are guided to the understanding that English serves as an important tool in lifelong learning. Concerning pronunciation, the competence to focus on is a communicative competence. As the School Education Programme states, the communicative competence not only develops all four main skills, but it also introduces the learners to the suprasegmental features of pronunciation. The suprasegmental features mentioned in the SEP are sentence stress and intonation. The teacher is also asked to teach the learners to be consistent in using one pronunciation norm and that is the General British pronunciation. (Omská 2021b; 44–45, 328, 330)

Concerning the eight-years of study programme, the focus is on the expected outcomes and school outcomes after finishing the years kvarta and kvinta. The expected outcomes for kvarta and kvinta are:

The learner reads aloud, fluently and phonetically correct, texts of reasonable size and content.

The learner understands simple and clearly pronounced speech.

The learner distinguishes individual speakers in spoken speech, identifies different styles and emotional colours, as well as the opinions of speakers.

The learner communicates fluently and phonetically correctly. (Omská 2021b; 62, 332, 336)

The school outcomes for kvarta and kvinta are:

When working with a dictionary, the learner also works with the transcription.

In conversation, the learner commonly pays attention to intonation, and by using it, he or she can express their feelings or understand the feelings of a speaker. (Omská 2021b; 62, 332)

It can be seen that not only the general characteristics and aims are in agreement, but also the majority of the expected outcomes and school outcomes of the School Education Programme for the 8-year study programme are in accordance with the pronunciation activities that are presented in the textbook and the opportunities that the textbook offers.

#### **5.2.12. Four-year programme**

The characteristics and aims of the four-year programme are fairly similar to the ones presented in the eight-year study programme. The aim of the English teaching and learning programme is to be able to use the language effectively and as a means of communication. Concerning communicative competence, the teacher should not only develop the four skills (speaking, listening, writing and reading), but also, when focusing on pronunciation, teach suprasegmental features of pronunciation, such as intonation and sentence stress. As already presented in the SEP for the eight-year study, the pronunciation norm is predominantly General British. (Omská 2021a; 43, 45)

Concerning the four-year study programme, the focus is on the expected outcomes and school outcomes after finishing the first and second year. The expected outcomes are:

The learner distinguishes individual speakers in spoken speech and identifies their opinions.

The learner communicates fluently and phonetically correctly. (Omská 2021a; 47, 51)

The school outcomes for the first and second years are:

The learner reads, aloud and phonetically correct, texts of reasonable size and follows a natural intonation of the read text.

When using the dictionary, the learner is also able to work with the transcription. (Omská 2021a; 47, 53)

All of those characteristics, aims and outcomes, even though not all of them are presented clearly in the textbook, are in agreement with the pronunciation activities and the pronunciation opportunities that the teachers are offered in the textbook.

### 5.3. Interviews

The second tool for the data collection that is used in this thesis are one-to-one semi-structured interviews. The use of the semi-structured interview was selected due to the fact that even though there are a set list of topics that need to be covered, it is possible for the interviewee to be able to speak more freely and discuss the topic into more detail. The open-ended questions give the interviewee more space to express themselves. (Denscombe 2007, 176)

The interview was conducted in such a way to help the author of this thesis to answer the three research questions. (*What opportunities in pronunciation acquiring does the textbook offer? How do the teachers work with the textbook when teaching pronunciation? How do the teachers evaluate the textbook concerning teaching pronunciation?*) Before these questions could be answered, it was also important to ask the teachers about their overall attitude towards teaching pronunciation, as some educators are reluctant to teach pronunciation (see p. 23 of this thesis). What's more, the author of the thesis believes that it was important to ask them some general questions, in order to ascertain how much teaching experience they have, and whether they were able to participate in the selection of the textbook they used.

Before piloting the interview, the researcher acquainted herself with the interview skills she might need when interviewing the teachers. She used the help of the publication *The Good Research Guide*, where various interview skills are presented. Those skills, as presented, are for example: good body language, the ability to cope with being silent, using prompts and probes, or being unbiased. (Denscombe 2007, 190–191) The interviews were conducted in the Czech language, as the researcher believes that, since both the interviewer and interviewees' mother tongue was Czech, it not only avoided any misunderstanding that may have occurred, but also, she felt that the teachers were willing to share more information when the interview was conducted in their mother tongue.

All the interviews were conducted online through the Microsoft software platform called MS Teams. The reason for selecting this online platform rather than meeting the interviewees personally was due to the fact that because of the pandemic of Covid-19 all schools were closed until mid-May 2021 and the teachers were teaching online. However, this was beneficial for the research because MS Teams offers the users to record their online communication. The benefit of this was that the researcher was able to focus only on the interviewee and did not have to worry about writing down their answers or making sure their recording device worked well and the recording would be intelligible. After, the recording was then rewritten so it could then be analysed. All the interviewees were informed of the fact that the interview was going to be recorded and they all signed informed consent, in which they

acknowledged that they would be recorded for the purpose of this thesis and that the recording would not be used anywhere else.

The interview period took place from mid-February until March, starting with creating the interview questions, piloting, altering the questions and then interviewing the teachers. The first interview questions were prepared in advance (see Appendix 3 – the interview questions are presented both in English and Czech) and piloted on the 5<sup>th</sup> of March 2021. The interviewee was the researcher's university colleague, who teaches English and for her teaching she often uses textbooks. The textbook she uses in her teaching was not Maturita Solutions Intermediate, but because this interview was only a pilot one, it did not present any problems. The main aim of the piloting was to identify how well the interviewee reacts to the questions and whether the interview helps the interviewer to answer the research questions. After the interview was done, the researcher, together with her supervisor, agreed on the fact that it was not sufficient enough and was not perfectly in accordance with the research questions. The main problem was the fact that even with prompting, the interviewer did not gather enough information about the teacher's general opinion about the textbook and more information about the way they use it, which is the main aim of the thesis. Due to this fact, the author of the thesis rewrote the interview (see Appendix 4 – the interview questions are presented both in English and in Czech). The second pilot interview took place on the 11<sup>th</sup> of March 2021. The interviewee was the researcher's husband, who is an English as a foreign language teacher and who teaches at elementary school. The interview was conducted successfully, no other alterations were necessary to be performed. After the successful pilot interview, all English teachers from gymnázium Omská were contacted. The reason for selecting this school was the fact that the researcher's teaching practice took place at that school, so the teachers were already acquainted with her. The researcher's mentor informed the rest of the teachers about the researcher's diploma thesis and the researcher was then able to contact them. The author of the thesis contacted the teachers through MS Teams chat per her mentor's suggestion. She informed them about the thesis, shared with them the thesis' title and her focus – she specifically stated that she was only focusing on Maturita Solutions Intermediate, third edition. Out of the ten English teachers, five of them used this specific textbook in their lessons and they were all willing to be interviewed. The interviews were done from the 15<sup>th</sup> to the 25<sup>th</sup> of March 2021, every interview was between 20-40 minutes long. Three out of five teachers have finished their university education with a master's degree, the other two teachers had a bachelor's degree. There was a great span in their teaching practice and experience, especially with regards to teaching at school – from 7 months to 22 years. None of the interviewed teachers took part in creating the School Education

Programme, neither had they selected the textbook they worked with. Some of the teachers took part in the decision whether to move from Maturita Solutions second edition to the third edition.

### **5.3.1. Analysis**

The interviews were analysed as followed: every interview was rewritten into a Word document and printed for the author of the thesis to be able to code them, the interviews were colour-coded (see two examples in Appendix 5) and based on that, the researcher created a mind map where the most important outcomes of the interviews were included (see Appendix 6). Every outcome will be now discussed into more detail, focusing on the most frequent suggestions and answers.

