

APPENDIX I: The Questionnaire

Dear teacher, thank you very much for participating in this research. Completing the survey is not supposed to take you more than 15 minutes. The questionnaire is in English; however, if for any reasons you felt more comfortable completing some of the questions in Czech, please, do not hesitate to do so. Important: It is necessary to complete the whole questionnaire; otherwise the answers will not be saved. The survey is anonymous.

I. PERSONAL DETAILS

- 1) Age: _____ *[obligatory, fill in]*
- 2) Gender: *[obligatory, choose one]*
 - a) Female
 - b) Male
- 3) Years of teaching English: _____ *[obligatory, fill in]*
- 4) Type of school you teach in: *[obligatory, choose one - if e), fill in]*
 - a) Gymnázium
 - b) Obchodní akademie
 - c) Střední odborná škola
 - d) Střední odborné učiliště
 - e) Other: _____
- 5) Qualifications for Teaching English (e.g., Pedagogická fakulta UK v Praze - obor AJ-DJ, CELTA course): _____ *[obligatory, fill in]*
- 6) Have you received special qualifications in the area of English pronunciation and its teaching (e.g. 2 semesters of English phonetics and phonology)? *[obligatory, choose one]*
 - a) Yes
 - b) No *[skip question 6a]*
- 6a) Please, specify (e.g., 2 semesters of English phonetics and phonology): _____ *[obligatory, fill in]*

II. THE NATURE AND LEARNABILITY OF PRONUNCIATION

- 7) Is pronunciation an important component of students' language competence?
[obligatory, choose one]
 - a) Yes.
 - b) No.
 - c) I don't know.
- 8) Can students older than 15 years of age still improve their pronunciation of a foreign language, at least to some extent? *[obligatory, choose one]*
 - a) Yes.
 - b) No.
 - c) I don't know.
- 9) Does explicit pronunciation teaching (i.e., teaching activities specifically focusing on pronunciation) have positive effect on students' pronunciation skills? *[obligatory, choose one]*
 - a) Yes.
 - b) No.
 - c) I don't know.

- 10) What are your assumptions expressed in the previous three questions mainly based on?
 (Previous three questions concerned 1) pronunciation as a part of students' language competence
 2) learnability of pronunciation after the age of 15 3) the effect of explicit pronunciation teaching on
 students' skills.) *[obligatory, choose one - if e), fill in]*
- On my experience as a teacher.
 - On my experience as a learner of a foreign language.
 - On my intuition.
 - On scientific research.
 - Other: _____
- 11) What level of pronunciation competence do you think your students should achieve?
[obligatory, choose one - if d), fill in]
- Intelligible, although not necessarily pleasant to listen to.
 - Intelligible as well as pleasant to listen to.
 - Native-like.
 - Other: _____

III. IN YOUR ENGLISH LESSONS

- 12) In my lessons *[obligatory, choose one]*
- I teach pronunciation systematically, with previous planning and preparation.
[skip questions 12a, 13]
 - I teach pronunciation randomly, without systematic planning and preparation.
[skip questions 12a, 14, 15]
 - I do not teach pronunciation at all. *[skip questions 12a, 13-19, 25]*
- 12a) Why don't you teach pronunciation? _____ *[obligatory, fill in]*
- 13) I teach pronunciation mostly when *[obligatory, choose one - if e), fill in]*
- a problem on the side of the students comes up (e.g. they mispronounce something).
 - we deal with an unknown word or structure
 - we come across a pronunciation exercise in the textbook
 - I need to kill time
 - Other: _____
- 14) How often do you teach pronunciation? *[obligatory, choose one - if d), fill in]*
- Every lesson.
 - Once a week.
 - Once a month.
 - Other: _____
- 15) When teaching pronunciation, how much time of the lesson do you devote to it on average?
[obligatory, choose one - if d), fill in]
- less than 5mins.
 - 5 - 10mins.
 - 10 - 15mins.
 - Other: _____
- 16) What areas do you mostly focus on? *[obligatory, choose one - if f), fill in]*
- Individual sounds
 - Word stress
 - Sentence stress and rhythm
 - Intonation
 - Connected speech (e.g. linking words together)
 - Combination of the preceding – please, specify: _____
 - I don't know

