

University of Pardubice
Faculty of Arts and Philosophy

Making Use of IPA in Teaching English to Young Learners
Bachelor Thesis

2022

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Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2020/2021

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

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Osobní číslo: **H19097**
Studijní program: **B0231A090018 Anglický jazyk**
Specializace: **Anglický jazyk pro vzdělávání**
Téma práce: **Využití IPA ve výuce angličtiny na 1. stupni**
Zadávací katedra: **Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Student se v této bakalářské práci zabývá problematikou využití IPA symbolů ve výuce angličtiny na 1. stupni. V úvodu teoretické části vymezí terminologii spojenou s fonetikou a konkrétně s IPA. Představí také relevantní didaktické postupy výuky anglické výslovnosti pro žáky 1. stupně základních škol. Následovat bude diskuse o možnostech a vhodnosti využití IPA symbolů v úvodních fázích výuky a studia angličtiny. V praktické části student zrealizuje výzkum kombinací pozorování a výuky ve vybraných skupinách žáků 1. stupně. Na základě zjištění, student připraví materiály pro výuku.

Rozsah pracovní zprávy:
Rozsah grafických prací:
Forma zpracování bakalářské práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

Baker, Ann. 2007a. *Tree or Three*. Cambridge: Cambridge University Press. Baker, Ann, Sharon Goldstein. 2007b. *Pronunciation Pairs*. 2nd ed. Cambridge: Cambridge University Press. Brewster, Jean, Gail Ellis, Denis Girard. 2002. *The Primary English Teacher's Guide*. 2nd ed. Harlow: Pearson Education Limited. Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. Donna, Sylvie, Jonathan Marks. 2010. *English Pronunciation in Use Elementary*. Cambridge: Cambridge University Press. Hancock, Mark. 1995. *Pronunciation Games*. Cambridge: Cambridge University Press. Hewings, Martin. 2004. *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. Cambridge: Cambridge University Press. Kelly, Gerald. 2000. *How to Teach Pronunciation*. Harlow: Pearson Education Limited. Lane, Linda, H. Douglas Brown. 2010. *Tips for Teaching Pronunciation: A Practical Approach*. Harlow: Pearson Education Limited. Murcia, Celce. 1996. *Teaching Pronunciation*. Cambridge: Cambridge University Press. Nixon, Caroline, Michael Tomlinson. 2003. *Primary Vocabulary Box*. Cambridge: Cambridge University Press. Nixon, Caroline, Michael Tomlinson. 2005a. *Primary Pronunciation Box*. Cambridge: Cambridge University Press. Nixon, Caroline, Michael Tomlinson. 2005b. *Primary Communication Box*. Cambridge: Cambridge University Press. Rogerson, Pamela. 2011. *English Phonology and Pronunciation Teaching*. London: Bloomsbury Publishing. Shin Kang, Joan, Joann Crandall. 2014. *Teaching Young Learners English*. Boston: National Geographic Learning. Slattery, Mary. 2001. *English for Primary Teachers: A Handbook of Activities and Classroom Language*. Oxford: Oxford University Press. Underhill, Adrian. 2005. *Sound Foundations: Learning and Teaching Pronunciation*. Oxford: Macmillan Publishers Limited.

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Datum zadání bakalářské práce: **1. dubna 2021**
Termín odevzdání bakalářské práce: **31. března 2022**

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Acknowledgement

First and foremost, I would like to thank my supervisor Mgr. Kateřina Keplová for her valuable advice, guidance and consultations. Secondly, I want to express my gratitude to my family for their unwavering support throughout my studies. Lastly, I would like to thank the interviewees for making time for me, and the school for allowing me conduct my teaching there.

ANNOTATION

This thesis addresses the issue of making use of IPA in teaching English to young learners. The theoretical part introduces terminology related to phonetics and IPA, but also with the specifics of teaching English to young learners, and discusses the suitability of using IPA with young learners. The practical part contains combination of interview and teaching to explore the use of IPA at primary school, and presents designed materials corresponding with findings.

KEY WORDS

young learners, IPA, English Language Teaching, Teaching English pronunciation

NÁZEV

Využití IPA ve výuce angličtiny na 1. stupni

ANOTACE

Tato bakalářská práce se zabývá využitím IPA ve výuce angličtiny na prvním stupni. Teoretická část představuje terminologii spojenou s fonetikou a IPA, ale také charakteristické znaky související s výukou anglického jazyka na prvním stupni, a diskutuje o vhodnosti využití IPA s žáky prvního stupně. Praktická část obsahuje kombinaci rozhovoru a výuky za účelem zjištění způsobů výuky pomocí IPA na prvním stupni, a následně představuje materiály vytvořené v souladu se zjištěními.

KLÍČOVÁ SLOVA

žáci 1. stupně, IPA, výuka anglického jazyka, výuka anglické výslovnosti

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INTRODUCTION

Teaching English pronunciation should be part of all English language courses. While older learners may have difficulty acquiring pronunciation, young learners are capable of achieving a higher level of proficiency concerning pronunciation since they are at a developmental stage known as the critical period (Cameron 2001, 13). This is accompanied by the issue of which techniques, methods, or tools to incorporate into class to teach English pronunciation to young learners who are at the outset of learning English. One possibility is to integrate the International Phonetic Alphabet (IPA) into class. Thus, this bachelor thesis aims at exploring how the IPA can be used to teach English pronunciation to young learners, and design materials utilising the IPA.

With respect to the structure of this thesis, it consists of theoretical and practical part. The theoretical part is divided into three chapters. The first chapter deals with phonetics and the IPA. In particular, it specifies terminology with regards to fields addressing pronunciation, phonetics and phonology. Furthermore, the chapter focuses on phonemes and their relation to Teaching English pronunciation. Lastly, the chapter describes the IPA and what it comprises.

The second chapter is directed at young learners. Firstly, it concentrates on factors affecting young learners' instruction, particularly, on the age, characteristics of young learners, and the role of a teacher with young learners. Secondly, subchapter 2.2 explores the specifics of first and second language acquisition with young learners. The last subchapter addresses the issue of teaching English pronunciation to young learners. Specifically, it is targeted at the view of pronunciation as a psychomotor skill, the importance of teaching English to young learners, the use of the IPA with young learners, and how phoneme manipulation may enrich the use of IPA with young learners.

The last chapter of the theoretical part concerns itself with discussion of the use of the IPA at the start of learning English. Namely, the first subchapter deals with the development of English pronunciation at primary level of education in relation to RVP and CEFR. In addition, the suitability of the IPA at primary level of education is discussed. In the second subchapter, the focus is shifted towards available pronunciation activities with the use of the IPA.

The practical part aims at designing materials for teaching English pronunciation to young learners with the use of IPA based on research findings. It begins with the introduction of research aim, objectives, methodology, data analysis and interpretation. Next, the practical part explains what an interview is, its types and creation of interview questions which is followed by analysis and interpretation of data collected in interviews concerning how the IPA symbols can be used in class. Then, there is a lesson preparation utilising information from the theoretical part as well as a theory of lesson preparation in the process of designing lessons and materials with the IPA for young learners. Subsequently, analysis and interpretation of the data collected during teaching the lessons ensue. Lastly, materials for teaching English pronunciation with the IPA are presented.

THEORETICAL PART

1 Phonetics and the IPA

1.1 Pronunciation

Pronunciation comprises salient speech components which vary from the individual sounds that constitute speech to the manner in which meaning is conveyed (Hewings 2004, 3). It is crucial to realise that each language has its own system of pronunciation. Thus, when learning a foreign language, Kenworthy (1987, 4) reports that it is advisable to pay heed to potential dissimilarities in order to limit unnecessary mispronunciation errors stemming from the pronunciation model people acquired first in their lives.

1.1.1 Phonetics and Phonology

The two fields exploring pronunciation are phonetics and phonology. Kelly (2000, 9) claims that Phonetics focuses on the physical reality of speech sounds. Furthermore, Davenport et al. (2010) divide it into subdisciplines which address the individual areas. In particular, articulatory phonetics which concerns itself with sound production, auditory phonetics dealing with sound perception and acoustic phonetics covering the physics involved (Davenport et al. 2010, 2). Gut classifies the subgroups of phonetics in the same way (2009, 6). However, Kelly (2000) adds two additional subdisciplines with respect to phonetics. Namely, physiological phonetics studying anatomical, neurological, and physiological attributes of speech and perceptual phonetics which is concerned with the perception of speech by the brain (Kelly 2000, 9). Phonetics explores the production, properties and perception, whereas phonology focuses on the combination of sounds and their mutual relations (Davenport et al. 2010, 2). Moreover, Gut (2009) explains that phonology is separated into segmental and suprasegmental. Suprasegmental phonology is associated with features of pronunciation such as intonation, stress or connected speech in contrast to segmental which is concerned with phonemes (Gut 2009, 7).

1.1.2 Phonemes

To have a better understanding of the smallest speech components, it is vital to identify a phoneme. Roach (2009, 32) describes phonemes as abstract sound units which may be produced in slightly different ways. However, this definition is incomplete as it omits the semantic function of a phoneme. By comparison, Underhill (2005) in his introduction to *Sound*

Foundations defines phonemes as the smallest sounds that can communicate different meaning. Likewise, Kelly (2000, 1) argues that phonemes are the different sounds within a language which allow a change in meaning if one phoneme is replaced by another. Furthermore, Hewings (2004, 3) observes that many of the challenges faced by learners of new languages are related to differences in the phonemes occurring in the first and the target language. To demonstrate, in British English there are 44 phonemes whereas in Czech there are only 39. Hence, such discrepancies should be attended when teaching pronunciation in order to avoid common errors. Lastly, it should be noted that there is a difference between phonemes and graphemes. In other words, the relation between spelling and sound is not always clear. Therefore, a grapheme can be represented by various phonemes, for example, the letter *a* in *fate*, *pat* and *wash* (Gontijo et al. 2003, 136).

1.2 IPA

Before its use in the practical part, it is essential to determine what the IPA is and what it consists of. The International Phonetic Alphabet (IPA) was designed by phoneticians to establish a direct relationship between the sounds and written symbols of any language (Celce-Murcia et al. 2010, 3). Moreover, The International Phonetic Association posits that it is feasible to analyse speech into a sequence of segments that can be further specified by an articulatory target (1999, 6). Hence, the IPA enables teachers to focus on individual speech sounds in a language. With regards to English, the standard varieties are: General American in the United States of America and Received Pronunciation or BBC English in the United Kingdom (Gut 2009, 52).

1.2.1 Consonants

Hewings (2004, 3) contends that the IPA comprises 24 consonants and 20 vowels in British English. It is possible to focus on individual phonemes or group them based on similarity. Such similarity is influenced by the place and manner of articulation (Underhill 2005, 2). According to Kelly (2000, 47), there are six categories based on the manner of articulation with regards to consonants: plosives, nasals, fricatives, affricates, laterals, and approximants.

Brown (2014) explains that both plosives and nasals are produced when there is a full closure between the articulators. Nevertheless, plosives also entail a velic closure which stops air from escaping through the nose (Brown 2014, 33). While /k/, /g/, /p/, /b/, /t/, /d/ are recognised as

plosive sounds, nasals are /m/, /n/, /ŋ/ (Gut 2009, 53). Even though such sounds have a similar manner of articulation, they are not identical owing to their various places of articulation. In particular, /p/, /b/, /m/ are bilabial, /k/, /g/, /ŋ/ are velar, and /t/, /d/, /n/ are classified as alveolar (Celce-Murcia 2010, 61). In addition, there is another distinguishing feature regarding the production of sounds based on the vibration of vocal cords. Brown (2014, 33) reports that consonants can be either voiced or voiceless. While /b/, /d/, /g/, /n/, /m/, /ŋ/ fall into the category of voiced, /p/, /t/, /k/ are voiceless.

The next category comprises fricatives and affricates. Roach (2009, 39) explains that fricatives are distinct consonants occurring when air moving through a narrow passage results in a hissing sound. They can be labiodental (/f/, /v/), dental (/θ/, /ð/), alveolar (/s/, /z/), palatal (/ʃ/, /ʒ/) or glottal /h/ (Celce-Murcia 2010, 61). Similarly, Brown (2014, 47) affirms that affricates are also produced with a hissing sound; however, the closure is made between the tongue and the roof of the mouth. Thus, both affricates (/tʃ/, /dʒ/) have a different place of articulation, specifically, they are palatal (Celce-Murcia 2010, 61).

Finally, Brown (2014) points out that the last group, approximants, is composed of the following voiced sounds: /l/, /j/, /w/, /r/. While /j/, /w/ and /r/ are central approximants, /l/ is a lateral approximant (Brown 2014, 50). The lateral sound is made when the air flows along the sides of the tongue (Kelly 2000, 52). It contains two varieties of the phoneme /l/. First, the dark /l/ standing before a consonant, second, the clear /l/ preceding a vowel (Roach 2009, 48-49). By comparison, the central approximants are produced without obstruction to the airflow, despite the fact that two articulators move towards one another, in particular, /r/ is post-alveolar, /w/ labio-velar and /j/ is palatal (Kelly 2000, 53).

1.2.2 Vowels

Brown (2014, 23-24) suggests that vowels can be classified by vertical and horizontal position, lip position, vowel length and monophthong versus diphthong. Furthermore, Gut (2009, 61) argues that regarding the location of the tongue, vowels can be close, mid, open (vertical position) or front, central and back (horizontal position). Close vowels are /ɪ/, /i:/, /ʊ/, /u:/, mid vowels include /e/, /ə/, /ɜ:/, /ɔ:/, and open vowels are /æ/, /ʌ/, /ɑ:/, /ɒ/ (Kelly 2000, 31-33). Additionally, Roach (2009) offers three possibilities with regards to the lip position: rounded, spread and neutral. For instance, /u/ is produced with rounded, /ɪ/ with spread, whereas /ə/ with

neutral lip position (Roach 2009, 13). With respect to vowel length, it can be either short as in /ʊ/, or long /u:/. Lastly, it is noteworthy that all vowels are voiced (Brown 2014, 29).