#### **5.3.1.1. Teacher's focus**

Firstly, it is important to say that all of the interviewed teachers agreed on the fact that pronunciation is a very important and integral part of teaching English as a foreign language. All five of the educators that took part in the research believe that the learners should be able to understand the International Phonetic Alphabet. Even though they do not need the learners to be able to use it actively, they are all convinced it is a very important part of pronunciation teaching. Some of the teachers said that the learners have to start learning pronunciation from the smallest part – that being phonemes and pronunciation of words – and only then they can they focus on teaching the pronunciation of sentences, stress, intonation and so on. They also believe that teaching stress is also crucial. When it comes to word stress, wrong stress placement can, as the teachers stated, lead to misunderstanding. A few teachers also said that they believe that this is very crucial for Czech learners, as they are not always able to pronounce words correctly, since the written form of a word in English is often not in accordance with how the words is pronounced. They believe that this fact can hinder many learners when they try to communicate. The teachers also believe that teaching sentence stress and intonation is crucial, however they do not tend to teach this part of pronunciation to the level of the learners that are concerned in this thesis. Some of the teachers also mentioned linking, liaison, or pre-fortis shortening, however those factors were not included very often. Some of the educators also believe that focusing on minimal pairs is important, as it focuses on the fact that when one phoneme is mispronounced, it can, again lead to misunderstanding and the teachers believe that Czech learners must be warned about these factors. Another aspect of pronunciation that teachers believe should be practiced is homonyms – both homophones and homographs. Another frequent aspect of pronunciation that the teachers focus on was mentioned and that is focusing on the differences in pronunciation between British and American English. The

teachers pointed out to the fact that the majority of the English teachers at gymnázium Omská teach English using British English (specifically General British). On the other hand, they also believe that it is important to introduce the learners to various accents. Not only did they mention American English, but they also believe that the learners should get acquainted with the pronunciation of Irish, Scottish, or Australian English speakers. The last focus, as mentioned by some of the teachers is the fact that they believe that pronunciation should be integrated into other parts of English teaching. They mentioned two aspects in particular, for example, when they teach the regular forms of past simple, they point out to the learners that the regular ending *-ed* can be pronounced differently, based on the word. What's more, they also believe that it is important to focus on pronunciation when teaching the progressive form of verbs, i.e. *-ing*.

#### 5.3.1.2. Reasons for the focus

By including all of the pronunciation aspects presented above, the teacher believe that it helps the learners not only to understand, but also be understood. All of the five teachers that were interviewed agreed on the fact that intelligibility is the most important factor to take into consideration when teaching pronunciation. Even though of course they would be happy if the learners spoke with perfect pronunciation, they understand that it is not possible, and it is not the main focus and goal in their pronunciation teaching. They do believe that it is extremely important for Czech learners to be able to understand and to be understood. What's more, some of the teachers believe that speaking with fluency is also another aspect of their pronunciation goal.

#### 5.3.1.3. Textbook evaluation

The questions regarding the textbook turned out to be very difficult to answer for the teachers. On the one hand, many of them are very satisfied with the textbook they teach with (Maturita Solutions Intermediate, Third edition). On the other hand, they are not very happy with how this textbook focuses on teaching pronunciation. They do believe that the textbook should include some pronunciation sections. All of the interviewed teachers agree on the fact that since they all believe in teaching the International Phonetic Alphabet, it should be, in some way presented in the textbook. They mention other textbooks they work with (specifically English File and Project) and they point to the fact that in both of those textbooks, the IPA is in some way presented. What's more, in the textbook they use, they say that at the end of the Workbook a Wordlist is presented with the phonetic transcriptions, however it is not introduced or explained how to use it anywhere. Moreover, they state that the textbook offers some exercises that focus on how the learner should work with a dictionary. The textbook presents a dictionary

entry which includes a phonetic transcription, but the textbook does not notify the learner about that fact at all and, according to the interviewed teachers, they believe it is a missed opportunity. Interestingly, the author of the thesis felt very similarly when evaluating the textbook herself (see p. 46).

The teachers also talked about those activities that occur in the textbook and do focus on pronunciation. All of them agree on the fact that it is not set out very well. They mentioned the activity focusing on compound nouns and whether the primary stress is on the first or second word. Firstly, they believe that it is not presented in the Student's Book very clearly and that the Teacher's Guide does not discuss it into more detail either. What they find extremely surprising and confusing is the fact that the recording for this exercise is very unclear and they believe that the textbook contradicts itself as, according to the explanation in the book, the stress of some of the words should be on the first word, however in the recording it sounds as if the primary stress is on the second word. All the teachers find this part of the book very disappointing. What is more, they are also not very satisfied with the Teacher's Guide's suggestion of checking that the learners pronounce new words correctly. They would appreciate some suggestions in the Guide on how to check the pronunciation. Some of the teachers mentioned, as they are not that well experienced, they find it very difficult to think of some activities as they primarily rely on the textbook. One of the teachers believes that the overall communicative section of the textbook is not very well done and so it is not very helpful when teaching pronunciation.

However, when the teachers were asked whether the textbook offers enough opportunities for teaching pronunciation, the majority of them agreed that yes, it does. The most frequently mentioned opportunity for teaching pronunciation that can be found in the textbook were the listening activities. The teachers approve of the fact that the listening activities do not only include recordings of speakers of General British but also offer the learners a wider range of different accents. Another way they use the listening activities is to point out some aspect of pronunciation. One of the teachers suggested teaching connected speech. She offers one example, where in the recording, the simple question "*What's your name?*" is asked, however some of the learners struggled with understanding. She appreciates the fact that the recordings are done very well in the context of authenticity. Since the learners struggled with understanding she then took this question and explained why the learners might have problems with understanding and then they practised the pronunciation. Another teacher points out that she, for example, uses the recording for practising pronunciation of individual words.



A vast majority of the teachers also use the wordlist at the end of the Workbook and practice the pronunciation chorally with the learners. As it was mentioned above, one of the exercises in the Student's Book offers the chance to work with a dictionary. Two of the interviewed teachers said that they used the opportunity to practice dictionary work and focused also on the pronunciation. What's more, some of the teachers also pointed out that in both, the Wordlist and dictionary work, they also focused with the learners on stress placement and taught them how to read and pronounce the primary and secondary stress. When discussing the exercise focusing on compound nouns, one of the teachers stated that it offered an opportunity to compare and contrast how compound nouns are pronounced in the Czech language, to how they are pronounced in the English language.

The last part of the textbook discussed was about the speaking exercises. To the researcher's surprise, not many of the teachers suggested these exercises as an opportunity to teach pronunciation, only two of the interviewed teachers did. Some of the teachers mentioned that they do not try to stop learners when they work with their partners on the speaking activity, as it is usually focused on practicing some new grammatical structures and the goal is not to pronounce everything correctly. On the other hand, she states that when there is some reoccurring mistake, she writes it down and when the speaking activity is finished, notifies the learners.

#### 5.3.1.4. What is the textbook lacking?

All of the interviewed teachers believe that the textbook should be improved regarding teaching pronunciation and various pronunciation exercises, and they suggested many possibilities of how it could be executed. Firstly, they strongly believe that the textbook lacks an overall systematic method on teaching pronunciation, they believe that it should be included throughout the whole textbook, as it is a great and important part of English as a foreign language teaching. They think that it should be integrated more into other skills and sections. For example, how it was presented in the exercise mentioned above, explaining the differences in pronunciation of verbs conjugated in the past simple regular ending -ed and how they can be pronounced, or for example the differences in pronunciation between the plural and singular conjugations of nouns.