- 17) What type of activities do you mostly use to teach pronunciation? *[obligatory, choose one]*
- Imitative (e.g., listen, listen & repeat, read aloud)
 - Analytical (e.g., transcription, articulation pictures or descriptions, minimal pairs)
 - Combination of the preceding
 - I don't know
- 18) Do you integrate pronunciation activities into your other areas of teaching (e.g., grammar, vocabulary, skills)? *[obligatory, choose one]*
- Yes, I do without problems.
 - I am trying to but I would appreciate some more training.
 - No, I don't because I don't know how to.
 - No, I don't because I don't find it necessary.

IV. TEACHING MATERIALS

- 19) What materials do you most often use when teaching pronunciation? *[obligatory, choose one]*
- The exercises from the course book.
 - Additional ready-made materials for teaching pronunciation.
 - Materials which I prepare myself.
- 20) What course book(s) do you use in your English lessons? _____ *[obligatory, fill in]*
- 21) Are there enough pronunciation exercises available in this course book? *[obligatory, choose one]*
- Yes
 - No
 - I don't know
- 22) Do you find the pronunciation exercises available in this course book useful?
[obligatory, choose one]
- Yes
 - Rather yes
 - Rather not
 - No
 - I don't know
- 23) With regard to teaching pronunciation, what do you like, what don't you like and what do you miss in the course book you use? _____ *[optional, fill in]*
- 24) What is your opinion on additional ready-made materials for teaching pronunciation?
[obligatory, choose one]
- There are enough of them available and I find them useful.
 - There are enough of them available but I don't find them useful.
 - There are not enough of them available.
 - I don't know
- 25) Do you use any additional ready-made materials for teaching pronunciation in your lessons?
[obligatory, choose one]
- Yes *[skip question 25b]*
 - No *[skip question 25a]*
- 25a) Which additional ready-made materials do you use? Please specify (e.g., Ship or Sheep, special websites – which, ...). _____ *[obligatory, fill in]*
- 25b) Why? Please, comment. _____ *[optional, fill in]*

- 26) Do you encourage your students' involvement in authentic audio and video materials in order to improve their pronunciation skills? *[obligatory, choose one]*
 a) Yes *[skip question 26b]*
 b) No *[skip question 26a]*

26a) How? Please, specify. _____ *[optional, fill in]*

26b) Why? Please, comment. _____ *[optional, fill in]*

V. MOTIVATION

- 27) Do you like teaching pronunciation? *[obligatory, choose one]*

- a) Yes *[skip question 27a]*
 b) No
 c) I don't know *[skip question 27a]*

27a) Why don't you like teaching pronunciation? _____ *[obligatory, fill in]*

28) What do you find most difficult about teaching pronunciation? _____ *[obligatory, fill in]*

- 29) Could any of the following factors motivate you to teach pronunciation more often or more systematically in your English lessons? Please rate. *[obligatory, choose one for each item]*

1 = Highly motivational. 2 = Rather motivational.

3 = I already feel motivated enough by this factor

(i.e. for item 1) it means „my pronunciation is good enough“, for item 2) „I know enough about the English sound system“, for item 5) „I have enough time in my lessons“, for item 11) „I can see enough interest of my students in pronunciation“ etc.)

4 = Rather not motivational. 5 = Not motivational.

*in the original electronic questionnaire, caption was inscribed straight in the table (instead of the 1-5 digits)

	1	2	3	4	5
1. If my own pronunciation of English was better.					
2. If I knew more about the English sound system.					
3. If I knew more about the methodology of teaching pronunciation.					
4. If I could receive some training in teaching pronunciation.					
5. If I had more time in my lessons.					
6. If there were more ready-made teaching materials available.					
7. If there were more concretely formulated objectives of pronunciation teaching.					
8. If I had better tools to assess my students' progress.					
9. If I believed more in the importance of pronunciation as a skill.					
10. If I believed more in my students' ability to improve in pronunciation.					
11. If I saw more interest in this area on the side of my students.					
12. If pronunciation was more strictly assessed in official exams (e.g. maturita).					
13. Other: _____ <i>[if 1 or 2 → question 29a; if 3 → question 29b]</i>					