The last group of sounds in the IPA is diphthongs. Roach (2009, 17) says that diphthongs are sounds consisting of a movement between two vowels, moreover, they are similar to long vowels in length. Brown (2009, 27) adds that diphthongs represent only one sound despite the fact that they are composed of two symbols. Firstly, there are 8 diphthongs in English which can be divided into two subgroups: closing and centring (Kelly 2000, 34). Secondly, Gut (2009, 62) argues that regarding closing diphthongs, the second vowel such as /ɪ/ is more closed than the first one, whereas centring diphthongs end in the central vowel /ə/. Lastly, Kelly (2000, 35-36) describes that the centring diphthongs are made up of /ɪə/, /ʊə/, /eə/, by contrast, the closing diphthongs end either in /ɪ/ (/eɪ/, /ɔɪ/, /aɪ/) or in /ʊ/ (/əʊ/, /aʊ/).

2 Young Learners

2.1 Aspects of Teaching Young Learners

2.1.1 Age

When defining young learners, it is clear that the matter of age is inevitable. Slattery et al. (2001, 4) suggest that young learners can be identified as children between the ages of 7 and 12. However, this is a considerable age gap. Nunan offers even a broader gap and points out that it is not practical to regard them as one group solely by the factor of age (2011, 2). It is mainly due to the fact that different, individual characteristics in relation to language acquisition can be observed within such a wide age group. For example, studies of immersion language learning reported that children at ages 7 to 8 focus more on sound and prosody while children from the age of 12 to 14 concentrate more on cues of word order (Cameron 2001, 15). Thus, it is pivotal to be specific about age group determination in order to avoid an occurrence of differences stemming from the aspect of age.

2.1.2 Characteristics of Young Learners

It has been touched upon in the previous paragraph that distinguishing characteristics occur with learners of different age groups. Shin and Crandall (2014, 25) comment that young learners are physically active, receptive to new ideas, imaginative, easily distracted, egocentric and social. Similarly, Brewster et al. (2002, 27) concur that children need to expend a lot of physical energy, that children have a propensity to be self-oriented and preoccupied with their world, but also that they can be easily bored and distracted when their curiosity is not properly aroused. Taking such information into consideration enables us to personalise learning. For instance, it is possible to employ shorter activities to promote curiosity in learning, or to utilise body exercises to fulfil their need for physical activity. Not only is it beneficial to be familiar with features which enhance young learners' performance, but also with factors which diminish it. Namely, Pinter (2017) claims that younger learners have lower levels of awareness of their processes of learning, their ability to write and read has not yet been fully developed and they possess restricted knowledge about the world. Therefore, it would be ineffective to require them to manage their own learning, or complete complex writing or reading tasks. In other words, being knowledgeable about the traits that young learners possess allows one to tailor instruction to their needs Pinter (2017, 3).

Even among learners of the same age various individual qualities may occur (Cameron 2001, 20). Hence, importance should be attached to differentiation between general and personal traits. According to Pinter, teachers frequently perceive that each child enjoys different activities (2017, 14). Thus, it is vital to identify which stimuli need to be provided to create an efficient learning environment. Such conditions can be observed by considering and incorporating the knowledge of different learning styles and multiple intelligences. Brewster et al. (2002) explain that the theory of multiple intelligences was produced by Howard Gardner. There are eight intelligences observed by Gardner: linguistic, logical-mathematical, spatial, kinaesthetic, musical, interpersonal, intrapersonal, and naturalist (Brewster et al. 2002, 34-35).

It has been indicated that young learners thrive on being physically active which is directly connected to kinaesthetic intelligence. With respect to their physical activity, there is a teaching method called "Total Physical Response" (TPR) which helps learners acquire a new language with the support of observation and repetition of body movements which are performed by a teacher (Slattery et al. 2001, 23-24). Even though TPR may be engaging for young learners in general, it may be beneficial to be aware of the means to activate the other intelligences. Word smart learners appreciate reading, writing, discussions, number smart learners relish experiments and puzzles, picture smart learners take advantage of visual materials, music smart learners learn through listening activities, people smart learners capitalise on social interactions and cooperative activities, self-smart learners prefer working on their own, and nature smart learners rejoice in outdoor activities (Shin et al. 2014, 38). As evidenced by the examples above, there are differences among individual learners even if they are of the same age. Therefore, being aware of such differences provides further information which can be implemented to establish a suitable learning environment for the entire class.

2.1.3 The Role of a Teacher with Young Learners

Pinter (2017) points out the significance of developing social and affective strategies in young learners. Specifically, the role of teachers as they should create a positive learning environment full of encouragement, build children's motivation as well as confidence, foster self-esteem by focusing on their strengths rather than weaknesses, provide positive reinforcement and be full of praise concerning their accomplishments (Pinter 2017, 113-114). In other words, teachers should be sensitive to individuals in regard to their social development. Furthermore, Kang (2006) argues that the teacher should aid young learners with comprehension. For instance, by

using colourful visuals, toys or objects which also help with capturing and holding young learners' attention (Kang 2006, 3). In relation to young learners' attention, Kang (2006) points out that young learners have short attention spans, therefore, the teacher should not spend more than 10 minutes on one activity, and transition from one activity to another should be swift.

According to Harmer (2007), the teacher functions as language model to his learners, in particular, the teacher should be able to use appropriate speed, and sustain a natural rhythm as well as appropriate intonation patterns when speaking. For example, teachers can draw learners' attention when reading in a compelling way (Harmer 2007, 117). Additionally, Kang (2006) comments that when planning activities for young learners, it is vital to bear in mind that the activities are similar in content, thus, it is recommended using thematic units which comprise a series of activities or lessons centred around the same topic so that the learners are provided with a sufficient amount of context (Kang 2006, 4). Furthermore, Harmer (2007) claims that exposure is of paramount importance in language teaching, thus, teachers should provide enough comprehensible input for their learners. Even if the learners do not grasp every single word, they still comprehend the idea which is essential for their language development (Harmer 2007, 118). With respect to young learners' comprehension, Kang (2006, 6) explains that teachers should not worry about using L1 in regard to complex expressions and instructions since such complexities could be a cause of discouragement in young learners.

2.2 Specifics of L1 and L2 Acquisition in Young Learners

2.2.1 L1 Acquisition in Young Learners

Brewster et al. (2002) describe four theoretical viewpoints concerning language development. However, only two of them have profound implications for first language acquisition. First, a cognitive-developmental view (Brewster et al. 2002, 19). Bauman-Waengler (2016) reports that before a child utters a first word, it goes through prelinguistic stages. These include cooing, 2-4 months, vocal play, 4-6 months, and babbling, 6-12 months (Bauman-Waengler 2016, 110-111). It is possible to detect production of different speech sounds at each stage. In the cooing phase, the child pronounces back vowels and consonants, for example, /u/, /o/, /k/, /g/, during the babbling phase, it produces /p/, /b/, /m/ sounds, and when babbling, it reduplicates syllables such as /mama/ (Lanza et al. 2008, 5). Furthermore, Sander (1972) designed a chart to demonstrate the expected average age at which the individual sounds are produced. For instance, speech sounds /p/, /m/, /h/, /w/ should be acquired by the age of 4, whereas /v/ and

/ð/ are not fully developed before the age of 8 (Sander 1972, 62). Lastly, the speech sound production affects the child's intelligibility. By the age of 2, the child's estimated intelligibility is approximately 50%, and full intelligibility is observed from the age of 5 (Koch 2018, 75). Second, a social-interactionist view (Brewster et al. 2002, 19). When learning the first language, children become confident communicators at home due to the support of their parents who help them start and maintain a dialogue; nevertheless, such conversations are based on the shared immediate context (Pinter 2017, 28). Thus, they acquire the language in contextualised situations. In contrast, the second language is primarily used in the classroom, therefore, it is crucial that the teacher provides a sufficient amount of learning opportunities (Cameron 2001, 12).

2.2.2 L2 Acquisition in Young Learners

The L2 learners are more cognitively developed since they already have some experience with language learning (Brewster et al. 2002, 19). Nonetheless, this may influence the way in which they acquire a new language. The Competition Model of linguistic performance is a theory explaining how the first language may have an impact on the acquisition of other languages (Cameron 2001, 14). It may pertain to features of grammar as well as pronunciation. For instance, if learners encounter the 'th' sounds which do not occur in their first language, they will try to replace them with sounds they are familiar with such as /t/ or /d/ (Lightbown and Spada 2013, 68).

In addition, Gordon (2007, 48-49) reveals that young learners are capable of acquiring the second language in a similar fashion as their mother tongue if they are exposed to naturalistic input. Lightbown and Spada (2013, 22) posit that it is closely related to what scholars call the Critical Period Hypothesis which suggests that humans can gain certain knowledge provided that they are at a developmental stage known as the critical period. Such information can be applied to pronunciation and young learners. Pinter (2017, 37) asserts that young learners are intuitive and responsive to the sounds and rhythm of new languages, moreover, they relish emulating new sounds. Similarly, Cameron (2001, 13) says that young learners are likely to accomplish a higher level of proficiency concerning accent. Thus, young learners are within a critical period that permits them to obtain better results regarding the development of their pronunciation.

2.3 Teaching English Pronunciation to Young Learners

2.3.1 Pronunciation as a Psychomotor Skill

To realise what means can be utilised in teaching English pronunciation, it is crucial to identify its educational objectives. Pasch et al. (1998) note that educational objectives can be categorised into three domains: cognitive, affective and psychomotor. In particular, pronunciation as, for example, learning an instrument is classified as a psychomotor skill since each mechanical skill which can be improved by repetition is psychomotor (Pasch et al. 1998, 51). Thus, teaching English pronunciation involves many methods, techniques and strategies employing repetition as well as imitation.

2.3.2 The Importance of Teaching English Pronunciation to Young Learners

Kelly (2000, 11) argues that frequent errors in both segmental and suprasegmental features of pronunciation may impede communication. Likewise, Lane et al. (2010, 2) assert that with regards to all areas of language, unintelligibility most commonly stems from incorrect pronunciation or word choice. Furthermore, Ur notes that teachers should ascertain that their learners are able to distinguish between and use the similar sounds in English to avoid a hindrance to communication, for instance, /ɪ/ and /i:/ (2012, 128). With respect to young learners, Nixon et al. (2005) claim that it is simpler to teach and correct their pronunciation at an early stage before they acquire bad pronunciation habits. Moreover, children in primary schools are well-equipped to imitate sounds as well as less bashful than older learners (Nixon et al. 2005, 9).

Kenworthy (1987) postulates that many learners of a new language have difficulty perceiving the sounds they hear and produce as each language has its distinctive features regarding sound production. Therefore, learners should be provided with ample opportunity to hear all the new sounds to surmount any major difficulties (Kenworthy 1987, 45). Similarly, Adams et al. (1998, 1) affirm that learners pay attention to the meaning of the utterance as a whole rather than focus on the sounds of phonemes they produce or listen to. It is also argued that phonemes are meaningless, thus, it may be unnatural to pay heed to them, moreover, they are not easily distinguishable in running speech, therefore, it may be difficult for young learners to comprehend what to listen for (Adams et al. 1998, 71). Hence, phonemic awareness instruction should include developmentally appropriate activities stimulating curiosity and

experimentation with the target language, furthermore, it should not be incidental, but intentional (Yopp et al. 2000, 132).

2.3.3 The Use of the IPA with Young Learners

There is a wide variety of didactic techniques and tools regarding English pronunciation instruction. However, the focus will be on the techniques which utilise the IPA symbols. All these techniques are pointed out during the creation of the materials in the practical part.

Firstly, Kelly (2000, 16) points out drilling which involves the teacher providing a model for the learners to imitate. To facilitate the process, the teacher can use audio-visual aids such as sound-colour charts or pictures (Celce-Murcia 2010, 10). Moreover, drilling can be either choral or individual. Choral drilling enables learners to gain confidence and pronounce the drilled item anonymously, whereas individual drilling allows the teacher to discover how successful learners are in it (Kelly 2000, 16). The teacher can project an interactive IPA chart onto a whiteboard and point at the individual IPA symbols while he reads them aloud and learners follow his example. In addition, children are brilliant at imitation, thus, drilling is an appropriate activity for their pronunciation development (Nixon et al. 2005, 9).

Secondly, Celce-Murcia (2010, 9) points out the minimal pair drills which are used for teaching sound discrimination. In other words, minimal pairs are word pairs varying in only one phoneme, for example, bit and pit (Hewings 2004, 3). However, Nunan (2003, 117) explains that there are also contextualised minimal pairs providing additional context such as showing pictures or drawings of the words. Therefore, it is possible to use flashcards with pictures of minimal pairs and present them to young learners.

Thirdly, Adams et al. report that young learners take advantage of exploring how their voices, mouth and tongue positions change with each sound (1998, 71). Thus, it is possible to employ slow motion speaking to demonstrate how the articulators move when producing the individual speech sounds (Nunan 2003, 118). It can be incorporated into class to supplement drilling exercises of the IPA symbols.

2.3.4 Phoneme Manipulation

Yopp et al. (2000, 134) report six ways to manipulate phonemes: matching, isolation, substitution, blending, segmentation, and deletion. Being aware of various ways of phoneme manipulation increases the number options the teacher has when utilising the IPA symbols in class as they develop different cognitive skills.

Firstly, Yopp et al. mention 'matching' which involves comparing two words and determining if they begin with the same sound, for instance, cat and kite. Anderson and Krathwohl (2001, 31) observe that such an activity is directed at the cognitive process dimension of understand, specifically, comparing as learners need to decide whether the given phonemes are the same. Secondly, 'isolation' concentrating on one specific phoneme in a word, for example, what is the first sound in the word 'bug' (Yopp et al. 2000, 134). Thus, it also focuses on the cognitive process dimension of understand, particularly, classifying since learners have to identify the given phoneme (Anderson and Krathwohl 2001, 31). Thirdly, Yopp et al. (2000, 134) note 'substitution' which entails replacement of a phoneme, and a creation of a new word such as replacing the first phoneme in the word 'rain'. In this case, it is targeted at the cognitive process dimension of apply, due to the fact that learners are expected to adopt a specific procedure in a given situation (Anderson and Krathwohl 2001, 31).