They also suggest at least one section of each unit should be focused on pronunciation, as it can be found, as the teachers stated, for example in the English File textbooks. One of the most common occurring suggestions was for the textbook to introduce IPA. The teachers believe, that even in this century, where all the learner's gadgets are connected to the internet and where it is not difficult to find the correct pronunciation online and play it, the learners

should be able to understand the phonetic transcription and know how to read it. That is why they believe that this phonetic alphabet should be a part of the textbook. They suggest that it could appear there in a 'fun way' where every phoneme could be represented by some pictures etc.

Another suggestion is that the textbook should focus on stress placement, especially at the level of English the learners are being taught. They believe that since the learners have the phonetic transcription at the end of the Workbook, with the stress shown, the textbook should offer an explanation on what word stress actually is, about how it is presented in the transcription, and how to pronounce it correctly. Also concerning phonetic transcription and word stress, some teachers suggested that activities practising these aspects of pronunciation should be included in the Workbook. What's more, they believe that since the Workbook is written specifically for Czech speakers, they would welcome those pronunciation activities that are designed specifically for the Czech learners and those aspects that those learners struggle with the most. The interviewed teachers also think that extra recordings should be provided that strictly focus on practicing pronunciation, such as connected speech, compound nouns, word or sentence stress etc. The last suggestion mentioned with regards to what could be improved in the textbook regarding pronunciation teaching, and something that all the teachers agree on, is to improve suggestions for teachers on how to practice and check pronunciation. Some of the teachers said that they do not feel confident enough when teaching pronunciation and that they would definitely appreciate it if the Teacher's Guide provided them with some activities they could use in the classroom. The interviewed teachers also suggested that one of the reasons they do not teach pronunciation as much as they would like to, is the fact that they are not certain on how to teach various aspects.

#### 5.3.1.5. Planning pronunciation teaching

Another outcome that arises from the interviews was with regards to how the teachers plan what they are going to teach regarding pronunciation. All of the teachers said they prepare some pronunciation lessons, or at least some pronunciation activities in some of their lessons. Most of those planned pronunciation activities focus on teaching the International Phonetic Alphabet and its practice. In addition to the alphabet, some of the teachers also include lessons focusing on different accents (for example the differences between the pronunciation of British English and American English). The other time they plan pronunciation activity in their lesson plans is when the pronunciation activity is presented in the textbook. Again, some of the teachers also focus on pronunciation when they introduce new grammatical structures, so some of the

activities are planned concerning how to pronounce the new grammatical features. They also pre-teach the pronunciation of words that occur, for example in a listening or speaking activity and they know the learners do not know this word.

Except for these, the focus on pronunciation in lessons is not planned beforehand. All of the teachers admit that the majority of their pronunciation teaching arises as a reaction to the learners mispronouncing certain words or the fact that there is some other pronunciation aspect that the learners struggle with. When they notice it in the lesson, and it is mispronounced more often, they focus on the correct pronunciation either by reacting to it straight away during the lesson, or if it is some more complex pronunciation topic, they include it in the following lesson. Another unplanned part of pronunciation teaching that the teachers notice is when they play to the learners some listening exercise and the learners are not able to understand the recording. The teacher then tries to detect what is the problem that is preventing the learners from understanding the speakers and then focus on that aspect. As it was already discussed above, one of the aspects was for example the learners not being able to comprehend the connected speech that was produced in the listening activity.

#### 5.3.1.6. Supplementary materials

The teachers also presented various other means, omitting the Maturita Solutions Intermediate textbook, that they use for teaching pronunciation. The most occurring answer to that question was *Bridge* magazine. This magazine is designed specifically for learners of English as a foreign language, it is published monthly and it offers the learners an opportunity to read about current news, or for example, learn about various festivals or holidays celebrated in that month. All of the learners of English at gymnázium Omská subscribe to this magazine, and it is a part of the school curriculum, and all the English language teachers include it in their lesson plans. The teachers appreciate the fact that not only does the magazine include interesting and up-to-date news, but also included as part of the magazine are various recordings. When the interview was conducted, in the mid-March, all of the teachers mentioned that they included in their lessons an activity focusing on the Irish accent (as the magazine discussed St. Patrick's Day). This magazine not only offers activities focusing on different accents, but the teachers mentioned that sometimes activities were focused on, for example, connected speech or other aspects of pronunciation.

Another frequently mentioned tool used for pronunciation teaching is the use of various YouTube videos. One of the teachers mentioned using different advertisements, for example even in Czech language where an English word occurs (such as Kinder Surprise) and they

discuss with the learners if the English word has been mispronounced and what the correct pronunciation should be. Another supplementary material that teachers bring with them to the classroom are activities focusing on teaching the International Phonetic Alphabet. The teacher has their own cards with the phonetic symbols and teaches according to these. She firstly focuses mainly on the individual phonemes, then together with the class, they create words, etc.

The last activity mentioned was the use of tongue twisters, where the learners firstly say it chorally, and then, for example try to say it as quickly as possible, or as many times as possible without mispronouncing it. The teacher also prepares various competitions for learners to practice the pronunciation of tongue twisters, for example a race, or she would transcribe the tongue twister into the phonetic transcription and the first learner who is able to read it wins. The teachers suggest that in order for the learners to accept pronunciation as one of the key aspects in English language teaching and learning, they have to be introduced to it in a fun, interesting and engaging way.

#### 5.3.1.7. Coronavirus

This thesis and the interviews were conducted when the coronavirus pandemic was at its peak in the Czech Republic, and the schools were closed. The first problem for the teachers in regard to teaching pronunciation occurred even before the schools were closed down, and that was wearing face masks. The teachers stated, that it was impossible, for example to teach the IPA, especially certain phonemes as it is crucial for the learners to be able to see the teacher's mouth movement in order to imitate it properly. The lessons were taking place in an online environment which was very demanding for both the teachers and the learners. What's more, at gymnázium Omská, the English lessons were reduced from 4 lessons a week to 3 lessons a week. All of those aspects affected the way the teachers directed their lessons and it also strongly affected pronunciation teaching both in a negative and a positive way. One of the biggest struggle some of the teachers had was the fact that it was extremely challenging to make the learners speak and the learners did not have as many opportunities to talk as they had when they were at school. Due to this fact, some teachers said that they did not pay that much attention to the learners' pronunciation as they were happy when the learners said something. What's more, as the majority of the teachers teach and focus on teaching the International Phonetic Alphabet, they said that it was impossible for them to present it online as they did not have much experience with online teaching and did not have access to an online IPA program or software. They stated that if they were at school, they would certainly focus more on pronunciation teaching. On the other hand, some of the teachers appreciated the possibility for

them to use online dictionaries. They said that it was easier than at school, when a certain learner struggled with pronunciation of some words, they could easily look it up online, play the correct pronunciation and then practice it.

## **CONCLUSION OF THE PRACTICAL PART**

The practical part of the thesis focused on researching how teachers of one specific school, gymnázium Omská, use the textbook *Maturita Solutions Intermediate*, third edition when teaching pronunciation. In order to be able to answer the research questions, two tools for data collection were used in the practical part of the thesis. Firstly, the textbook was evaluated by the author of the thesis and secondly a semi-structured interview was conducted and then analysed.

The textbook evaluation showed that the textbook does not offer a sufficient number of activities focusing on pronunciation. Out of the total number of exercises, the Student's Book contained only 3 % of activities that were solely focusing on pronunciation. The Teacher's Guide prompted teachers to focus on pronunciation more, 8 % of the activities found in the Guide were prompting the teacher to focus on pronunciation. Concerning the Workbook, only 2 % of all the activities were primarily focused on pronunciation teaching. However, it is important to notice, that even though the textbook does not deliberately offer enough sufficient activities for teaching pronunciation, there are many opportunities to be found in the textbook that can be used for pronunciation teaching.