29a) What other factors could motivate you to teach pronunciation more often or more systematically in your English lessons? _____ *[obligatory, fill in]*

29b) What other factors motivate you to teach pronunciation? _____ *[obligatory, fill in]*

30) Would you like to add any comments to the questionnaire or to the topic in general? _____ *[optional, fill in]*

Thank you very much for your time and answers. Best regards, Martina Vykouková

APPENDIX II: Recommended Additional Teaching Materials

The sources specifically recommended by the participants of our survey are indicated by two asterisks**. One asterisk* marks such materials of our personal recommendation which were referred to by our respondents at the same time. Hereby, we would like to sincerely thank the teachers for inspiration and an implicit practice-oriented feedback on some of the following materials.

1. Theoretical Sources

- phonetics and phonology of English:
English Phonetics and Phonology – Peter Roach, CUP
- transcription:
IPA-Based Transcription for Czech Students of English – Jan Volín, Karolinum *
- methodology: *How to Teach Pronunciation* – Gerald Kelly, Longman
Pronunciation Practice Activities – Martin Hewings, CUP
- effective monitoring, communicative and integrated teaching:
Teaching pronunciation: A handbook for teachers and trainers – Helen Fraser
Pronunciation and language learning: An integrative approach – Bertha Chela-Flores
A Confluent Design for Language Teaching – Beverly Galyean

2. Practical Sources

- beginner, false beginner, elementary:
Primary Pronunciation Box – Caroline Nixon and Michael Tomlinson, CUP *
English Pronunciation in Use: Elementary – Jonathan Marks, CUP *
New Headway Pronunciation Course: Elementary – Bill Bowler et al., OUP *
- pre-intermediate:
Tree or Three? – Ann Baker, CUP *
New Headway Pronunciation Course: Pre-Intermediate – Bill Bowler et al., OUP *
- intermediate:
Ship or Sheep? – Ann Baker, CUP *
English Pronunciation in Use: Intermediate – Mark Hancock, CUP *
New Headway Pronunciation Course: Intermediate – Bill Bowler et al., OUP *
Speaking Clearly – J.B. Gilbert and Pamela Rogerson, CUP

- Test Your Pronunciation* – Michael Vaughan-Rees, Longman
- Elements of Pronunciation* – Colin Mortimer, CUP
- upper-intermediate:
 - New Headway Pronunciation Course: Upper-Intermediate* – Bill Bowler et al., OUP *
 - Speaking Clearly* – J.B. Gilbert and Pamela Rogerson, CUP
 - Test Your Pronunciation* – Michael Vaughan-Rees, Longman
 - Intonation in Context* – Barbara Bradford, CUP
 - advanced:
 - English Pronunciation in Use: Advanced* – Martin Hewings, CUP *
 - Speaking Clearly* – J.B. Gilbert and Pamela Rogerson, CUP
 - Test Your Pronunciation* – Michael Vaughan-Rees, Longman
 - Intonation in Context* – Barbara Bradford, CUP
 - games (various levels and pronunciation phenomena):
 - Pronunciation Games* – Mark Hancock, CUP *
 - American English
 - Jazz Chants* – Carolyn Graham, OUP *

3. Internet Sources

- www.hancockmcdonald.com
(website of M. Hancock and A. McDonald, ELT authors, speakers and teachers)
- www.bbc.co.uk/worldservice/learningenglish/grammar/pron **
- www.bbc.co.uk/worldservice/learningenglish/language **
- www.onestopenglish.com/skills/pronunciation **
- www.helpforenglish.cz/vyslovnost **
- www.busyteacher.org/classroom_activities-pronunciation-worksheets **
- www.englishclub.com/pronunciation **
- www.eslflow.com/pronunciationlessonplans.html **
- www.agendaweb.org/phonetic.html **
- www.cambridge.org/cz/elt/teachers/zones/item2325605/Pronunciation,-Listening-&-Speaking/?site_locale=cs_CZ¤tSubjectID=2325605 **
- www.englishexercises.org/makegame/viewgame.asp?id=4767 (transcription) **
- www.manythings.org/lar (intonation, rhythm) **
- www.oup.com/elt (Oxford Teachers' Club) **

