

ABSTRACT

The aim of this thesis is to investigate whether teaching spelling-to-sound correspondence rules improves learners' ability to predict pronunciation. The theoretical part is divided into two sections. After explaining the basic concepts, the correspondences between graphemes and phonemes in English are listed and clarified, briefly followed by historical reasons for their seemingly unclear contemporary relationship. It is then examined how these ambiguities in English correspondences affect learners of English and what approach to teaching pronunciation prediction is recommended by current methodology. The practical part consists of a collection of appropriate activities for teaching pronunciation rules and describes a seven-week teaching intervention that sought to develop this skill for the letters <c>, <g>, <s> and <o> in Czech lower-secondary learners of English. Twenty-six students and twenty-two members of the control group participated in a recorded reading of 18 real and 18 pseudowords before and after the teaching intervention. The test group showed an overall improvement between the two readings which was also statistically confirmed. This progress was fairly evenly distributed across all letters, as well as real words and pseudowords.

KEYWORDS

spelling instruction, pronunciation prediction, spelling-to-sound correspondences