Furthermore, 'blending' involves fusing individual phonemes to produce a new word, for instance, /p/-/l/-/eɪ/-/n/ (Yopp et al. 2000, 134). In other words, learners need to put the individual parts together to produce a new structure, thus, it is aimed at the cognitive process dimension of create which is the highest category of cognitive processes (Anderson and Krathwohl 2001, 31). Next, 'segmentation' is the opposite of blending, it concentrates on determining which phonemes constitute a word, for example, dog (Yopp et al. 2000, 134). Since it involves dividing a whole into its individual components, it is related to the cognitive process dimension of analyse (Anderson and Krathwohl 2001, 31). Lastly, Yopp et al. (2000, 134) comment that 'deletion' is focused on omitting one phoneme to obtain a new word such as saying the word "meat" without the initial phoneme /m/.

3 Discussion of the use of IPA at the start of learning English

3.1 The Development of English Pronunciation in Primary Education

3.1.1 RVP

It is crucial for teachers to explore what the curricular documents state in order to adjust their instruction in accordance with the expected outcomes. RVP (2021, 26) postulates that children at primary level should have acquired the basic pronunciation habits, comprehension of the relation between sounds and their visual representations, moreover, they are expected to gain passive knowledge of the phonetic symbols. Thus, the learners should be capable of recognising the symbols when they see them.

3.1.2 CEFR

By comparison, CEFR (2020, 134) observes a category “Phonological control” which is further classified into three categories: overall phonological control, sound articulation and prosodic features. Each category has its own definition based on its level from A1 to C2 (CEFR 2020, 134-135). For young learners, level A1 is relevant.

Overall phonological control for A1 states “pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group; can reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases” (CEFR 2020, 135).

Sound articulation for A1 reports “can reproduce sounds in the target language if carefully guided. Can articulate a limited number of sounds so that speech is only intelligible if the interlocutor provides support, e.g. by repeating correctly and by eliciting repetition of new sounds (CEFR 2020, 135).

Prosodic features for A1 note that “Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm and/or intonation from the other language(s) they speak; their interlocutor needs to be collaborative” (CEFR 2020, 135).

3.1.3 Suitability of the IPA at Primary Level of Education

CEFR (2020) does not mention any requirements of knowledge of the IPA symbols at primary level, instead it targets at the reproduction and articulation of sounds when carefully guided and offered support. In contrast to CEFR (2020), RVP (2021) creates an opportunity for teachers to incorporate the IPA symbols into class, in particular, their passive knowledge. Likewise, Harmer (2007, 251) contends that teaching the IPA symbols may be beneficial if the learners are expected to learn to recognise rather than produce the symbols, in addition, Harmer suggests incorporating the symbols gradually into class via varied pronunciation games and tasks. Similarly, Doláková (2019, 9) asserts that it is sufficient for young learners to recognise the symbols, and the teacher should not teach them to write the symbols since written production of the symbols is taught at universities. Thus, the instruction of the IPA symbols at primary school is suitable when focusing on the recognition rather than production of the symbols.

3.2 Available Pronunciation activities with the Use of IPA

3.2.1 Primary Pronunciation Box

The first textbook to be discussed is Primary Pronunciation Box. The book is divided into three levels based on age. It consists of 55 activities, each states its type, pronunciation focus, time and material required, furthermore, it suggests what the teacher should do before and in class.

Primary Pronunciation Box uses simplified version of the IPA symbols to represent sounds, however, the individual activities can be modified, and the simplified symbols may be replaced with the IPA symbols (Nixon and Tomlinson 2005). Level 1 is focused on learners between the ages of 7 and 8 (Nixon and Tomlinson 2005, 3). Both selected activities are related to matching as described in the previous chapter (Yopp et al. 2000, 134). Firstly, the activity "Sound Stickers" is aimed at distinguishing sounds /tʃ/ and /ʃ/, however, the material uses "ch" and "sh" (Nixon and Tomlinson 2005, 23-24). Secondly, the activity "Vowel Pictures" is directed at matching individual sounds with their correct visual representations, specifically, the learners are expected to sort words with pictures into one of the following columns "a, e, i, o, u" (Nixon and Tomlinson 2005, 30). To utilise the IPA with such this particular activity, it would need to be modified by deletion of the written representations of the words, retaining only the pictures and matching them with appropriate IPA symbols /æ/, /e/, /i/, /ɒ/, /ʌ/ instead of "a, e, i, o, u".

3.2.2 Jolly Phonics

Lloyd et al. (1995) produced seven workbooks each focusing on improving learners' reading and spelling skills, moreover, the workbooks use as the previous source simplified version of the IPA symbols to represent sounds. To demonstrate, there is an exercise instructing learners to write the first sound under each picture (Lloyd et al. 1995, 17). Therefore, it is directed at isolation as explained in the previous chapter (Yopp et al. 2000, 134). Such exercises could be altered by replacing the simplified symbols with the IPA symbols and help raise learners' awareness of the individual symbols.

3.2.3 Phonological Awareness Skills

Phonological Awareness Skills is a set of five books organised by the focus of phonological awareness skills which are closely linked to phoneme manipulation that has been discussed in chapter 2.3. Nevertheless, it does not directly utilise the IPA symbols. Pullen (2019) provides games and activities for the whole class, small groups and pairs with full instructions and supporting worksheets suitable for beginning readers. For instance, the first part of book 5 addresses phoneme segmentation in 25 activities. Pullen presumes that the most efficient way to teach this skill is by modelling, i.e. being slow, clear and correct before increasing the speed of the sound production; in addition, it is pointed out that the teacher should always practice segmenting sounds orally rather than just familiarising learners with the written representation of the individual sounds (2019, 2). It is also argued that making use of visual support such as pointing to pictures facilitates memory of sounds (Pullen 2019, 2).

Lastly, Pullen (2019, 7) believes that young learners should not be introduced to concepts they cannot comprehend, and the activities should be designed to engage as many senses as possible, for instance, in activity 7 (Break it up) the teacher utters a word and children are to divide it into sounds. Simple CV, VC or CVC words such as me, nut or game are suggested, moreover, the teacher asks children to clap or stamp their feet every time they hear a new sound in a word (Pullen 2019, 7). Such segmentation activities could be modified by using the IPA chart and pointing to the symbols as young learners say the individual sounds. Thus, it would serve as choral drilling as described in chapter 2.3.3 (Kelly 2000, 16).

3.2.4 Oxford Phonics World

Oxford Phonics World is a book series of five instalments., and it is classified in alphabetical order, for example, a/b/c, d/e/f and so forth. Hence, it is possible for the teacher to focus on the

sounds one by one. However, it does not use the IPA symbols as "a" is /æ/, c is /k/ etc. (Schwermer et al. 2015, 10). Nonetheless, if the IPA symbols were used instead, Oxford Phonics World would offer a wide variety of activities. For instance, in Unit 2 /d/ would be introduced via the following exercises: "Listen and repeat where the symbol is shown, listen, point and repeat, trace, write and say, which one begins with the /d/ sound as well as listen and chant" (Schwermer et al. 2015, 12-13). Thus, it takes advantage of matching and isolation phoneme manipulation processes. Furthermore, Schwermer et al. (2015) introduce the sounds employing basic vocabulary related to food, animals, body etc.

3.2.5 Pronunciation Basket

Pronunciation Basket contains a whole chapter dedicated to sound practice, offering a wide variety of activities and materials tailored for young learners utilising the IPA symbols; furthermore, Doláková (2019) supplies instructions, providing advice and suggestions on the use of the individual materials.

The chapter addressing sound practice begins with the introduction of the phonetic chart, offering printable materials, a one-page phonetic chart functioning as an overview as well as phonetic symbols mats which can be combined to create a word learners have difficulty pronouncing (Doláková 2019, 9). Thus, the phonetic symbol mats can be used both to isolate or blend speech sounds (Yopp et al. 2000, 134). In particular, Doláková (2019, 9) points out several activities with the phonetic symbol mats, for example, a team competition in which one team makes a word and the other guesses it, and vice versa.

In the second part of the chapter, Doláková (2019) draws attention to how various materials can be utilised to teach the IPA symbols. The learners may select a handmade shopping basket with an IPA symbol on it and are asked to determine all the pictures containing the sound (Doláková 2019, 10). Similarly, Doláková (2019, 11) recommends creating mittens with the IPA symbols which may help with sound recognition as the learners are expected to raise their hands when they hear the sound that is on the mittens.

Another method proposed in the *Pronunciation Basket* relates to colour phonics, deriving inspiration from *Primary Pronunciation Box*; in other words, Doláková (2019, 12) uses colours to teach vowel sounds, associating each vowel with one colour, for example, orange /ɒ/, brown /aʊ/ etc. Likewise, Doláková suggests activities for individuals such as colouring picture

worksheets in which young learners use colours representing the individual sounds; additionally, a board game in which the learners are to determine which sound to use in a word when landing on a field of a certain colour is mentioned (2019, 12-13).

Next, Doláková puts forward games for sound discrimination, for instance, “step forward” in which the learners receive 5 cards before forming a queue at the other side of the room, and when the teacher utters a sound appearing on one of their cards, they take two steps towards the teacher, the first learner reaching their destination may call out sounds in the following round (2019, 14). To teach the difference between contrasting sounds such as /k/ and /g/, Doláková (2019, 15) suggests a fly swat game where the learners listen to words and attempt to hit the correct fly in line with the sound. Hence, *Pronunciation Basket* includes a plethora of activities which are targeted at matching and sound discrimination (Yopp et al. 2000, 134). Lastly, additional sound games and worksheets for practice are provided at the end of the chapter.

3.2.6 Conclusion

In most cases, the pronunciation activities appearing in textbooks cannot be used to teach the IPA symbols they do not incorporate them directly. Instead, they rely on simplified version of the IPA symbols similar to alphabet letters to help students connect sounds with their visual representations to lay solid foundations for learners' reading skills as evidenced in *Jolly Phonics* (1995), *Phonological Awareness Skills* (2019), or *Oxford Phonics* (2015). However, even these materials can be used for teaching the IPA symbols, if the teacher devotes an effort to modifying them. By comparison, *Pronunciation Basket* by Doláková (2019) is the only source employing and providing a whole host of activities with the IPA symbols. Thus, inspiration for teaching English pronunciation with the IPA can be drawn from it without any necessary modification.

PRACTICAL PART

4. Research Aim and Objectives

Thomas and Hodges (2010, 65) report the research aim is commonly only one, and it is a statement revealing the general purpose of a research project, in contrast to the research aim, research objectives are specific statements noting the salient issues to be discussed in a research project. Therefore, it is of great importance to state the aim and objectives clearly to ascertain the relevance of the research.

The research aim is to design materials for teaching English pronunciation to young learners with the IPA based on research findings. The first research objective is to find out how the IPA symbols can be used in class. The second research objective is to design lessons and materials using the IPA to teach English pronunciation in class. In addition, the designed materials build on the information from the theoretical part as well as on the data from the practical part. The third research objective is to find out how the learners react to the use of the IPA in class.

4.1 Research Methodology

The type of research selected for this paper is qualitative. Qualitative research is an effort to understand situations and their uniqueness in a particular context, moreover, the main instrument for data collection and analysis is the researcher who adopts an inductive approach to garner data to create concepts, or theories (Sharan 2002, 5). Likewise, Auerbach et al. (2003, 16) claim that qualitative research utilises analysis and interpretation of data to discover descriptive, meaningful patterns of a specific phenomenon. In addition, Denscombe (2010, 273) maintains that qualitative data may be in the form of words or images and can be obtained via a variety of research methods.

Qualitative research does not have only one possible data collection method. Sharan (2002, 12) notes that there might be only one data collection method employed, however, it is possible to use more methods to gather data. Mills (2014, 71) reports that qualitative data collection methods include, for instance, observation, interview, visual recordings and so on. For the purposes of this bachelor paper, the data collection methods selected are semi-structured interview, which is further described in the following chapter, and teaching which consists of lesson preparation, creation of lesson materials, and reflection of the lesson included in the

lesson plan. The data analysis and interpretation of interviews and teaching are explained in the following subchapter.

4.2 Data Analysis and Interpretation

Once the researcher has collected enough data, it is essential to properly analyse it. Denscombe (2010, 283) posits that analysis requires a detailed examination of the text and entails a gradual process of coding and categorising the data. In particular, Creswell et al (2018, 268-272) describe qualitative data analysis as a sequence of the following steps:

1. Organise and prepare the data for analysis. This entails transcribing interviews, writing up field notes.
2. Read or look at all the data. This step offers an opportunity to get a general sense of the information and to reflect on the overall meaning.
3. Start coding all of the data. This process involves organising the data into categories and labelling them with a term.
4. Generate a description and themes. This step involves the coding process to produce a description of the studied phenomenon and its major findings.
5. Representing the description and themes. Conveying the findings of the analysis, for instance, by a discussion describing a chronology of events.

All these steps are followed in the analysis of the data collected in the interviews and teaching. Moreover, when the analysis is complete, the researcher should interpret the data. Interpretation of data in qualitative research entails procedures such as summary of the overall findings, discussion of a personal view of the findings and their limitations (Creswell et al. 2018, 273).

5 Interview

Firstly, it is vital to determine what an interview is. According to McDonough et al. (2008, 182), an interview is a basic research tool involving face-to-face interaction. However, an interview should not be mistaken with a conversation. Denscombe (2010, 172) explains that despite evident, superficial similarities between an interview and a conversation, there are three key principles which a research interview needs to comply with:

- The interviewees have to grant their consent to the interviewer. Thus, conducting an interview unbeknownst to the other party severely violates the research ethics.
- Unless stated otherwise by the interviewee, everything said is recorded. Therefore, the whole interview talk is for the record.
- Even though the degree of control performed by the interviewer may vary, the agenda for the discussion is established by the researcher.