4. Authentic Material Sources

- One-minute BBC news: www.bbc.com/news/video_and_audio **
- News in levels: www.newsinlevels.com **
- Lectures on various topics: www.ted.com **
- Various materials, also in pronunciation: www.helpforenglish.cz **
- British Council website: www.britishcouncil.org **
- List of songs by category such as vocabulary, grammar, discussion topics etc.:
http://en.islcollective.com/resources/printables/worksheets_doc_docx/list_of_songs_by_category_such_as_vocabulary_grammar_discussion_topics_etc/song-beginner-prea1/1716

APPENDIX III: Recommended Additional Teaching Materials – Bibliography

1. Theoretical Sources

- Roach, Peter. *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 2000.
- Chela-Flores, Bertha. “Pronunciation and language learning: An integrative approach” *IRAL* 39 (2001): 85-101.
- Fraser, Helen. *Teaching pronunciation: A handbook for teachers and trainers. Three frameworks for an integrated approach*. Canberra: Department of Education, Training and Youth Affairs, 2001.
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2. Practical Sources

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- Baker, Ann. *Tree or Three?* Cambridge: Cambridge University Press, 2006.
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- Nixon, Caroline and Michael Tomlinson: *Primary Pronunciation Box*. Cambridge: Cambridge University Press, 2005.
- Vaughan-Rees, Michael. *Test Your Pronunciation*. Harlow: Pearson Longman Education, 2006.

APPENDIX IV: Motivation to Teach Pronunciation – Detailed Results

I would feel motivated to teach pronunciation more often or more systematically in my English lessons ...	Yes	Rather yes	No need	Rather not	No
if my own pronunciation of English was better.	22.4	18.9	42.5	6.1	10.1
if I knew more about the English sound system.	7.4	20.2	45.2	10.1	17.1
if I knew more about the methodology of teaching pronunciation.	18.9	39.5	24.1	12.3	5.2
if I could receive some training in teaching pronunciation.	23.3	36.8	24.1	7.9	7.9
if I had more time in my lessons.	39.5	33.5	18.0	6.1	3.1
if there were more ready-made teaching materials available.	22.8	33.8	29.4	7.0	7.0
if there were more concretely formulated objectives of pron. teaching.	10.1	32.5	30.3	17.5	9.6
if I had better tools to assess my students' progress.	14.9	35.5	27.2	11.8	10.5
if I believed more in the importance of pronunciation as a skill.	7.4	15.8	56.6	8.8	11.4
if I believed more in my students' ability to improve in pronunciation.	11.8	25.0	43.9	13.2	6.1
if I saw more interest in this area on the side of my students.	29.8	37.3	23.7	4.8	4.4
if pronunciation was more strictly assessed in official exams (e.g. maturita).	20.6	19.3	34.2	15.8	10.1

	Yes	Rather yes	No need	Rather not	No
if my own pronunciation of English was better.	51	43	97	14	23
if I knew more about the English sound system.	17	46	103	23	39
if I knew more about the methodology of teaching pronunciation.	43	90	55	28	12
if I could receive some training in teaching pronunciation.	53	84	55	18	18
if I had more time in my lessons.	90	76	41	14	7
if there were more ready-made teaching materials available.	52	77	67	16	16
if there were more concretely formulated objectives of pron. teaching.	23	74	69	40	22
if I had better tools to assess my students' progress.	34	81	62	27	24
if I believed more in the importance of pronunciation as a skill.	17	36	129	20	26
if I believed more in my students' ability to improve in pronunciation.	27	57	100	30	14
if I saw more interest in this area on the side of my students.	68	85	54	11	10
if pronunciation was more strictly assessed in official exams (e.g. maturita).	47	44	78	36	23