The teachers agree with the researcher that the textbook does not include many activities focusing on teaching pronunciation, they compare this textbook, *Maturita Solutions Intermediate*, to other textbooks they use in their teaching, for example *Project* or *English File* and they state that the two other textbooks offer more activities focusing on pronunciation. As they can compare various textbooks, they are slightly disappointed with the *Maturita Solutions* textbook and the majority of them agree that it is not sufficient enough. On the other hand, the teachers do use this textbook for pronunciation teaching. Except for the few activities that can be found in the textbook, they also work with the textbook's listening activities that they use for pronunciation teaching, for example for teaching connected speech. Another way they use the textbook regarding pronunciation teaching is by focusing on the Wordlist presented at the end of the learners' Workbook, where they not only practice pronunciation of the words, but also introduce the learners to the International Phonetic Alphabet. The majority of the teachers agree that even though the textbook offers various opportunities for acquiring pronunciation, starting from individual phonemes, to word and sentence stress, intonation, and other

suprasegmental features, they admit that they do not teach it that often as there is not a specific guide on how to teach those various aspects. Many of the teachers admit that they do not feel confident enough when it comes to teaching pronunciation and would appreciate it if the textbook could offer them more ideas on how to teach various pronunciation aspect since they believe that pronunciation teaching is an integral part of English as a foreign language teaching.

## 6. CONCLUSION

Before the start of the thesis, the author believed that pronunciation teaching is an integral part of any foreign language teaching. She also assumed that nowadays, teachers often include some form of activity focusing on pronunciation teaching in almost every lesson. More specifically, this is done mostly when the teachers use textbooks in their English language teaching. She saw many opportunities occurring in the textbook for pronunciation teaching.

The theoretical part highlighted the fact, that even with the modern approach, pronunciation teaching is not integrated in English as a foreign language teaching. There are many reasons for this. One reason is that the school curriculum is extremely demanding for the teachers and since it does not specify in great detail what the teacher should focus on when teaching pronunciation, the teachers tend to omit it. Another reason for this, is the fact that the school education system is based on leading learners' to pass a final examination. In the case of this thesis and study, it is the final leaving exam called *Maturita*, taken by learners in the Czech Republic at the end of their studies. Since the *Maturita* exam does not focus that greatly on pronunciation, the teachers do not usually include pronunciation activities in their lessons. The one aspect that they do often teach, that a few of teachers interviewed stated, is the difference between British and American accents and the International Phonetic Alphabet, as those two topics are part of their *Maturita* exam. Even though they do agree with the pronunciation goal that was introduced in the theoretical part, that the goal is to be intelligible, not many of the teachers focus on practicing pronunciation in the way that it leads to the learners' intelligibility.

As it was presented in the theoretical part, the textbook is a crucial part of school teaching, especially in foreign language teaching. The textbook is not only in accordance with the curriculum, but it gives the learners opportunities to not only gain knowledge about the target language, but also foreign language textbooks give the learners various opportunities to practice the learnt language. The teachers believe that the textbook is an integral part of their learners' English as a foreign language learning. The main source of their lesson is not only the Student's Book, but also the Teacher's Guide, recordings, and Workbook. They believe that the recordings are a very important part of their teaching as they want the learners to understand the speakers. Even though all the teachers teach according to the British pronunciation norm, as their school requires, they appreciate that the *Maturita Solutions* textbook presents the recordings of speakers from various backgrounds. Despite the fact that the teachers do think

that the textbook can be improved regarding the amount of pronunciation activities, they believe that there are sufficient enough opportunities for pronunciation teaching.

The author of the thesis has speculations about how the interviews were affected by the coronavirus pandemic. She had the feeling that many of the teachers were unmotivated and fairly stressed by the online teaching. Many of them suggested that in the online environment it is very difficult for them to teach any aspect of pronunciation as the learners speak a lot less than they do in school. They stated that they were not able to use many of the pronunciation activities they usually teach as they did not know how to adapt it to an online learning environment. What's more, many of the interviewed teachers were grateful that they were able to be part of the research as the author of the thesis made them think more about the way they teach pronunciation and how much they can actually integrate it. They thanked the researcher and stated that in the future, they would like to focus more on pronunciation teaching. The author of the thesis would be interested in seeing whether, in a years' time the interviewees would have a different approach to pronunciation teaching, especially in using the textbooks in their pronunciation teaching.



## 7. RESUMÉ

Cílem této diplomové práce je zjistit, jak učitelé daného gymnázia hodnotí učebnici z pohledu výuky výslovnosti a jak s ní pracují. Byly položeny tři základní výzkumné otázky:

*Jaké příležitosti k osvojení výslovnosti nabízí tato učebnice?*

*Jak učitelé s učebnicí pracují při výuce výslovnost?*

*Jak učitelé tuto učebnici hodnotí z hlediska výuky výslovnosti?*

Aby bylo možné zodpovědět tyto výzkumné otázky a provést výzkum, musely být nejprve představeny základní pojmy, které jsou pro tento výzkum podstatné. První část teoretické části uvádí terminologii, která se bude v práci používat. Prvním z nich je angličtina jako cizí jazyk, angličtina jako druhý jazyk, angličtina jako mezinárodní jazyk a angličtina jako lingua franca. Všechny tyto termíny se dají použít pro ty, kteří se učí anglický jazyk jako jejich ne-mateřštinu. Rozdíl mezi angličtina jako druhý jazyk a angličtina jako cizí jazyk je ten, že první zmíněný termín se používá v případě, kdy se jej učí lidé v zemi, kde je jedním z úředních jazyků angličtina. Angličtina jako mezinárodní jazyk a angličtina jako lingua franca jsou ve velké míře synonyma, nicméně tyto dva termíny se používají v případě, že se mluví o anglickém jazyku, který se některými gramatickými strukturami přizpůsobuje nerodilým mluvčím. Tato práce používá termín angličtina jako cizí jazyk.

V další kapitole byl uveden termín komunikativní kompetence. Předtím, než se začal používat termín komunikativní kompetence, Noam Chomsky zavedl termín lingvistická kompetence, která je definována jako znalost jazyka. Komunikativní kompetence byla poprvé uvedena v literatuře v roce 1976 lingvistou Dell H. Hymesem, který do určité míry souhlasí s definicí Chomského, nicméně dodává, že je definice nedostačující. Bylo uvedeno 6 modelů komunikativní kompetence, které se věnují této disciplíně z pohledu didaktiky. Všechny vyobrazené modely komunikativní kompetence přinášejí do této problematiky jiný pohled a strukturu, nicméně je velmi důležité si vybrat pouze jeden model komunikativní kompetence, který bude pro práci klíčový. Autorka práce se rozhodla využít model, který byl prezentován Společným evropským referenčním rámcem pro jazyky. Tento rámec definuje komunikativní kompetenci jako komplex různých znalostí z oboru lingvistiky, sociolingvistiky a pragmatiky. Pokud je mluvčí obeznámen s těmito faktory, ty mu umožňují úspěšně jednat a komunikovat. Jeden z důvodů, proč se autorka rozhodla použít definici komunikativní kompetence dle Společného evropského referenčního rámce pro jazyky je fakt, že Rámcový vzdělávací program ministerstva školství, mládeže a tělovýchovy na tento rámec ve svém dokumentu poukazuje.