Taking such principles into consideration, it is clear that interviews and conversations are not identical. Moreover, Harmer (2007, 416) adds that it is useful to record the interview for further use.

5.1 Types of Interview

Secondly, it is necessary to select an appropriate type of interview. Mills (2014, 77) claims that there are three main types of interview: informal ethnographic, structured formal and e-mail. By comparison, McDonough et al. (2008, 182) classify different types of interview: structured, semi-structured and unstructured. Nevertheless, Denscombe (2010, 174-178) provides the most elaborate categorisation:

- Structured interviews. Such interviews are suitable for standardisation since they provide identical questions and limited-option answers. Thus, structured interviews are used to gather large volumes of data.
- Semi-structured interviews. This type of interview includes a clear list of questions to be addressed. Still, the semi-structured interview allows the interviewer to examine interviewees' ideas in broader context. Thus, eliminating limited-option answers.
- Unstructured interviews. In this type of interview, the interviewer introduces the topic and allows the interviewees to develop their ideas freely without any intrusion.

- One-to-one interviews. This type of interview involves only two participants and offers substantial benefits. First, it is comparatively simple to arrange it. Second, the opinions and viewpoints conveyed come from one source. Third, an interview between two people is relatively easy to control. Lastly, it is significantly easier to transcribe a recorded interview involving only one interviewee.
- Group interviews. In contrast to one-to-one interviews, it offers more views and opinions to the interviewer, however, it is more complex regarding organisation and transcription.
- Focus groups. Such interviews comprise a specific topic and focus on how it is viewed by a particular group of people. Focus groups are distinguishable for having a focus to the session, placing special emphasis on interaction in the group, and having a moderator who functions as a facilitator of the discussion.
- Internet interviews. This type of interview has the advantage of undertaking research without the need to travel. If both participants have the required equipment, then they can carry out a face-to-face interview without regard to their location.

Furthermore, it should be pointed out that these types of interviews overlap in certain regards. Thus, I selected the combination of semi-structured, one-to-one, internet interview. Even though both respondents have the same list of questions, the questions are open-ended and provide enough leeway to avoid limited-option answers. The interviews are one-to-one as they offer major benefits as stated above. Lastly, the interviews are conducted via internet since the interviewees are from distant areas.

5.2 Creating Interview Questions

Driscoll et al. (2010, 1) state that when carrying out an interview, it is crucial to concentrate on framing pertinent questions. Thus, there are a few principles to pay heed to when designing interview questions. Driscoll et al. (2010, 1) explain that the research should avoid the following:

- Biased questions. Forcing the respondent to answer in a certain way, predetermined by the interviewer.
- Questions assuming what they ask. It is similar to biased questions as it involves eliciting intended responses in the interviewee.
- Double-barrelled questions. Posing two different questions simultaneously.
- Wordy questions. Such questions may result in confusion and produce unreliable answers.

- Confusing questions. The questions should always be clear.
- Questions not relating to what the research wishes to learn. All the questions should be pertinent to what it is they are researching.

All these principles were followed throughout the preparation of questions used in the interview.

5.3 Research Sample

It was stated in the original research plan that it would comprise combination of observation and teaching. However, Observation was substituted by interview on account of insufficient number of suitable lessons for observation. It is also worth mentioning that it was not easy to find two interviewees who would be willing to participate in the research. Therefore, both interviews were conducted via Microsoft Teams due to the location of the interviewees as one is from Brno, and the other one from Pardubice. Furthermore, it is crucial to point out that the second interviewee does not incorporate the IPA into class anymore. In addition, it must be noted that both interviewees were familiarised with the research aim and topic and granted their consent to record the interview for the purposes of this bachelor thesis. Transcriptions of the interviews can be found in the appendix. Specifically, interview 1 (Appendix 1, 56). Interview 2 (Appendix 2, 59).

5.4 Interview Analysis and Interpretation

The first question directed at the interviewees was regarding the suitability of teaching the IPA symbols to young learners. The first interviewee said that Czech has a slightly different system of vowels and consonants so the learners should be aware of the difference from the outset, whereas the second interviewee mentioned that she does not think it is suitable anymore. Moreover, the second interviewee pointed out that she used to incorporate the IPA symbols to explain pronunciation of specific words to learners, however, now suggests that the learners use various translators when searching for vocabulary which inform them about pronunciation via listening.

The second question relates to the introduction of the IPA to class for the first time. Interviewee 1 reported that she does not begin using the IPA until the third year. In addition, she explains that the first two years consist only of the audio-oral course once a week. However, Interviewee 1 describes that in the third year the learners begin working with exercise books containing a

wealth of pre-printed materials, including vocabulary with phonetic transcription. Even though, she adds that some vocabulary does not include the phonetic transcription, for instance, words containing /æ/. In such cases, the teacher explains it to the learners, and they begin to use it once they learn to write it down. By comparison, the second interviewee did not use to introduce the IPA to class until the fourth or fifth year. Furthermore, Interviewee 2 emphasised that she definitely would not teach it to third year learners. Lastly, the second interviewee notes that the third-year learners knew such symbols existed, but they did not pay any special attention to it.

In the third question, the interviewees were asked about how much they spend using the IPA in class. The first interviewee claimed that it is highly dependent on the age of learners. Firstly, the learners learn to write a new symbol when they encounter it, then, they revise the symbols together with vocabulary in the exercise books. In the fourth year, the learners attempt to recognise the target sound, for example, if they hear /æ/ in the word 'cat'. In the fifth year, the learners are presented with vocabulary they are not familiar with and try to write it down using the IPA symbols. Thus, the learners are provided with an opportunity to producing the IPA symbols after two years of passive learning. In particular, Interviewee 1 pointed out speech sounds such as /θ/, /ð/, /æ/ for this type of activity. By contrast, Interviewee 2 explained that they devoted some attention to it in relation to its introduction when children encountered the IPA symbols for the first time to realise that such symbols exist. Specifically, the second interviewee mentioned she capitalised on cross-curricular relations to arts by drawing the symbols with the learners. Then, they returned to it only concerning pronunciation when the learners asked how to pronounce a particular word, or symbol.

The fourth question was targeted at determining which symbols to begin with when using the IPA. The first interviewee reported that they begin with explaining and practising the most commonly mispronounced sounds. Moreover, the interviewee adds that it largely depends on what habits have the learners acquired in the first two years during the audio-oral course. Thus, interviewee 1 believes that the teacher of the audio-oral courses should provide a good model for the learners to follow. Otherwise, specific examples include /æ/, /ə/, /θ/, /ð/, /ɪ/ a /i:/. Similarly, Interviewee 2 used to begin with the introduction of simple symbols which resemble the sounds they represent such as /ɪ/ a /i:/. Gradually, more complex symbols were introduced.

Question 5 was aimed at exploring possible favourite materials with the IPA. Both interviewees offered concise answers. While Interviewee 1 likes the textbook called '*Happy Street*' which has chants focused on various phonemes at the end of each unit, Interviewee 2 used to enjoy using calligraphy.

The sixth question was focused on any recommendable activities with the IPA. The first interviewee points out an aforementioned activity in which the learners are expected to use the IPA symbols to create a word uttered by the teacher. The interviewee presumes that the learners perceive it as a challenge, moreover, adds that they make an effort to achieve correct pronunciation since they consider a little competition. By comparison, the second interviewee mentions calligraphy.

Additionally, the interviewees were enquired about potential difficulties the learners may experience when using the IPA. Interviewee 1 reported the difference between /i/ and /i:/. Additionally, she added /əʊ/ and /ə/. Otherwise, the first interviewee believes that the learners are able to grasp the rest quite quickly. Likewise, interviewee 2 claimed that the learners are capable of dealing with the symbols quite well. However, she notes that the forms the learners do not know such as /tʃ/ and /dʒ/ cause more difficulty to them.

Next, the interviewees were offered a chance to make any additional comments with respect to teaching the IPA to young learners. The first interviewee pointed out that it is a shame that there is little training regarding pronunciation of primary school teachers. The interviewee underwent training which was entirely in English. Thus, the interviewee thinks that primary school English teachers are discouraged from participating since they get a feeling they do not stand a chance of understanding it. In other words, interviewee 1 believes that such teachers do not have a command of English necessary to attend such courses. Interviewee 2 presumes that it is unnecessary to teach the IPA symbols at primary school, and if so she would not place any special emphasis on them. Finally, during the interviews both interviewees reported that more attention should be devoted to teaching the IPA at lower secondary school.

Both interviewees noted that they use or used the IPA in relation to the introduction of new vocabulary, during vocabulary revision, or as the symbols emerge in class for the first time. In the theoretical part, chapter 3.1.3, it was stated that the instruction of the IPA at primary school should be focused solely on recognition. Neither of the interviewees confirm this theory as they

both mentioned the learners also produce, write, or draw the symbols. Nevertheless, the first interviewee pointed out that this happens only at the end of primary school, and the first two years of using the IPA are targeted at recognition. The interviewees have differing views on when to begin teaching the IPA. The first interviewee introduces it in third year, whereas the other interviewee used to introduce it no sooner than in fourth year, moreover, the second interviewee is now of the opinion that it should not be taught at primary school at all since it is additional load on the learners. The viewpoints regarding which sounds to start with also differentiated. The second interviewee suggested beginning with simple sounds resembling the symbols, by contrast, the first interviewee starts with the most commonly mispronounced sounds. Sounds which cause more difficulty to young learners are, for instance, /ɪ/ and /i:/, or /tʃ/ and /dʒ/.

6 Lesson Preparation

When preparing a lesson, the teacher considers various scenarios. Scrivener (2005, 109) argues that planning is a thinking skill which consists of prediction, anticipation, organising, and simplifying. Similarly, Harmer (2007, 370) notes that it is vital to take into account what stages a lesson will involve and how the teacher will address the progression from one activity to another. Furthermore, Ur (2012, 21-22) claims that there is a wide variety of features in which a lesson may differ:

- Tempo. Activities may be swift or slow.
- Organisation. The learners may work individually, in pairs, in groups, or as a whole class with the teacher.
- Material. The lesson may be based, for instance, on a coursebook, or on materials provided by the teacher.
- Mode and skill. Activities may be performed in written or spoken form, concentrating on different language components or skills.
- Difficulty. Activities may be simple or challenging.
- Topic. The language-teaching point and the non-linguistic topic may vary in different activities.
- Active-passive. Learners are either actively engaged in the lesson, or they are required to adopt a more passive role.

In addition, Ur (2012, 22) adds that with young learners the lesson should contain shorter and more varied components. Likewise, Harmer (2007, 371-373) points out the following crucial background elements for lesson preparation:

1. Aims. The intended outcomes of teaching, what the teacher hopes the students will be able to do, not what they are going to do. Suitable aims should follow the SMART model, thus, aims should be specific, measurable, achievable, realistic, timed. Moreover, a lesson is usually composed of a certain number of specific aims resulting in one overall aim.
2. Class profile. A class description informing us about the learners, for example, their learning styles, behaviour, age, etc.
3. Skill and language focus. Determining what the learners are going to learn.

4. Potential learner problems and possible solutions. A good plan predicts potential difficulties and offers ways of addressing them. Furthermore, it includes additional materials in case the lesson proceeds faster than expected.

Next, Scrivener (2005, 109) observes one more area in this regard. Particularly, the tasks and teaching procedures. In other words, in what sequence will the learners learn the target language item, and what activities will be employed by the teacher to accomplish it. Thus, Scrivener (2005, 115-116) suggests the following sequencing of lesson components:

- Restricted exposure. The first stage in which the learners encounter the target language item for the first time.
- Clarification. In the second stage, the teacher explains the target language item.
- Restricted output. In the final stage, the learners try using the language for themselves.

It is, therefore, called the 'present-practise' type of lesson in which the learners first encounter and then practise using new language items (Scrivener 2005, 116). Additionally, when planning more than one lesson, Harmer (2007, 375) reports that unforeseeable issues may arise despite thorough preparation, thus, it is essential to modify the lesson plan according to what happens in class.

6.1 Background to the Lessons

I designed two lesson plans; however, it must be said that these are two microteaching sessions. In other words, each lesson has only 10-12 minutes as noted in both lesson plans. Each lesson focuses on different speech sounds, nevertheless, there is a direct link between them. It is also essential to point out that the knowledge from the theoretical part and from the previous chapter has been combined during the preparation of the plans. This connection will be described and explained in the following section.

I will direct attention to some common features appearing in both plans. In particular, aims, instructions, organisation, role of the learners, time needed, class profile, language focus and teaching procedure. Firstly, aims were designed according to the SMART model as described in chapter 5, and contain more specific aims, objectives, which develop the overall aim. With regards to instructions, they are given in Czech since it is a microteaching lesson, instructions in English could lead to incomprehension and loss of precious time as noted in chapter 2.1.3

teachers should not worry about using L1 in regard to complex expressions and instructions since such complexities could be a cause of discouragement in young learners (Kang 2006, 6). With respect to organisation, the interaction patterns employed are individual or pair work, depending on learners' preference, group work and whole class to the teacher. The role of the learners is predominantly active as they are actively engaged in the individual activities as mentioned in chapter 5. The required time in relation to individual activities is mainly dependent on the characteristics of young learners. As pointed out in chapter 2.1.3, young learners have short attention spans (Kang 2006, 6). In addition, in chapter 2.1.2 it is argued that young learners can be easily bored and distracted (Brewster 2002, 27). Therefore, none of the activities is expected to take more than 4 minutes. All activities in both lesson plans are also similar in content, so the learners make better sense of it as described in chapter 2.1.3. Interaction patterns in the lesson plans are employed in a similar manner to Harmer's shorthand symbols to indicate who communicates with whom (Harmer 2007, 374).

