

ABSTRACT

This thesis deals with the changing role of phonetics in the history of teaching French as a foreign language. It provides a probe into the most significant methods of language teaching (the Grammar Translation Method, the Direct Method, the Audiolingual Method, the SGAV, Communicative Approach), including the current role of phonetics in teaching French. It also outlines a possible further development. The historical overview is then demonstrated on chosen French textbooks representing the individual methods, including a more detailed analysis of two contemporary textbooks. The analysis aims to provide information concerning the frequency of phonetic exercises, their focus, type and the use of phonetic transcription. Based on the theoretical background and the practical analysis, a list of inspiring approaches and techniques for current French teaching is made.