Další část práce byla zaměřena na výslovnost. Výslovnost nejprve byla popsána a definována ve vztahu ke komunikativní kompetenci. Následně byla pozornost věnovaná anglické výslovnosti. Byly zde představeny segmentální prvky (tj. samohlásky a souhlásky) a i suprasegmentální. Ty suprasegmentální prvky, které byly definovány jsou přízvuk ve slovech, větný přízvuk, a intonace. Po stručném úvodu už se práce začala věnovat didaktickým oblastem. Nejprve byla pozornost zaměřena na výuku výslovnosti a jak se k této problematice staví učitelé. Bylo zjištěno, že většina učitelů si myslí, že výuka výslovnosti je velmi důležitý prvek v učení angličtiny jako cizího jazyka a neměl by být opomíjen. Nicméně zdroje poukazují na fakt, že si jsou učitelé vědomi toho, že se touto problematikou dostatečně nezabývají. Jedním z hlavních důvodů je fakt, že se necítí dostatečně vzdělaní v oblasti fonetiky a fonologie na to, aby mohli své vědomosti přenášet svým žákům. Také říkají, že i když si myslí, že by měla být výslovnost integrální složkou výuky anglického jazyka, tak jí tam nezahrnují a pokud se výslovnosti věnují, tak většinou jen v případě, když žák chybí ve výslovnosti a učitelé poté na tu chybu v hodině reagují.

Další část práce se věnuje tomu, co je nyní cíl výuky výslovnosti. Všechny zdroje, které autorka v této sekci zmiňuje se shodují na tom, že perfektní výslovnost již není hlavním cílem výuky výslovnosti. Cílem výuky výslovnosti by v nynější době měla být hlavně srozumitelnost, a to nejen aby bylo žákovi rozuměno, ale aby on rozuměl i rodilým mluvčím. Aby žák docílil srozumitelnosti, tak musí, do nějaké míry, zvládat správnou intonaci, přízvuk a rytmus. Mnoho zdrojů podotýká na fakt, že není důležité, aby žák vyslovil každý individuální foném perfektně, ale spíše aby jeho projev byl plynulý. Dále je v práci zmíněna výslovnostní norma. Anglických výslovnostních norem je několik, například britská, americká, australská atd., a všechny mohou být normou o kterou se budou učitelé opírat. Je nicméně velmi důležité poohlížet na to, co je v dané zemi, ve které se anglický jazyk učí, nejvíce frekventované. Na území České republiky je primární výslovnostní norma britská výslovnost. Práce dále zmiňuje principy a techniky učení výslovnosti. Autorka si je vědoma toho, že existuje nespočet principů a technik, jak učit výslovnost a není v rámci diplomové práce uvést všechny. Vybrala proto jen pár, a to podle toho, které se vyskytovaly ve více zdrojích, ty, které vedou k rozvoji srozumitelnosti a ty, které jsou možné najít v učebnicích.

Poslední sekce teoretické části je zaměřená na učebnice, která je nejprve definována jako didaktický prostředek a jakou roli učebnice má v nynější době. Je velmi důležité podotknout, že i v době moderních technologií, které se stále častěji objevují ve školách a při výukách, je tištěná učebnice stále nedílnou součástí výuky a žádná fakta nepoukazují na to, že by měla v blízké době být přestat používána. Učebnice je dále popsána dle jejích funkcí a kvalit.

Základní funkcí učebnice je motivovat žáky k učení, dále pak prezentovat informace, vést a řídit žáky, naučit žáky různé strategie učení a nabídnout jim místo k sebehodnocení. Kvalitní učebnice se pozná dle toho, že její obsah se shoduje s kurikulem školy. Dále by učebnice měla být pro žáky zajímavá a podněcovat je ve zvědavosti. Cizojazyčná učebnice, kromě obecných požadavků, má svá specifika. Hlavním specifikem je fakt, že se nejedná jen o jednu učebnici, nicméně o celý komplet – součástí většiny cizojazyčných učebnic je žákova učebnice, pracovní sešit, učitelská příručka a nahrávky. V cizojazyčných učebnicích se trénují všechny čtyři hlavní dovednosti, které by měly být zastoupeny rovnoměrně. Cizojazyčná učebnice by měla dávat žákům dostatečný prostor k procvičení probrané látky.

Praktická část aplikovala všechny poznatky představené v teoretické části ve výzkumu. Výzkum byl prováděn na gymnáziu Omská a to následovně. Autorka práce nejprve zhodnotila učebnici z pohledu výuky výslovnosti. Zajímalo jí nejen kolik aktivit na výuku výslovnosti se v učebnici nachází, ale také jaké příležitosti k osvojování výslovnosti daná učebnice nabízí. Po zhodnocení učebnice je jasné, že aktivit zaměřených na výslovnost je v učebnici nedostatečné množství. V žákově učebnici jsou to 3 %, v učitelské příručce 8 % a v pracovním sešitě 2 %. Je nicméně důležité poukázat na fakt, že učebnice překypuje poslechovými a aktivitami zaměřenými na mluvení, které dávají učitelům mnoho příležitostí se na učení výslovnosti zaměřit.

Druhá sekce praktické části se zaměřila na rozhovory s učiteli, kteří používají danou učebnici. Bylo provedeno pět semi-strukturovaných rozhovorů přes internetovou platformu Teams. Finální podoba rozhovoru, resp. otázky k rozhovoru, je možné vidět v příloze 4 (kapitola 9.4.). Autorka práce rozhovory následně přepsala a barevně kódovala a vytvořila myšlenkovou mapu, kde jsou zahrnuty hlavní body, které učitelky zmiňovaly (kapitola 9.5. a 9.6.). Učitelky gymnázia souhlasí s tím, že je potřeba výslovnost vyučovat s tím, že hlavním cílem výuky výslovnosti by měla být srozumitelnost. Myslí si, že učebnice by mohla věnovat více prostoru výslovnosti a nynější obsah, z hlediska výslovnosti, hodnotí jako nedostatečný. Rády by viděly vždy jednu sekci v každé kapitole věnovanou výslovnosti. I když si myslí, že učebnice nabízí dostatek příležitostí pro učení výslovnosti, převážně byly zmiňovány poslechová cvičení, tak výslovnosti se tolik nevěnují. Vnímají, že je škoda, že učitelská příručka nenabízí nějaké návody, jak učit výslovnost. Mnoho z vyučujících na konci rozhovoru podotklo, že byly rády se příležitostí se výzkumu účastnit a že by se do budoucna rády výuce výslovnosti věnovaly více.

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# 9. APPENDICES

## 9.1. Appendix 1

### International Phonetic Alphabet

THE INTERNATIONAL PHONETIC ALPHABET (revised to 1993, updated 1996)

CONSONANTS (PULMONIC)

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

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

CONSONANTS (NON-PULMONIC)

	Clicks	Voiced implosives	Ejectives
⊙	Bilabial	ɓ	ʼ
	Dental	ɗ	ɓʼ
!	Postalveolar	ɟ	ɗʼ
≠	Palatoalveolar	ɠ	ɟʼ
	Alveolar lateral	ɠ	ɠʼ
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## 9.2. Appendix 2

# 1C

Listening

### Family tensions

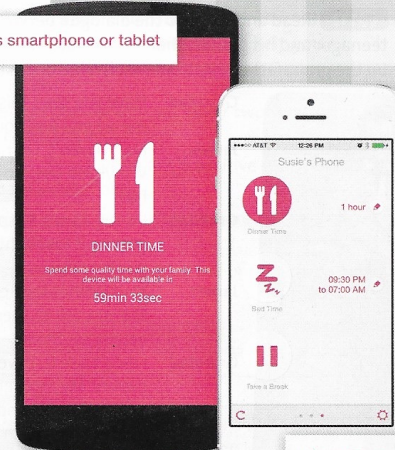
*I can identify the attitude and intention of a speaker.*

- 1 SPEAKING** Look at the photo. What do you think this app does? Why might some people need it?
- 2 SPEAKING** Read the text and check your answer to exercise 1. Do you think the app would increase or decrease the number of arguments in your family? Why?

