

ABSTRACT

The diploma thesis aims at mapping the approach of Czech upper-secondary English teachers to pronunciation teaching. The theoretical part advocates the importance of pronunciation for successful communication, demonstrates the positive effect of explicit pronunciation instruction on students' perception and production skills, and scrutinizes the reasons why teachers in various countries tend to neglect pronunciation teaching. The practical part presents and analyses the data collected in a questionnaire survey completed by 228 Czech teachers. The research outcomes reflect their beliefs, the quality and quantity of their pronunciation teaching, their use of pronunciation materials, the difficulties they face, and the factors which could motivate them to teach pronunciation more frequently and systematically.

Key words: pronunciation teaching, communicative approach, teachers' attitudes, motivation