Secondly, the lesson plans relate to the specifics of young learners. The plans especially build on the fact that young learners are in the critical period which means that they are at a developmental stage when it is easier to acquire correct pronunciation as explained in chapter 2.2.2, thus, being intuitive and responsive to speech sounds. Moreover, in the same chapter it is reported that young learners enjoy imitating new sounds (Pinter 2017, 37). Similarly, in chapter 2.1.1 it is said that children at ages 7 to 8 focus more on sound and prosody. Additionally, it is pointed out in chapter 2.3.2 that young learners are less bashful than older learners. Thus, the created activities aim at taking advantage of these traits. Thirdly, it has been mentioned in chapter 2.3.1 that pronunciation is classified as a psychomotor skill. Therefore, I selected activities which make use of repetition. Particularly, choral drilling which allows young learners to gain confidence and pronounce the drilled items anonymously, moreover, it capitalises on young learners' ability to imitate as described in chapter 2.3.3. Next, the lesson plans include contextualised minimal pairs activities which target words varying in only one phoneme, and provide additional context, specifically, pictures of the target items, also explained in chapter 2.3.3. Furthermore, it is claimed that young learners capitalise on exploring how their voices, mouth and tongue position change with each sound as noted in chapter 2.3.3 (Adams et al. 1998, 71). The activities also involve slow motion speaking to demonstrate how the articulators move when producing the individual speech sounds, chapter 2.3.3 (Nunan 2003, 118). Hence, it is incorporated into the lesson to supplement the drilling exercises of the IPA symbols as illustrated in chapter 2.3.3. Finally, regarding teaching

procedure, the lessons comply with the sequencing of lesson components as explained in chapter 5 (Scrivener 2005, 115-116). Thus, each lesson plan has the following structure. First, the learners encounter the target language item for the first time, restricted exposure. Second, the target language item is explained to the learners, clarification. Third, the learners try using the language themselves, restricted output.

Lastly, the micro-teaching lesson plans are connected to the expected outcomes in the RVP and CEFR. As stated in the RVP (2021, 26) children at primary level are expected to acquire basic pronunciation habits, in addition, they should gain passive knowledge of the phonetic symbols, chapter 3.1.1. With respect to CEFR (2020, 135), the learners at A1 level, which is relevant for primary level of education, should be able to reproduce sounds in the target language if carefully guided as well as articulate a limited number of sounds with the support of the interlocutor, for instance, correct repetition of the sounds. Thus, the aims of the individual lesson plans are stated in line with these expected outcomes. Furthermore, the individual activities and materials are aimed at the cognitive process dimension of understand since the learners are expected to recognise as well as distinguish between the sounds as noted in chapter 2.3.4.

6.2 Lesson 1

After pondering which symbols to introduce in the lessons, I came to the realisation that it may be beneficial to concentrate on the speech sounds pointed out in the interviews as commonly problematic for learners. In the first interview, the interviewee said that the difference between /ɪ/ and /i:/ causes difficulty to learners (Appendix 1, 56). Likewise, in chapter 2.3.2 of the theoretical part it is discussed that sounds such as /ɪ/ and /i:/ may result in a hindrance to communication if neglected. Therefore, the language focus of the first lesson is on the differentiation of /ɪ/ and /i:/. It is also notable that I used *Oxford Phonics* (2015) and *Tree or Three* (2007) as inspiration when selecting which lexical items will be employed in the lesson plans. Finally, the materials used in the lesson plan were created by me (Appendix 3, 61).

The first activity functions as a warm-up to the whole lesson plan. The first stage of the plan aims at introducing the target language items to the learners and preparing them for the following activities. The learners are familiarised with the aim of the lesson, specifically, their attention is drawn to learning the difference between two similar sounds /ɪ/ and /i:/. Furthermore, the learners are given handouts in which they find contextualised minimal pairs

(Appendix 3, 65). There are pictures representing the minimal pairs. The first pair is sheep and ship, and the learners guess which is which. Next, the teacher tells the learners the correct answer, and uses mats with the IPA symbols to illustrate the difference between /ɪ/ and /i:/. (Appendix 3, 63-64). Special emphasis is placed on demonstrating the difference in vowel length since /ɪ/ is a short vowel and /i:/ is long as described in chapter 1.2.2. During the explanation phase, the teacher also uses slow motion speaking to facilitate as a way of exaggeration to make the difference obvious as noted in chapter 2.3.3. In addition, such exaggeration could help capture and hold learners' attention. Lastly, the learners are encouraged to imitate the teacher's actions.

As a follow-up, there are two more contextualised pairs in the handout, mill and meal, bean and bin (Appendix 3, 65). The learners try to determine which one contains /ɪ/ and which /i:/, with the support of the teacher as in the previous activity. After guessing and correction by the teacher, the whole class drills the individual contextualised minimal pairs. Stopping at each pair and stressing the difference in length. Again, slow motion speaking can be incorporated if need be.

The final activity of the lesson plan is inspired by *Pronunciation Basket* (2019) and *Primary Pronunciation Box* (2005). Namely, by activities utilising colour phonics. Such activities make use of colours to teach sounds, for example, associating each vowel with one colour as noted in chapter 3.2.5. The learners are provided with handouts which contain four pairs of words supported with visual support. However, it is essential to point out that these are not minimal pairs. During the first activity, the learners were presented with phonetic mats on which /ɪ/ was blue, whereas /i:/ was red. Therefore, in this activity they are supposed to, in pairs or individually, assign blue /ɪ/ and red /i:/ according to which sound the individual words with pictures contain (Appendix 3, 67-68). When the learners are finished, they will check their answers with the teacher, and the teacher will correct them if necessary.

Lastly, it is suitable to be prepared for potential problems and know how to solve them. I anticipate time-related problems which can be resolved by checking the watch and have clear points in time where the individual lesson stages have to end. Moreover, it is possible the learners will be uncertain what to do. Thus, I will try to monitor the class and provide support where needed. Lastly, the lesson plan includes information on how the lesson went (Appendix 3, 62).

6.3 Lesson 2

As in the previous lesson plan, I used information from the interview to select which symbols to opt for. In the second interview, it was noted that symbols such as /tʃ/, /dʒ/ cause more difficulty to young learners (Appendix 2). Hence, the language focus of the second lesson plan is on the differentiation of /ʃ/ and /tʃ/. Furthermore, I drew inspiration from *Oxford Phonics* (2015) and *Tree or Three* (1982) when choosing vocabulary for the lesson plans. Finally, the phonetic mats used are inspired by Doláková and her *Pronunciation Basket* (2019), the remaining materials were designed by me (Appendix 4, 69).

The first activity involves a direct link to the previous lesson since the learners will be working with the same lexical items, even though it has to be pointed out that one new is added (shop). The approach adopted in this activity is similar to the one in the previous lesson plan, therefore, it serves as an introductory stage for the following activities. Firstly, the learners are acquainted with the aim of the lesson, particularly, their attention is directed to the difference between two similar sounds /ʃ/ and /tʃ/ (Appendix 4, 71-72). Secondly, the learners are provided with handouts containing visual representations of words with /ʃ/ and /tʃ/ (Appendix 4, 73). The pair of words used to demonstrate the difference is ship and chips. After the teacher pronounces both words, the learners are to match them with one of the pictures. The teacher corrects the learners if necessary. Then, the teacher takes the phonetic mats with /ʃ/ and /tʃ/ and emphasises /ʃ/ in ship and /tʃ/ chips so that the difference is noticeable, moreover, the learners repeat after him (Appendix 4, 71-72).

In the following activity, the learners continue working with the handout from the previous stage (Appendix 4, 73). They are supposed to match the given pictures with either /ʃ/ or /tʃ/. The learners can do this task on their own, or in pairs according to their preference. They are instructed to stop talking and put down their pens when they are finished. Once they are done, the learners check their answers with the teacher. After the answer check, a short drill revision of the given items follows to consolidate the difference between /ʃ/ and /tʃ/.

In the last activity, the learners receive another handout (Appendix 4, 74). In the handout, there are two columns, one with /tʃ/, and the other with /ʃ/. Each column provides an example of a word containing the sound. The teacher reads aloud lexical items already used in the previous activities, plus a few new ones to check if the learners hear the difference since they are

supposed to write the words down in the correct column. When the teacher is finished reading the intended vocabulary, the learners may compare, check their answers in pairs. Finally, the learners check their answers with the teacher.

Finally, I expect that the last activity may present difficulty to the young learners they might not be able to cope with. Thus, it may be necessary to stress the sound, or repeat a particular word several times. Moreover, if there is a word they do not know how to write, then it may be better to draw a picture representing the word into the right column instead of writing the word down incorrectly. Even though it must be said that this activity is not aimed at spelling. Lastly, the lesson plan includes information on how the lesson went (Appendix 4, 70).

6.4 Research Sample

I contacted several schools in Česká Lípa with no initial response. After several attempts, I managed to establish communication with ZŠ Slovanka and arranged to conduct the teaching there. Additionally, it is vital to point out that the learners had not had any prior experience with the IPA symbols, despite the fact that they have English classes since their first year at school. Both lessons were carried out with twelve third-year learners. The teacher explained that the phonetic symbols are not introduced until the fifth year.

6.5 Teaching Analysis and Interpretation

In the first lesson, the learners showed that they are capable of understanding the IPA symbols if they are contrasted next to one another as with the selected contextualised minimal pairs. The learners immediately positively reacted to the drilling activity, moreover, it developed into a chant which had not been predicted, however, the learners appeared to enjoy that, and were even able to continue associating the correct IPA symbol with the words without my support. With respect to the colour phonics activity, half of the class completed it spotlessly, four learners were uncertain about 1 to 2 words, and two learners had more difficulty fulfilling it. Moreover, two words were unfamiliar to the learners, despite the fact that they were carefully selected from A1 level materials as described in the lesson preparation. The pace of the learners varied, therefore, the time needed for the activities should be modified accordingly.

In the second lesson, the learners had experience from the previous lesson, therefore, they immediately understood what to focus on. Even though two learners did not comprehend the instructions to the following activity, thus, I provided extra support to them. Otherwise, the rest

of the class had no difficulty completing the task. However, the third activity was not as successful since the learners did not know how to write two of the selected words. The problem was solved by drawing pictures of the unfamiliar words. Thus, it is essential to select vocabulary the learners can write or choose drawing instead. On balance, the activities and materials were met with positive reactions, especially colour phonics from the previous lesson.

Both lessons were targeted at sounds which were noted by the interviewee as problematic for young learners. However, the learners displayed they could understand the sounds quite easily when supported by teaching methods such as contextualised minimal pairs, slow motion speaking or drilling to contrast them alongside. In addition, it is vital to point out that all the activities were directed at sound recognition and discrimination as stated in the theoretical part. Nevertheless, what proved to be problematic was the use of unfamiliar words to the learners. Therefore, it is crucial to choose vocabulary that the learners are familiar with, for instance, the vocabulary which they learned in previous lessons. Another important aspect is the pace of the class which should be modified so that the learners are not bored or distracted. Furthermore, the activity which received the best response by the learners was colour phonics.

7 Materials for teaching English Pronunciation with the IPA

In this chapter, teaching materials which are based on the combination of information from both the theoretical and practical part are presented. Furthermore, all the materials are aimed at recognition and discrimination of the IPA symbols, and not their production as explained in chapter 3.1.3.

7.1 Boxes and Flashcards

The first material utilises colour phonics and is intended as a follow-up to introduction and explanation of /æ/ and /e/ (Appendix 5, 75). The teacher needs two boxes to use this material. One with green /æ/ on it, and the other one with yellow /e/. The sheet of paper is supposed to be cut into pieces according to the individual words with pictures. The teacher picks one flashcard after another, saying the word out loud and asking the learners where they would put the card. For instance, the first flashcard is bag which contains the sound /æ/, therefore, it would be placed in the green box. The learners can also do this activity in pairs; however, more boxes are required since each pair needs two.

7.2 Colouring Flags

The second material also employs colour phonics (Appendix 6, 77). Particularly, the learners are given a worksheet with five blank flags. Above the flags, it is shown that each sound has its own colour, specifically, blue /ɪ/, red /i:/, green /æ/, and yellow /e/. The teacher has a set of words prepared for each flag. The learners start with colouring the topmost stripe and continue downwards. For example, if the teacher says six, the learners colour the given stripe in blue, because six contains /ɪ/. It can be modified by using different lexical items to the suggested. The learners can also do this activity in pairs once they gain confidence in it.

7.3 IPA Bingo

The last material is bingo (Appendix 7, 79). The material includes only the IPA symbols which have already been used in the other materials. However, it is notable that there are significantly more possible combinations with more symbols, especially, once the learners have been familiarised with all of them. Additionally, the basic format for bingo is 3x3, therefore, three symbols are used twice since I worked with only 6 symbols. The learners are expected to cross out the symbol they hear in a word said by the teacher. With regards to the number of symbols, it might be a good idea if the learners are asked to shout bingo only when they get a T-shape.

Similarly to the previous materials, there is a set of suggested words for use which have already appeared either in the lessons, or in the materials from chapters 6 and 7.

CONCLUSION

The topic of this bachelor thesis was the use of IPA in teaching English to young learners as they are at a developmental stage enabling them to obtain better results regarding pronunciation. The aim of the thesis was to explore how the IPA can be implemented into young learner's English class, and design materials utilising the IPA.

The theoretical background of phonetics and phonology, and the IPA were examined in the first part of the thesis. Specifically, the components constituting the IPA as well as the aspects which need to be taken into consideration when teaching with the IPA such as place and manner of articulation.

In the second part of the thesis, the specifics accompanying teaching young learners in general as well as teaching English pronunciation to them were discussed. In particular, young learners are at the age when they focus more on sound and prosody, their attention spans are short, they are well-equipped to imitate sounds, their comprehension may be increased by using colourful visuals, however, they have lower levels of awareness of their own processes of learning.

The final chapter of the theoretical part was directed at the discussion of the use of the IPA at the start of learning English. Particularly, the discussion concluded that the instruction of the IPA symbols at primary school is suitable when focusing on the recognition rather than production of the symbols. Furthermore, the chapter explored the availability of pronunciation activities with the use of the IPA, and the majority of sources must be modified since they do not incorporate the IPA symbols directly. The only available source which does not need any modification is *Pronunciation Basket* by Doláková (2019).