### Tablets for dinner?

An evening meal for all the family was once part of everyday life in British homes, but this tradition has almost disappeared. Some people blame technology: children and teenagers are so addicted to their phones and tablets that they do not want to stop playing with them, even at mealtimes. This causes a lot of arguments in families. But now, parents can get a free app called DinnerTime, which locks their children's devices at certain times of the day and night. During those times, the children are unable to access messages, games, or the internet. In theory, this means that parents and children can spend more time together, eating and chatting. But will it lead to happier families or more family arguments?

Kid's smartphone or tablet



Parent's smartphone

- 3 VOCABULARY** In pairs, check the meaning of the adjectives below. Which describe a positive attitude? Which describe a negative attitude?  
**Attitude (adjectives)** accusing aggressive arrogant bitter calm complimentary enthusiastic grateful miserable nostalgic optimistic pessimistic sarcastic sympathetic urgent
- 4  1.09** Read the **Listening Strategy**. Then listen and underline the adjective which best matches the speaker's attitude. Use their tone of voice to help you.
 

**Listening Strategy**  
 Sometimes, the words alone do not fully express the speaker's intention. You need to pay attention to the tone of voice as well. For example, an urgent tone of voice suggests that the speaker is giving a warning.

  - arrogant / pessimistic / confident
  - aggressive / miserable / sarcastic
  - calm / complimentary / optimistic
  - accusing / enthusiastic / sympathetic
  - grateful / optimistic / sympathetic
  - aggressive / bitter / urgent
- 5  1.10** **SPEAKING** Listen and compare two different ways of saying the sentences. Then, in pairs, say a sentence in one of the two ways. Can your partner guess the adjective?
  - 'Thanks, Andy. That's really helpful.' (first grateful, then sarcastic)
  - 'Our train leaves in ten minutes.' (first calm, then urgent)
  - 'You and your sister always argued during dinner.' (first nostalgic, then accusing)
  - 'You need to stop and think about what's happened.' (first sympathetic, then aggressive)
  - 'I think we'll win one or two of our matches.' (first optimistic, then pessimistic)
- 6  1.11** Listen to four speakers. In pairs, try to agree which speaker sounds:
 

a urgent ___	c enthusiastic ___
b calm ___	d arrogant ___
- 7  1.11** Listen again. Match sentences A–E with speakers 1–4. Use the tone of voice to help you. There is one extra sentence.
  - The speaker is giving advice about winning family arguments. \_\_\_
  - We learn how a bad argument had a positive result for the speaker. \_\_\_
  - The speaker is advertising a course for families who want to argue less. \_\_\_
  - The speaker is persuading somebody to attend a family reunion. \_\_\_
  - The speaker describes how a relative lost his job because of a family argument. \_\_\_
- 8 SPEAKING** Work in pairs. Decide which of these topics is most likely to cause arguments in your family and why. Are there any others you can think of?
  - doing chores
  - doing schoolwork
  - staying out late
  - sharing a family computer
  - what to watch on TV
  - when to watch TV
  - too much time spent on social media and games
  - what to eat
- 9 SPEAKING** Compare your ideas with the class. Find the topic which causes the most family arguments.

### 9.3. Appendix 3

#### Interview questions

1. How long have you been teaching English?
  - I. *How long have you been teaching English at this school?*
  - II. *What classes do you teach?*
  - III. *In what classes do you use the textbook Maturita Solutions Intermediate?*
2. Did you take part in creating the School Education Programme at this school?
3. Did you take part in the selection of the textbooks you work with?
  
4. In your opinion, what place does pronunciation have in English language teaching?
  - I. *What is, according to you, the most important aspect of pronunciation that should be taught?*
  - II. *How often do you include pronunciation teaching in your lessons?*
  - III. *What do you focus on and why?*
  
5. How would you evaluate the textbook regarding teaching pronunciation?
  - I. *In your opinion, does this textbook offer enough opportunities for learning pronunciation?*
  - II. *How do you use this textbook when teaching pronunciation? Can you give me a specific example?*
  
6. What other means do you use for teaching pronunciation?
  - I. *What activities do you find useful and why do you think so?*
  - II. *What activities do you recommend for teaching pronunciation?*

#### Otázky pro rozhovor

1. Jak dlouho vyučujete anglický jazyk?
  - I. *Jak dlouho vyučujete anglický jazyk na tomto gymnáziu?*
  - II. *Jaké třídy nyní učíte?*
  - III. *V jakých třídách používáte učebnici Maturita Solutions Intermediate?*
2. Podílel/a jste se na tvorbě ŠVP na tomto gymnáziu?
3. Podílel/a jste se na výběru učebnic, se kterými pracujete?
  
4. Jaké místo má podle vás výslovnost ve výuce angličtiny?
  - I. *Co je podle vás nejdůležitější aspekt výslovnosti, který by se měl vyučovat?*
  - II. *Jak často zahrnujete vyučování výslovnosti do hodin?*
  - III. *Na co se zaměřujete a proč?*
  
5. Jak byste zhodnotil/a učebnici z hlediska výuky výslovnosti?
  - I. *Nabízí tato učebnice, podle vás, dostatečně příležitosti k osvojování výslovnosti?*
  - II. *Jak používáte učebnici při vyučování výslovnosti – můžete mi dát konkrétní příklad?*
  
6. Jaké další prostředky používáte k výuce výslovnosti?
  - I. *Jaké aktivity se vám osvědčily a proč si myslíte že tomu tak je?*
  - II. *Jaké aktivity doporučujete na výuku výslovnosti?*

## 9.4. Appendix 4

### Interview questions

1. How long have you been teaching English?
  - I. *How long have you been teaching English at this school?*
  - II. *What classes do you teach now?*
  - III. *In what classes do you use the Maturita Solutions Intermediate textbook?*
2. Did you take part in creating the School Education Programme at this school?
3. Did you take part in the selection of the textbooks you work with?
  
4. What place does teaching pronunciation have in English language teaching?
  - I. *What does, in your opinion, teaching pronunciation include?*
  - II. *How often and in what way do you include teaching pronunciation in your lessons? Could you give me a specific example?*
  - III. *What do you focus on and why? What means do you use?*
  
5. How would you evaluate this textbook with regards to teaching pronunciation?
  - I. *In your opinion, does this textbook offer enough activities focusing on teaching pronunciation?*
  - II. *How do you use this textbook when teaching pronunciation? Can you give me a specific example?*
  - III. *Do you think that the textbook offers enough opportunities for the students to learn pronunciation?*
  - IV. *What is the textbook lacking regarding teaching pronunciation?*
  
6. What other means, as an addition to the textbook, do you use for teaching pronunciation?
  - I. *What other activities, apps, ... do you look for and where? Why these?*
  - II. *What other activities, regarding teaching pronunciation, do you miss in the textbook?*

### Otázky pro rozhovor

1. Jak dlouho vyučujete anglický jazyk?
  - I. *Jak dlouho vyučujete anglický jazyk na tomto gymnáziu?*
  - II. *Jaké třídy nyní učíte?*
  - III. *V jakých třídách používáte učebnici Maturita Solutions Intermediate?*
2. Podílel/a jste se na tvorbě ŠVP na tomto gymnáziu?
3. Podílel/a jste se na výběru učebnic, se kterými pracujete?
  
