

## **ABSTRACT**

The diploma thesis entitled *Phonetics in the teaching of FLE according to the action-oriented approach* deals with the concept of phonetics in teaching French as a foreign language according to the new action-oriented approach. The thesis is focused on the diachronic development of teaching methods in the teaching of French as a foreign language (FLE). Further, the thesis focuses on the theoretical definition of basic phonetic terms, which we work in the practical part of the thesis with. The terms are briefly characterized from the theoretical point of view, from the point of view of the didactic, and subsequently the work defines the contents that should be included in the FLE teaching on level A1 according to the Common European Framework of Reference for Languages. There are defined phonetic exercises and recommended practices in the teaching of phonetics of FLE. The following part is devoted to the diachronic development in the field of FLE phonetics evaluation, the definition of criteria for evaluation and the determination of the main types of evaluation.

The practical part analyses the concept of phonetics in modern textbooks of FLE, which are conceived according to the action-oriented approach. Based on the theoretical knowledge in the theoretical part of the thesis, the criteria for analysis of textbooks are set up. Subsequently, the thesis analyses five textbooks according to the criteria of the thesis. The diploma thesis aims are to define the concept of phonetics according to the new action approach in the FLE teaching due to the historical development in the methodology of didactics of FLE and to compare individual teaching materials, which means language textbooks, between themselves.

## **KEYWORDS**

Phonetics, methods, textbooks, action-oriented approach, French as a foreign language, beginner