The practical part aimed at designing materials for teaching English pronunciation to young learners with the use of IPA based on research findings. The first research objective was to find out how the IPA symbols can be used in class. The data collection method selected for this objective was interview. Both interviewees noted that they use or used the IPA to explain pronunciation of new vocabulary as well as during its revision. Interviewee 1 pointed out activities focusing on the individual sounds through chants, whereas Interviewee 2 used to utilise calligraphy. Lastly, the first interviewee said that the learners spent two years focusing on recognition of the symbols before producing them.

The second research objective was to design lessons and materials using the IPA based on the information from theoretical part and data from the practical part. The microlessons contained materials concentrating on contrasting sounds /ɪ/ and /i:/, /ʃ/ and /tʃ/ through, for instance, contextualised minimal pairs, drilling or colour phonics. Lastly, the activities were directed at sound recognition and discrimination.

The third research objective was to find out how the learners react to the use of the IPA in class. The learners showed they could understand the difference between two sounds quite easily after the use of contextualised minimal pairs, slow motion speaking and drilling. To demonstrate, in the final activity of the first microlesson featuring colour phonics, six learners completed the task spotlessly, four learners were uncertain about one to two instances, and two learners had more difficulty with the task.

The final chapter of the practical part presents description of three additional materials for teaching English pronunciation with the IPA to young learners based on the information from both theoretical and practical part. Furthermore, the materials build on the materials used in the lessons and offer a possibility of proceeding with the introduction of other symbols. Lastly, all the activities are aimed at recognition and discrimination of the IPA symbols, and not their production as discussed in the third chapter of the theoretical part.

RESUMÉ

Tato bakalářská práce se věnuje tématu využití IPA ve výuce angličtiny na prvním stupni. Cílem této práce je vytvořit materiály k výuce anglické výslovnosti pomocí IPA na základě zjištění vhodnosti a možností využití. V závěru práce jsou prezentovány materiály k výuce IPA na prvním stupni, které vznikly na základě kombinace odborných poznatků z teoretické části, a dat z části praktické. Konkrétní informace obsažené v této bakalářské práci jsou rozvedeny v následujících odstavcích.

K výuce anglického jazyka neodmyslitelně patří i výuka správné výslovnosti. První kapitola se zabývá stanovením teorie spojené s fonetikou a fonologií, jelikož každý jazyk má svá specifika ohledně výslovnosti. O daných rozdílech a jejich následcích na výuku výslovnosti, například ohledně fonémů, se lze dočíst v první části první kapitoly. Druhá část první kapitoly se zaměřuje na vysvětlení pojmu IPA, a z čeho se skládá. Konkrétně poskytuje teoretickou základnu ohledně toho, kde a jak se jednotlivé fonémy tvoří.

Druhá kapitola teoretické části se zabývá žáky prvního stupně. Zejména popisuje aspekty, které by měly být zohledněny při výuce žáků prvního stupně. První část druhé kapitoly vymezuje žáky z hlediska věku, uvádí charakteristické znaky, které jsou typické pro výuku žáků prvního stupně. Zároveň popisuje, jakou roli, přístup, strategie, ale i techniky může učitel využít při výuce žáků prvního stupně. V druhé části této kapitoly se čtenář může dozvědět nejen o rozdílech v akvizici prvního a druhého jazyka u dětí prvního stupně, ale také o zdůvodnění, proč mají žáci prvního stupně lepší podmínky pro osvojení dobré výslovnosti v cizím jazyce. Poslední část druhé kapitoly rozvíjí důležitost výuky správné anglické výslovnosti u žáků prvního stupně, a uvádí konkrétní techniky, které mohou být použity při výuce anglické výslovnosti pomocí IPA na prvním stupni. V neposlední řadě zkoumá další možnosti, které se učiteli nabízí, pro výuku pomocí IPA podle pokročilosti z hlediska kognitivního rozvoje prostřednictvím fonémové manipulace.

Třetí kapitola teoretické části je cílena na diskusi o vhodnosti a možnostech využití IPA v úvodu výuky a studia anglického jazyka. Jmenovitě pojednává o očekávaných výstupech ve výuce anglického jazyka z hlediska výslovnosti podle Společného evropského referenčního rámce pro jazyky (CEFR) a státního kurikulárního dokumentu pro základní vzdělávání (RVP

ZV), který je relevantní pro tuto bakalářskou práci, jelikož výzkum, který je obsažen v praktické části byl vykonán na základní škole v České republice. Dále je diskuse zaměřena zejména na rozsah, v kterém by žáci prvního stupně měli pracovat s IPA. Druhá část třetí kapitoly se orientuje na dostupnost a zaměření aktivit pro výuku anglické výslovnosti s IPA.

Po teoretické části následuje část praktická, která začíná stanovením hlavního cíle, který je doplněn cíli dílčími. Hlavním cílem praktické části je tvorba materiálů pro výuku anglické výslovnosti žáků prvního stupně pomocí IPA na základě zjištění. Prvním dílčím cílem je zjistit, jak je možné využít IPA ve výuce anglického jazyka na prvním stupni prostřednictvím dvou rozhovorů s učitelkami prvního stupně na dvou různých českých základních školách, v Pardubicích a v Brně. Druhým dílčím cílem je vytvořit mikrovyučovací jednotky, které obsahují materiály pro výuku IPA, které byly vytvořeny na základě kombinace poznatků z teoretické a praktické části. Třetím dílčím cílem je zjistit, jak žáci prvního stupně, konkrétně třetí třídy, kteří nemají žádné předchozí zkušenosti s IPA, reagují na možnosti jejího využití při výuce anglické výslovnosti. Úvodní kapitola praktické části také popisuje typ a zvolenou metodologii výzkumu. Ta zahrnuje nejen metody sběru dat, ale i zvolený postup při analýze a interpretaci získaných dat.

Druhá kapitola praktické části se zabývá rozhovorem. V úvodu je vysvětleno, co je to rozhovor a jaké zásady by měly být dodrženy při jeho použití. Dále jsou uvedeny typy rozhovorů, selekce typů rozhovoru a následné zdůvodnění. Následuje vysvětlení postupu, který byl zvolen při procesu tvorby otázek pro rozhovor. V předposlední části kapitoly je poskytnut stručný popis výzkumného vzorku, součástí této podkapitoly jsou také odkazy do přílohy na transkripce obou rozhovorů. Poslední část této kapitoly se věnuje analýze a interpretaci dat vyplívajících z rozhovorů. Zde se čtenář může seznámit s tím, kdy se začíná s výukou IPA na prvním stupni, kolik času je věnováno výuce IPA v rámci jednotlivých hodin, s jakými symboly je možné začít, které symboly představují pro žáky prvního stupně největší potíže, ale také o pohledu na vhodnost využití IPA ve výuce anglického jazyka na prvním stupni.

Třetí kapitola praktické části poskytuje vhled na postup, který byl zvolen při tvorbě mikrovyučování a materiálů. V první části jsou zmíněny faktory ovlivňující přípravu a plánování hodin. Co víc, popisuje klíčové prvky, které by každá příprava hodiny měla obsahovat, jedná se například o cíl hodiny, charakteristiku třídy nebo zaměření z hlediska jazyka. Následně uvádí, jak lze poskládat jednotlivé komponenty v rámci vyučovací jednotky

při výuce nových věcí. Další část této kapitoly vysvětluje společný komentář a zásady pro tvorbu obou hodin s několika konkrétními odkazy na teoretické poznatky z teoretické části. Dvě navazující podkapitoly vysvětlují specifické příklady propojení teoretické části s praktickou při tvorbě jednotlivých mikrovyučování a materiálů. Součástí jsou i stručné odkazy na tvrzení z rozhovorů. Závěr kapitoly obsahuje stručné představení výzkumného vzorku s analýzou a interpretací dat získaných během výuky, což zahrnuje i komentář ohledně konkrétní úspěšnosti z aktivity na konci prvního mikrovyučování. Mimo to, rozebírá obtíže, které během vyučování nastaly a nabízí jejich příčiny.

Závěrečná kapitola celé bakalářské práce představuje popis tří dodatečných aktivit s IPA symboly, které lze použít pro výuku anglické výslovnosti se žáky prvního stupně. Všechny tyto zmíněné aktivity byly vytvořeny na základě poznatků z teoretické a praktické části práce, a jsou součástí přílohy. Co víc, zmíněné aktivity jsou určitým návrhem, jak by bylo možné dále pokračovat ve výuce jednotlivých symbolů. Dvě ze tří uvedených aktivit využívají metody přiřazení jedné barvy k jednomu symbolu s tím, že první aktivita je zamýšlena k využití po představení daných symbolů učitelem. Pro zbývající aktivity už žádné nové symboly představit není potřeba, což má za následek, že žáci již znají dostatek symbolů na to, aby si byli schopni zahrát základní bingo ve formátu 3x3. Závěrem je důležité uvést, že na základě diskuse v závěru teoretické části práce jsou dané aktivity zaměřeny pouze na poznání a rozpoznání konkrétních IPA symbolů, a ne jejich tvorbu, psaní.

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APPENDIX 1

INTERVIEW 1 TRANSCRIPTION

Datum: 10.5. 2022.

1. Proč je podle Vás vhodné, aby si žáci 1.stupně osvojili znalost fonetické abecedy?

"Tak je to určitě především z důvodu, že čeština má trochu jiné souhlásky i samohlásky, fonémy. Takže naše česká abeceda je neumí popsat tak, jak by měly opravdu být. Takže už z toho důvodu, aby ty děti od začátku věděly, že tam by mělo být něco jiného řečeného, i když úplně zpočátku asi nejsou schopni to tam říkat tak, jak to je."

2. Kdy začínáte s výukou IPA symbolů?

"V podstatě máme od první třídy angličtinu, a první druhá třída máme jednu hodinu týdně, máme audio-orální kurz. Tam ani moc nepíšeme, tudíž nepíšeme žádné slovníčky, ani nic podobného. Ani nepoužíváme IPA symboly. Ale od třetí třídy, kdy už máme tři hodiny týdně tak jak je běžné, zavedeme takový slovníček, nicméně ne takový ten klasický úplně, ale spoustu věcí tam máme předtištěných, žáci do něho doplňují, dopisují. A máme tam slovíčka uvedené již s fonetickým přepisem. Ale u některých ne, a právě to u těch slovíček, kde se dostáváme teprve poprvé do kontaktu s /æ/. Takže my si ho vysvětlíme, ukážeme, naučíme se ho psát, jako písmenko v písance, a pak ho začneme používat. Avšak je to až u 3. třídy."

3. Jak často a kolik času věnujete výuce IPA symbolů v rámci jednotlivých hodin?

"To záleží na tom, ve kterém je to ročníku. Ze začátku se to učíme tak, jak se s tím setkáme poprvé, tak to představíme, a pak to bereme, že to děti umí napsat. Oni si to zapíší do slovníčku, a my se k tomu v rámci opakování slovní zásoby vracíme. A potom takhle postupně jedeme, kde ve 4. třídě už postupně znají ty jednotlivé tvary hlásek, ale pořád to není na nějaké profesionální úrovni. Pořád se to snaží opsat, nebo zkoušíme, že jim řeknu správnou výslovnost, jestli například u slova cat poznají a slyší, že se tam nachází /æ/. V 5. třídě se zdatnějšími studenty položím nějaké slovíčko, které založené neznají, a oni mají zkusit IPA symboly napsat., že sami zkouší, jestli by to byli schopni zapsat. Volím takové hlásky, které jsou úplně jiné, například /θ/, /ð/, /æ/. Nicméně, je škoda, že se tomu nevěnuje větší pozornost na 2. stupni, kde na to učitelé tolik nedbají."

4. S výukou kterých symbolů začínáte?

"Máme vytištěnou tabulku s přehledem symbolů ve velkém formátu, a my si to ukážeme, jak je to jiné, co říkáme špatně, a snažíme se to nacvičit. To jsou ty základní, záleží, jaké základy si žák sebou přinese z první a druhé třídy. Když máte žáky, kteří již zvládají výslovnost základních slovíček jako dog či cat, tak je výuka mnohem jednodušší. Proto je potřeba, aby i učitelé anglického jazyka 1. a 2. tříd, kteří vedou audio-orální kurzy měli správnou výslovnost. Jinak začínáme s těmi nejpoužívanějšími fonémy jako jsou /æ/, /ə/, /θ/, /ð/, /ɪ/ a /i:/. Používáme učebnici Happy Street, která má na konci každé lekce básničku zaměřenou na nějaký foném."

5. Máte nějaké oblíbené materiály na výuku IPA?

"Spíše ne. Kromě již zmíněných prostředků momentálně nic jiného nepoužívám."

6. Jakou máte oblíbenou aktivitu s IPA symboly, kterou byste doporučila?

"Ano, už jsem to zmínila. Říkám jim slovíčka, které neznají, oni to berou jako těžkou hru, že zrovna nic neděláme do angličtiny. A pak soutěží v tom komu se podařilo trefit nejvíce správných znaků. To je hrozně baví. A i je potom vidět, že se snaží o tu správnou výslovnost."

7. Všimla jste si, že některé symboly dělají větší problémy pochopit?

"Samozřejmě, typicky /ɪ/ a /i:/. Nejčastější asi věc, kterou řeším je /əʊ/, žákům dělá problém si uvědomit /ə/ na začátku. Zbytek žákům většinou nedělají problém, jsou schopni to pochopit rychle. Spíše vidím problém v tom, že žáci přebírají nesprávnou anglickou výslovnost ze zdrojů jako je například TikTok, kde je každý schopen si cokoliv namluvit."