4. Jaké místo má podle vás výslovnost ve výuce angličtiny?
  - I. *Co vše, podle vás, zahrnuje výuka výslovnosti?*
  - II. *Jak často a jakým způsobem zahrnujete vyučování výslovnosti do hodin? Mohl/a byste uvést konkrétní příklad?*
  - III. *Na co se zaměřujete a proč? Jaké prostředky k tomu využíváte?*
  
5. Jak byste zhodnotil/a učebnici z hlediska výuky výslovnosti?
  - I. *Nabízí tato učebnice, podle vás, dostatečně aktivit zaměřené na vyučování výslovnosti?*
  - II. *Jak používáte učebnici při vyučování výslovnosti – můžete mi dát konkrétní příklad?*
  - III. *Myslíte si, že učebnice nabízí studentům dostatek příležitostí se učit výslovnost?*
  - IV. *Co vám v učebnici, z hlediska výuky výslovnosti, chybí?*

6. Jaké další prostředky používáte k výuce výslovnosti jako doplněk k učebnici?

*I. Jaké další aktivity, aplikace, ... vyhledáváte a kde? Proč zrovna tyto?*

*II. Jaké aktivity, z hlediska výuky výslovnosti, vám v učebnici chybí?*

## 9.5. Appendix 5

Jak dlouho vyučujete anglický jazyk?

Tak přesně nevím ale zhruba už to bude, nějakých 12 let určitě. 12 let určitě, no na full-time fekněme to bude takových 7, 8 let zhruba.

A z toho ve škole je to kolik?

Ve škole je to, teď jsem třetí rok.

Jak dlouho vyučujete anglický jazyk na tomto gymnáziu?

Na Omské jsem první rok.

Jaké třídy nyní učíte?

Prímy, tercié a jednu kvintu.

V jakých třídách používáte učebnici Maturita Solutions Intermediate?

V kvintě jenom.

Podílela jste se na tvorbě ŠVP na tomto gymnáziu?

Ne.

Podílela jste se na výběru učebnic, se kterými pracujete?

Ne. Bohužel ne, nebo bohužel, já to chápu že to tak je nastavený, je to asi nejjednodušší. Ono občas si myslím, že proběhne nějaká debata, ale tady v tom případě jsem se o to nějak nesnažila, takže jsem přijala, to, co tam bylo i když s tím jsem 100 % spokojená.

Jaké místo má podle vás výslovnost ve výuce angličtiny?

Já jsem se nad tím zamýšlela díky tomu, že jsem věděla, že se o tom budeme bavit a musím říct, že jsem sama vlastně přišla na to, že tu výuku výslovnosti v poslední době fekněme zanedbávám a je to díky tomu, protože já třeba učím v jiných kurzech z jiných učebnic a tam ta výslovnost je zpracovaná alespoň nějak i když ne vždycky perfektně, a tak tam se tomu věnujeme a nezapomínám to, ale tady musím říct, že kor v tý Maturita Solutions se té výslovnosti snad vůbec nevěnují. Já jsem se totiž koukala sama dneska na tu první dvoustranu abych věděla vlastně jak to tam je zpracováno, protože jsem si to sama nedokázala uvědomit a zjistila jsem že vůbec, že tam vlastně ani není sekce pronunciation jako je na začátku word skills, reading, speaking atd. tak prostě vůbec. Myslím si, že tady je to dost zanedbaný já sama do těch hodin občas něco málo přinesu, ale jak jsem to reflektovala, tak je to děsně málo, a tak si myslím že by to mohlo být víc a víc systematicky.

Co vše, podle vás, zahrnuje výuka výslovnosti? Když se řekne výuka výslovnosti, co si pod tím představíte?

No od těch nejnižších skupin mě napadá, to, aby byli schopní si přečíst, jak se nějaký slovo vyslovuje, takže alespoň aby byli pasivně schopní tu IPA nějakým způsobem rozeznat, aby se učili slyšet a opakovat, eeh, a potom od těch náročnějších, nebo od těch pokročilejších skupin bych řekla, složitější jevy určitě, třeba jako já nevím, já třeba učím pre-fortis shortening aby znali rozdíly mezi axe vs. eggs, které jsou důležité pro význam. Aby si

uvědomovali, jak se ty slova vážou už ve větách a různý ty fonetický jevy, které by v tom jazyce prostě měli být.

Jak často – vy jste to už trochu nakousla – o jakým způsobem zahrnujete vyučování výslovnosti do hodin? Mohla byste uvést konkrétní příklad?

Tak tím že mám teď ty nižší skupiny, tak si myslím že spíš zařazuju tu výslovnost na úrovni těch fonémů a dělám s nima občas dril slovy který vím, že jim dělají problém, takže particularly třeba. Takže dril, opakování, zařazuji s nima už tady na těch úrovních i ten pre-fortis shortening, takže jim dám třeba cvičeníčko, to mám oblibené, že jim dám 4 slova bet, bed, bat, bad a musí vždycky si jednat teda nejdřív aby to slyšeli, když to dokážou rozeznat ode mě, oni většinou teda jako slyší ten rozdíl tak potom jim dávám na zkoušku, aby si buď ve dvojicích nebo nejdřív jako všichni vždycky vybrali jedno a ostatní říkají co slyší. Takže zkoušeli si to takhle navzájem říkat a poslouchat. Tak tohle mě napadlo že s nima dělám. Potom jako když se někdy něco vyskytne a mě to vyložené jako napadne u toho, třeba takový typický, často bych řekla třeba z listeningu. Když tam třeba slyším, že tam někdo říká (What's your -> takový to watchor jak se to nazývá, tak tam vznikne jiný zvuk) tak na to je upozorním a třeba jim zkouším dát další příklad, ale tím to asi hasne.

A s tím listeningem to už si připravujete předtím nebo když to tam slyšíte tak na to upozorníte?

Ne to spíš, jakože když mě to napadne, že aha tady si něčeho jako všimnete, že to tam je slyšet, tak to ... takhle podle potřeby.

Na co se zaměřujete a proč? To už jste říkala, že se zaměřujete na ty fonémy, plus na ty pre-fortis shortening. A ještě něco?

Když se něco ukáže, třeba to what's your ... já teď nevím co to je za fonetický jev teda abych vám pravdu řekla.

Teď taky nevím, ale víme, co tím myslíte.

A proč se na to zaměřujete?

Přijde mi, že se zaměřuju na jevy, které jsou důležité pro význam těch slov nebo porozumění, že často ti studenti by s tímhle mohli mít problém i v porozumění. Když řeknu „What's your name?“ Tak oni to pochopí v kontextu, protože to je jednoduchý příklad, ale v jiných větách jim to může dělat problém, je to může mást že tam je jiný zvuk, který by tam netekali.

Jak byste zhodnotila učebnici z hlediska výuky výslovnosti?

Mh jako nedostatečnou určitě jako když to porovnáme třeba s English File který používám tak English File není úplně perfektní, ale myslím si, že na úrovni nějaké elementary a pre-intermediate je to tam dobře zpracováno, takže ti studenti učí, vlastně učí se, nebo učitel se učí používat tu výslovnost v hodinách, studenti si na to taky zvykají, že to je důležitý a mají tam různý cvičení at už teda se učí číst tu IPA, anebo prostě poslouchat různý rozdíly a naučovat různý třeba fonémy a tak dále, tak sice někdy už na úrovni intermediate si myslím že to je hodně jednoduchý pro hodně studentů takže tam už bych uvítala nějaký ty složitější jevy, ale aspoň to tam je a vždycky se to dá třeba vynechat nebo obohatit když tak v tý Maturita Solutions to chybí protože je to škoda. [...]

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Na co se zaměřujete a proč? Jaké prostředky k tomu využíváte? Tak vy jste už říkala že se zaměřujete na ty fonémy, aby vyslovovali ta slova správně, ještě na něco?