8. Máte nějaké jiné poznatky ohledně IPA symbolů na které jsem se nezeptal?

"Sama bych chtěla zmínit to, že je strašná škoda, že je úplně minimum školení, které se k výslovnosti dělají. Já mám za sebou to, co dělala Masarykova Univerzita před Covidem, takže asi 3 roky zpátky, a bylo to celé popsáno anglicky, tím pádem ten prvostupňový učitel od toho dá ruce pryč, protože má pocit, že tomu celou dobu nebude rozumět. A není, ani se necítí tak

jazykově vybaven, aby na takové školení šel. Přitom si myslím, že je to absolutní základ, aby základy byly položeny správně. A považuji to za nejstěžejnější. I kdyby učitel na 1.stupni nenaučil žáky téměř nic jiného než správnou výslovnost, tak by to byl velký úspěch. A jsem ráda, že se touto problematikou někdo zabývá."

APPENDIX 2

INTERVIEW 2 TRANSCRIPTION

Datum: 26.5. 2022

1. Proč je podle Vás vhodné, aby si žáci 1.stupně osvojili znalost fonetické abecedy?

"Tak teď už si myslím, že to úplně vhodné nemusí být, protože se učí jiným způsobem. A fonetika už není úplně tak důležitá, když si hledají slovní zásobu, jelikož si ji hledají přes různé překladače, které jim to už sdělí poslechem, takže pro mě v tuhle chvíli už vlastně tyto symboly nejsou důležité, ale dříve jsem je používala k tomu, aby si to slovíčko pak uměli správně přečíst, a aby potom na tom mohli založit svoji výslovnost."

2. Kdy začínáte s výukou IPA symbolů?

"Začínala jsem v 4. nebo 5. třídě dříve určitě ne, protože tenkrát jsem to používala možná na začátku 4., a pak 5. třídy. Dříve ne. Ve 3. třídě určitě ne. Tam se sice slovní zásoba psala kdysi dávno, ještě třeba do slovníčků. Žáci věděli, že tyto symboly existují, ale nijak jsme s nimi nepracovali."

3. Jak často a kolik času věnujete výuce IPA symbolů v rámci jednotlivých hodin?

"Ne ani tak v rámci jednotlivých hodin, ale v rámci prvního seznamování vůbec s tím, že nějaké symboly existují. Takže jsme využili mezipředmětové vztahy ve výtvarné výchově, že jsme si je kreslili, a používali jsme je jako když se píše čínsky, tímhle tím způsobem jsme s tím pracovali. A pak už jsme se k tomu vraceli jenom v rámci výslovnosti, když se mne šli zeptat, jak se to čte, tak jsme si to připomněli. Ale jinak jsme se tomu nijak nevěnovali. Již to nepovažuji za důležitou věc na 1. stupni."

4. S výukou kterých symbolů začínáte?

"To už si úplně nepamatuji. Možná jsme začínali s těmi, co jsou jednoduché a snadno čitelné, a postupně jsme se dostali k těm složitějším, které třeba neznají. Ty, které připomínali určité písmeno, tak s těmi jsme začínali. Konkrétně, možná třeba /x/, prostě ty, které jsou téměř shodné s těmi písmenky, které připomínají. Ale vážně bych tomuto v tuhle chvíli věnovala"

pozornost až na 2. stupni, aby se s tím seznámili, že to existuje, ale na první stupeň bych to v tuhle chvíli už vůbec nedávala. Považuji to za zbytečné."

5. Máte nějaké oblíbené materiály na výuku IPA?

"Nic kromě toho, co jsem již zmínila, a to propojení s mezipředmětovými vztahy s výtvarnou výchovou, konkrétně kaligrafií."

6. Jakou máte oblíbenou aktivitu s IPA symboly, kterou byste doporučila?

"Kaligrafii."

7. Všimla jste si, že některé symboly dělají větší problémy žákům pochopit? Které?

"Určitě. Například /tʃ/, /dʒ/. Tyto tvary, které neznají. Tak s tím měli větší problém. Ale jinak ne. Oni si jsou schopni s těmito věcmi celkem dobře poradit, když jim z toho člověk neudělá bubáka, a nestraší je, tak oni si s obrázkami umí poradit. Takže když to pojmem jako obrázky, tak to pro ně problém není."

8. Máte nějaké jiné poznatky ohledně IPA symbolů na které jsem se nezeptal?

"Tak už asi jenom znovu zopakují, že bych to na 1. stupeň nezařazovala, popřípadě bych tomu nekladla nějaký velký důraz, protože to z mého pohledu na první stupeň nepatří, jelikož to děti na prvním stupni zbytečně zatěžuje."

APPENDIX 3

LESSON PLAN 1 AND RELATED MATERIALS

Class: 3.B

Date: 31.5.2022

Time: 10-12 minutes

Overall aim: *By the end of the micro-teaching session, the learners will be able to distinguish between /ɪ/ x /i:/ with little to no hesitation.*

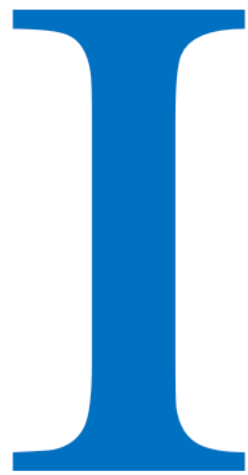
Activity	Material and aids	Time needed	Interaction patterns	Objectives
1. Giving examples of minimal pairs related to /ɪ/ x /i:/.	MATERIAL 1 +MATERIAL 2	2-3 minutes	T-S	1. To introduce the learners to the difference between /ɪ/ x /i:/ and prepare them for the following activities.
2. Drilling	MATERIAL 2	3-4 minutes	T-S	2. To raise awareness of the difference between /ɪ/ x /i:/ by repetition.
3. Assigning correct colour to pictures.	MATERIAL 3	4-5 minutes	pair /individual work + T-S	3. To check whether the learners can tell the difference between /ɪ/ x /i:/.

Anticipated problems: Exceeding the expected time limit, unclear instructions.

How the lesson went:

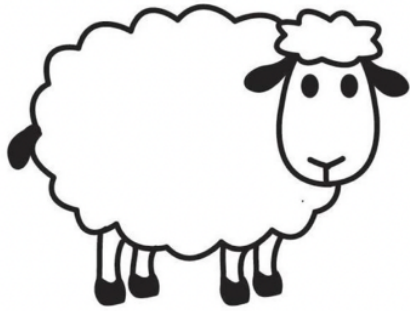
In the first activity, I was surprised by how quickly the learners could differentiate between the two target sounds /ɪ/ and /i:/. They particularly enjoyed the drilling phase in which they first repeated after me, and it developed into some sort of a chant as the word pairs rhymed. Then, the learners were saying the words without my help. Six learners were able to complete the last activity with colour phonics spotlessly, four learners hesitated with determining one or two sounds, and two learners had difficulty fulfilling the task, thus, I tried to help them. Besides, the lexical items chosen for the activities were familiar to the learners, apart from zip and ink. I asked if anybody knew what they mean, and one learner raised her hand, and explained the words to the class. It also has to be pointed out that they liked colouring the pictures as well as the fact that some learners were very fast, completing the task much sooner than others. Therefore, the time needed for the individual activities may be modified according to the pace of the class, however, the lesson did not exceed the expected time limit. Lastly, when I finished teaching the activities, I remained in the class and watched what the learners do with the teacher. I learned that they were learning to count to twenty, and it occurred to me that many of the numbers contain the sounds /ɪ/ and /i:/. Therefore, it would be possible to teach the IPA symbols through vocabulary they have just learned.

MATERIAL 1





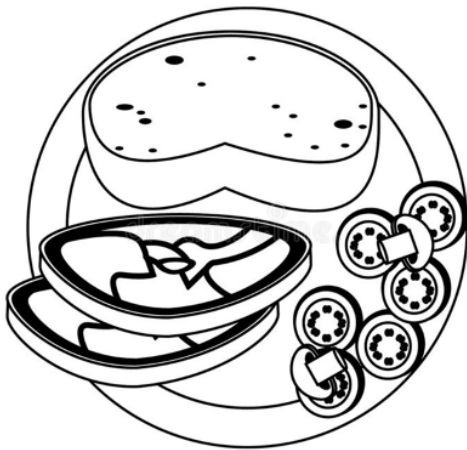
MATERIAL 2



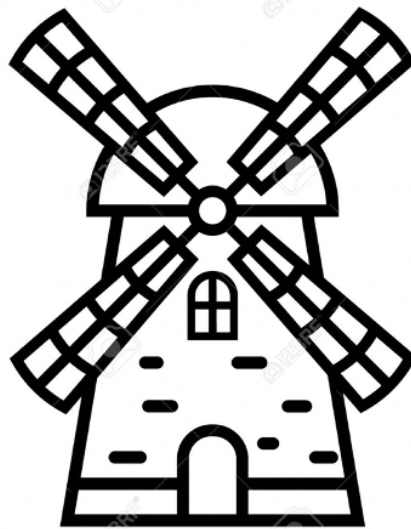
SHEEP



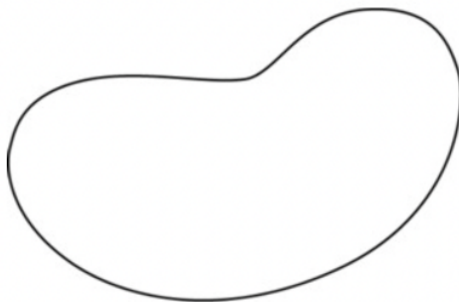
SHIP



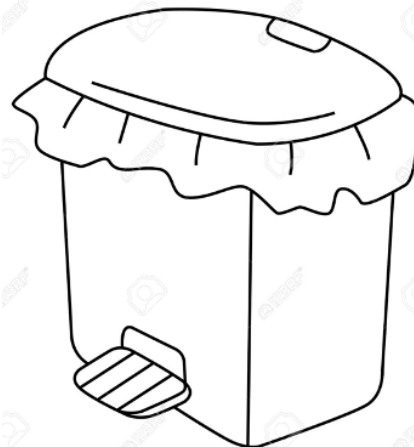
MEAL



MILL



BEAN



BIN

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<https://www.vectorstock.com/royalty-free-vector/sail-ship-black-and-white-pictograph-icon-vector-31611951>

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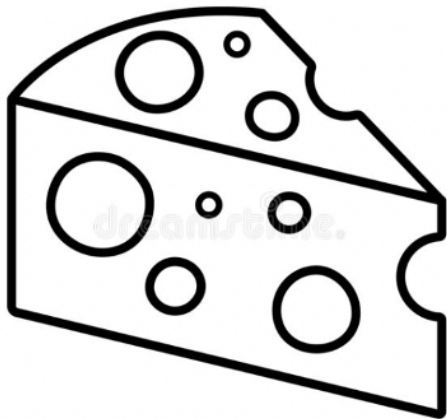
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MATERIAL 3

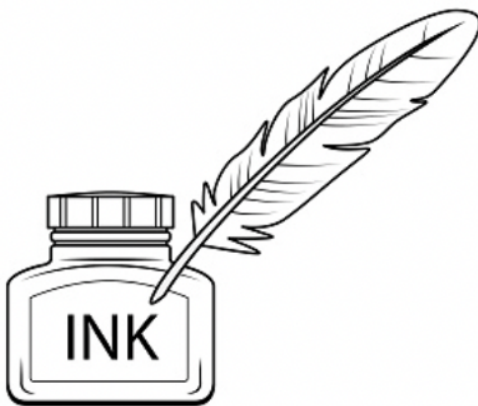
blue /i/ or red /i:/



CHEESE



CHIPS



INK



KEY

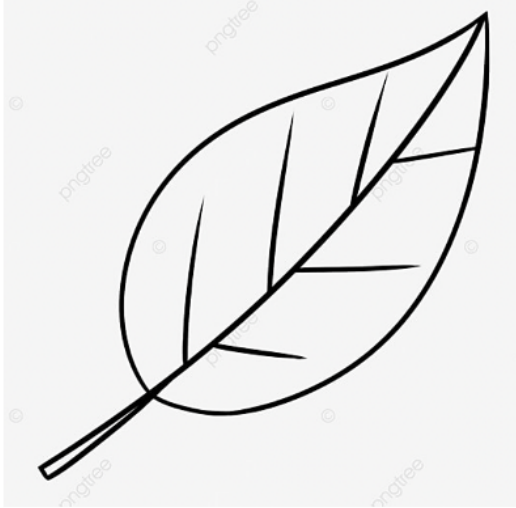
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<https://www.dreamstime.com/black-white-potato-chips-line-icon-fast-food-logo-white-background-black-white-potato-chips-line-icon-fast-food-logo-image149154844>

<https://www.shutterstock.com/cs/search/similar/50523364>

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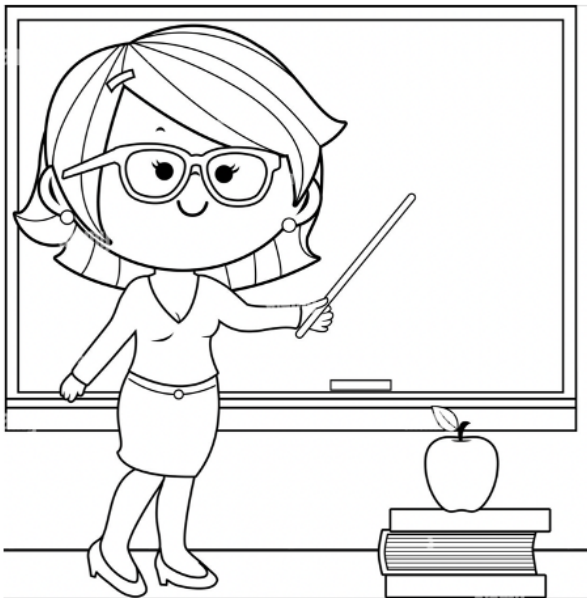
blue /ɪ/ or red /i:/



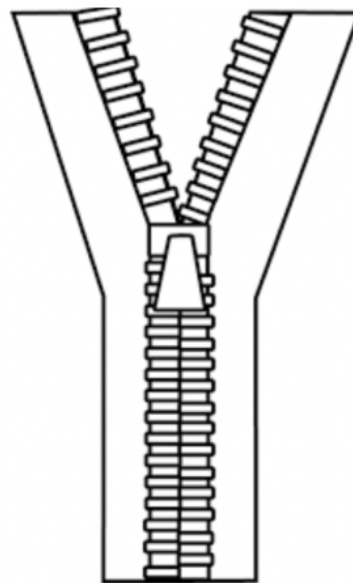
LEAF



MILK



TEACHER



ZIP

<https://www.pinterest.com/pin/178244097743367366/>

<https://www.istockphoto.com/cs/vektor/mléko-tetra-brik-ilustrace-gm1144506870-307717985>

<https://www.alamy.com/stock-photo-teacher-teaching-at-class-coloring-book-page-141964736.html>

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APPENDIX 4

LESSON PLAN 2 AND RELATED MATERIALS

Class: 3.B

Date: 1.6.2022

Time: 10-12 minutes

Overall aim: By the end of the micro-teaching session, the learners will be able to differentiate between /tʃ/ x /ʃ/ in familiar vocabulary.