No ... když to tak vezmu tak to jsou ty hlavní věci a většinou jinak jako že třeba nějaké procopování ve větách ještě tak jako nějakou intonací co se týče té věty, jakože když pokládají otázky a tak, ale to není nějak ... to jsem zatím nedělala s nima nějak výrazně. Myslím si, že to nějak funguje a no, takže to ... na to se nějak extra nezaměřuju a zatím to bylo spíš o té výslovnosti těch jednotlivých slov.

Jak byste zhodnotila učebnici z hlediska výuky výslovnosti?

No ... z hlediska výslovnosti mi přijde že tam toho moc není, jako že tam je vlastně občas ... je tam vždycky jedna ta kapitola z té Unit zaměřena na listening, ale to mi přijde, že je takové jako ... není to to co bych úplně asi čekala jako od té učebnice na výslovnost a to dojde se tolik prostě s tím IPA což jako vlastně ještě jsem se úplně nerozhodla jestli je to dobyte nebo špatně, jakože sama vlastně úplně ještě nevím v tomhle směru, ale přijde mi, že tam není jako moc prostor na to ... nebo že by někdy říkal a tady pozor tady v těchto slovech to má být takhle a takhle tam jsou vždycky jen vyspaná slovíčka a v Teacher's Guide je napsáno „a zkontrolujte, že je správná výslovnost“, ale že by to bylo nějak vyložené nějaké soustředění. Ví, že tam bylo párkrát, jo u compounds to jsem dělala nedávno tak tam bylo kdy se dá dá stress na první a kdy na druhé slovo tak to tam bylo částečně nějak, ale nepřišlo mi, že by to bylo extra rozvedené do hloubky a přišlo mi že i když já jsem si to četla při té přípravě tak jsem z toho byla zmatená a musela jsem si vyhledat nějaké informace k tomu okolo sama a myslím si, že to nebylo úplně dostačující, že by mi přišlo, že tomu rozumím já a že ty děti to taky pochopily, a tak mi přijde že ta výslovnost se moc neřeší v té knize, spíše ne.

Nabízí tato učebnice, podle vás, dostatečně aktivní zaměřené na vyučování výslovnosti?

To si myslím, že spíš ne.

Jak používáte učebnici při vyučování výslovnosti – můžete mi dát konkrétní příklad?

No tak používám ji tím stylem, že opakujeme ty slovíčka, co tam jsou a vlastně se snažím ty děti ty slovíčka učít, nebo prostě, přijdeme na to slovíčko tak já jim ho vyslovuji, snažím se. Když to je v rámci listeningu tak jim použít ten listening aby to slyšeli, ale jako že bych vyložené používala tu učebnici k tomu, že „no tak teď si sedneme a projdeme si každé jednotlivé slovo, které je tam uvedeno“ tak to ne. Spíš mi přijde, že to není na to úplně dělané ta knižka.

Myslíte si, že učebnice nabízí studentům dostatek příležitosti se učít výslovnost?

Mh, to si taky nemyslím no. Spíš ne.

Co vám v učebnici, z hlediska výuky výslovnosti, chybí?

No, uhm, asi možná bych jako ... myslím si, že by bylo fajn kdyby tam někde byla jako tabulka té IPA jako vyložené nemusí to být vyložené v rámci nějaké Unit ale prostě někde zezadu nebo zezatčátku, a nějak jako „závažnější“ formou vysvětlit jak to funguje, nějakými obrázky nebo něčím, aby jako ty děti mohli prostě se k tomu vždycky ... do toho podívat když mají v tom slovníku tu výslovnost prostě jako napsanou a mohlo se s tím nějak pracovat v rámci té hodiny a jakože vždycky, když narazíme na nějaké slovo, které by lidem dělalo problém, tak si můžeme otočit na tu stránku a ty děti si to sami mohou za pomoci nějakých

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obrázků a těch znaků jako vyslovit samy. Jako, že to tam není a já je většinou odkazují na to, že si to můžou pusit na Googlu tu výslovnost, nebo si to prostě použijeme z nějaké nahrávky spolu, ale v té knize to vlastně jako není. Tak to bych tam docela uvítala někde. Nebo třeba klidně nějaká z těch stránek těch Units, která je tomu věnována ale to by asi nezapadlo do stylu, jakým tu výuku vedou, ale to si myslím že by to tam mohlo někde něco takového být. Nebo třeba v tom pracovním sešitě nějak, to bych asi uvítala.

Takže v celém to packu není nic na procvičení výslovnosti?

Mně osobně přijde, že ne, nebo je možné že jsem na to nenarazila ale co s tím dělám na co jsem se koukala tak to tam není. V rámci těch jednotlivých Units to tam není vůbec.

Jaké další prostředky používáte k výuce výslovnosti jako doplněk k učebnici?

No, jak říkám dělala jsem teda nějaký ten worksheet pro ty děti, že jsem ji udělala ... já používám k výuce i vlastní prezentace co si vyrábím, Powerpointové, takže tam jsem udělala hodinu věnovanou tomu, jak funguje ta IPA, z čeho to nějak vychází, a pak jsem jim právě na to udělala Worksheet, kde měli, kde si prostě, kde měli ty obrázky naša jsem jim nějaké interaktivní IPA charty na Internetu, kde oni si mohli na ty symboly klikat a měli tam tu, slyšeli tam tu výslovnost, takže to jsme dělali no. Ale jinak nemám úplně nějaké zajeté, ještě teda používám Quizlet tak tam, oni si tam tu výslovnost taky můžou poslechnout nebo Learning Apps tak tam když si vyplňují slovíčka a když si zakliknou, že chtějí slyšet slovíčko které píšou. Tak to jsou jediné věci, které jsem používala.

Myslíte, že byste se více zaměřila na výuku výslovnosti, kdybyste byli ve škole?

Asi možná jo, protože já jsem teďka ráda, když mi něco feknou normálně v rámci té hodiny, je to takové, že většina z nich prostě mlčí já se snažím hodně vyvolávat v té hodině, aby každý alespoň dvakrát, třikrát něco za tu hodinu řekl, ale trvá to mnohem déle, než kdy by to říkali v rámci té hodiny, ale obecně všichni v rámci té hodiny méně mluví. Já se snažím je dávat do break-out-rooms, aby si popovídali mezi sebou, ale tam zase neslyším každé slovo, co si feknou.

Ale asi jo, asi by bylo víc času, teď máme s každou tou třídou z jednu hodinu mluvit týdně, takže člověk moc nestihá, takže ráda, a ještě se snažím pro ně dělat nějaké více interaktivní věci, aby to nebylo jen s tou učebnicí a tak. Ale možná to je, nedokážu to teďka posoudit, protože jsem to nevyzkoušela, ale možná taky jak já se s tím sama seznámuj, tak jsem ráda, že jsem ráda a myslím si, že další roky někdy v budoucnu, když už budu mít nějaký základ, tak se tomu chci tomu věnovat více, protože ta výslovnost je zajímavá. Ještě, když si vzpomenu, tak mě přijde zajímavé porovnávání výslovnosti americké a britské angličtiny, tak to jsem taky na to občas narazila v rámci té hodiny, a to je něco co bych někdy chtěla udělat. To si myslím, že je na to občas dobrý Bridge magazin, že tam občas bývá to porovnávání těch jazyků tak to občas použiji, ale zatím to nebylo, že bych se někdy vyložené soustředila na to, uděláme hodinu zaměřené na tohle, nebo to nějak pravidelně děláme.

Takže se zaměřujete hlavně na, když učíte výslovnost, na fonémy, na IPA, spíše se teda zaměřujete na výslovnost jednotlivých slov. Měla jste připravenou hodinu na IPA, jinak potom spíše reagujete na to, jestli oni něco feknou špatně.

Mh.

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## 9.6. Appendix 6