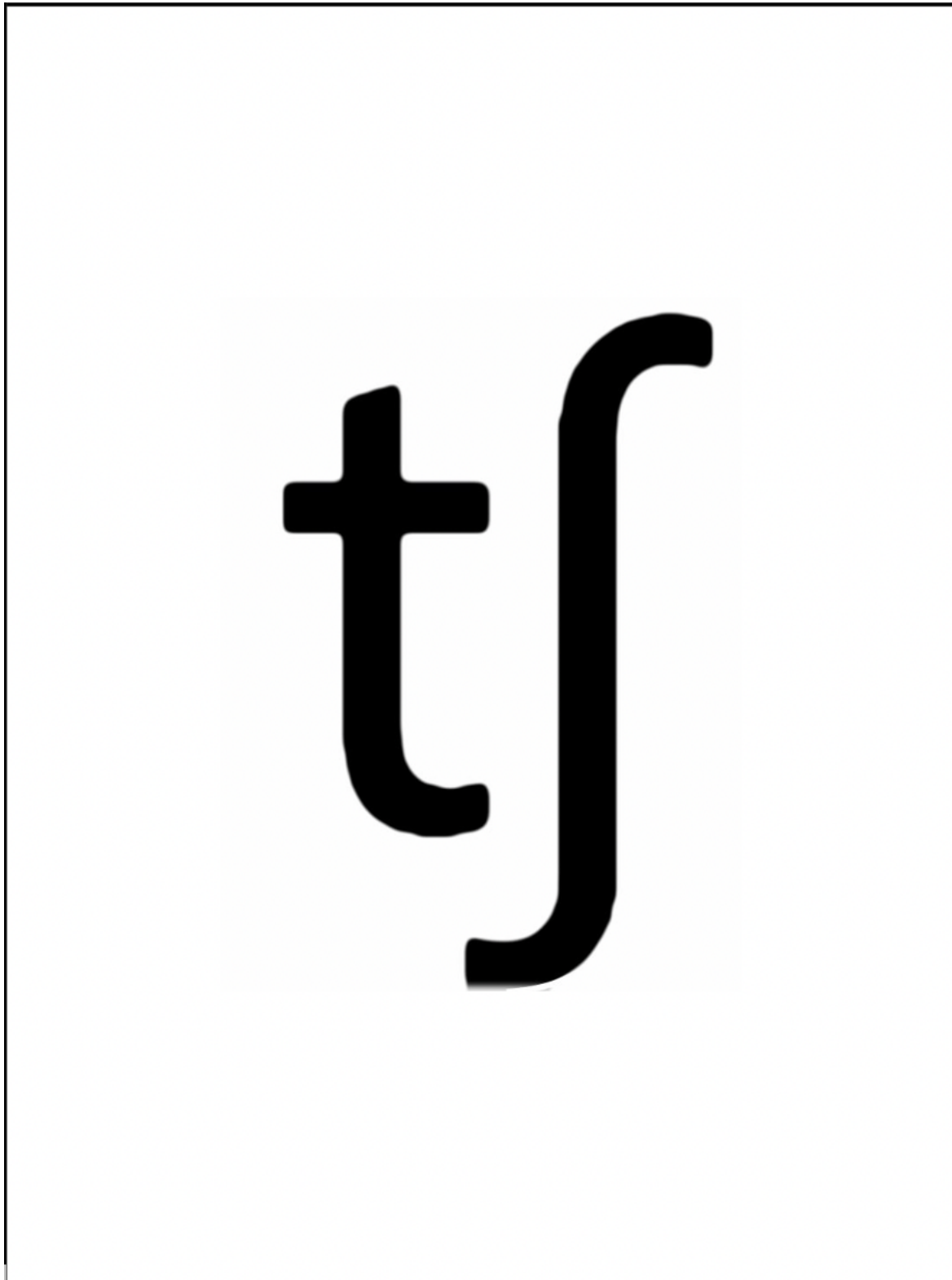
Activity	Material and aids	Time needed	Interaction patterns	Objectives
1. Introduction to new sounds with a link to the previous lesson	MATERIAL 4 + MATERIAL 5	2-3 minutes	T-S	1. To introduce /tʃ/ x /ʃ/ via familiar vocabulary from the previous lesson.
2. Matching exercise	MATERIAL 5	3-4 minutes	individual or pair work + T-S	2. To match pictures of familiar vocabulary with either /tʃ/ or /ʃ/.
3. Putting words in /tʃ/ and /ʃ/ columns.	MATERIAL 6	4-5 minutes	group work + T-S	3. To consolidate the recognition of /tʃ/ and /ʃ/ in relation to familiar vocabulary.

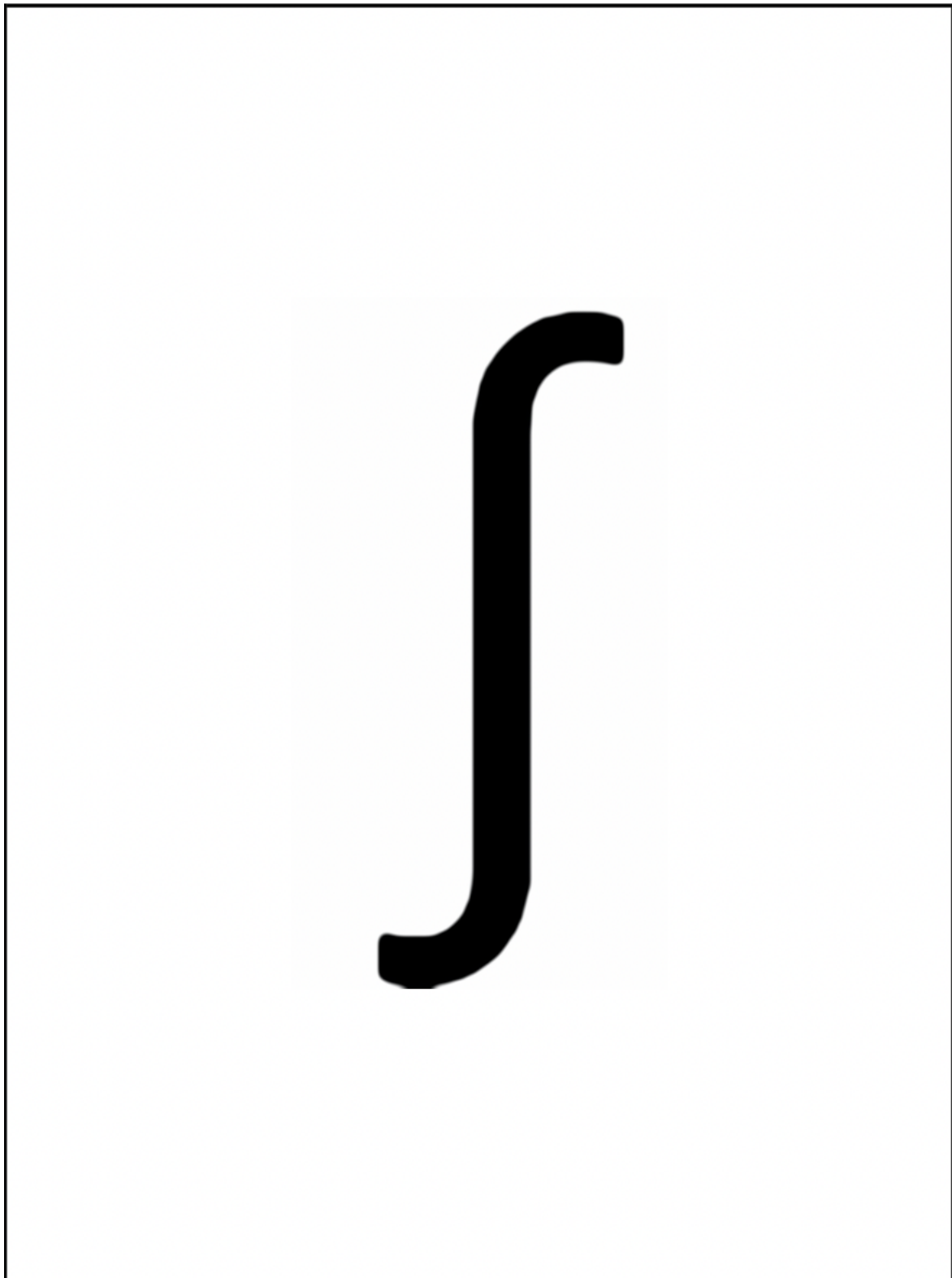
Anticipated problems: difficulty of the last activity, time needed.

How the lesson went:

Most of the learners had already known what to expect and concentrate on since they remembered the previous class. Thus, the introduction of two new sounds did not present any major issue to the learners. Nevertheless, two learners did not comprehend the instructions to the matching activity, so I tried to explain it to them again. The rest of the class had no difficulty connecting the pictures with the correct sounds. Unfortunately, there was a problem with the third activity as anticipated in the lesson description. The learners did not know how to write two of the selected words. Therefore, I told them to draw pictures instead in one of the columns. However, such information is best known by the teacher who is well aware of what they have already learned, therefore, it is advisable to use vocabulary the learners have been dealing with lately in such activities as, for example, numbers in relation to counting to twenty, or use drawing instead. On the whole, the activities were met with positive reactions. Lastly, the learners expressed their interest to have more lessons focused on the teaching of the IPA symbols with the use of colour phonics.

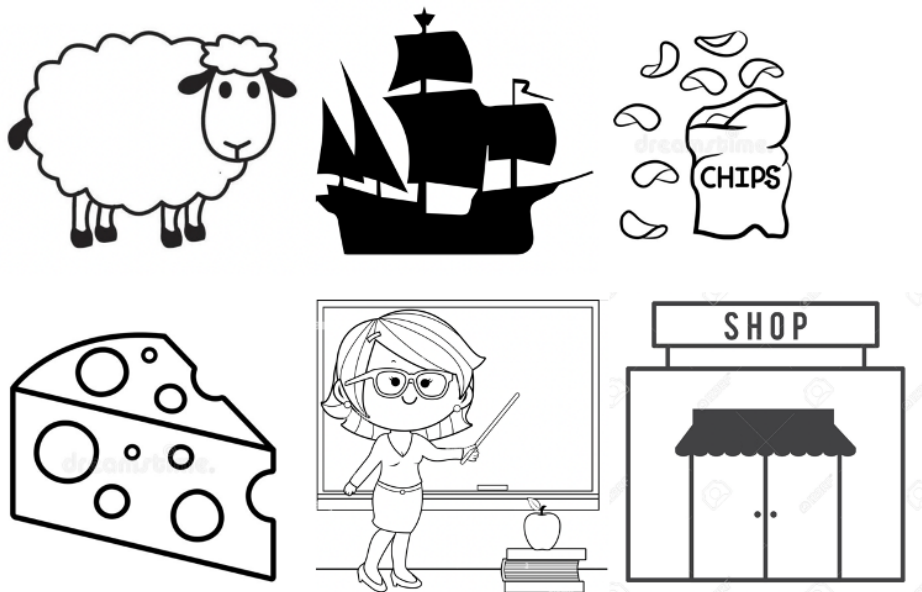
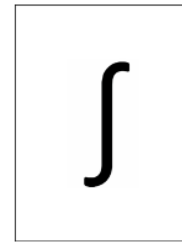
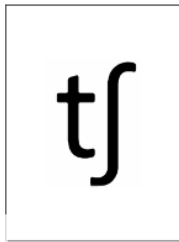
MATERIAL 4





Doláková, Sylvie. 2019. *Pronunciation Basket*. Dubicko: INFOA.

MATERIAL 5



<http://clipart-library.com/free/black-and-white-sheep-pictures.html>

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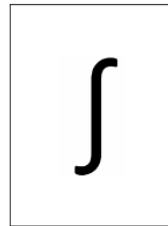
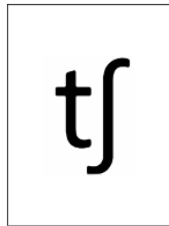
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<https://www.dreamstime.com/black-cheese-icon-vector-illustration-cheese-icon-black-outline-design-vector-illustration-image139461324>

<https://www.alamy.com/stock-photo-teacher-teaching-at-class-coloring-book-page-141964736.html>

https://www.123rf.com/photo_75584896_grey-and-white-shop-storefront-facade-icon-image-vector-illustration-design.html

MATERIAL 6



example: chips	example: ship

Words used: chocolate, fish, shoe, child, chicken, T-Shirt, cheese, shop

APPENDIX 5
BOXES AND FLASHCARDS

æ

e



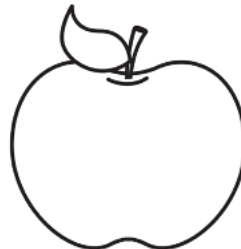
BAG



CAT



PEN



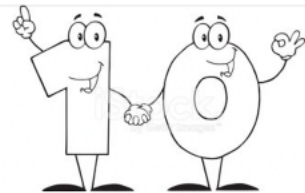
APPLE



BREAD



VEGETABLE



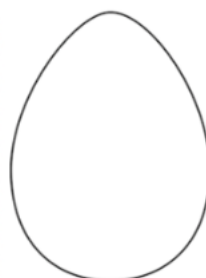
TEN



HAND



DAD

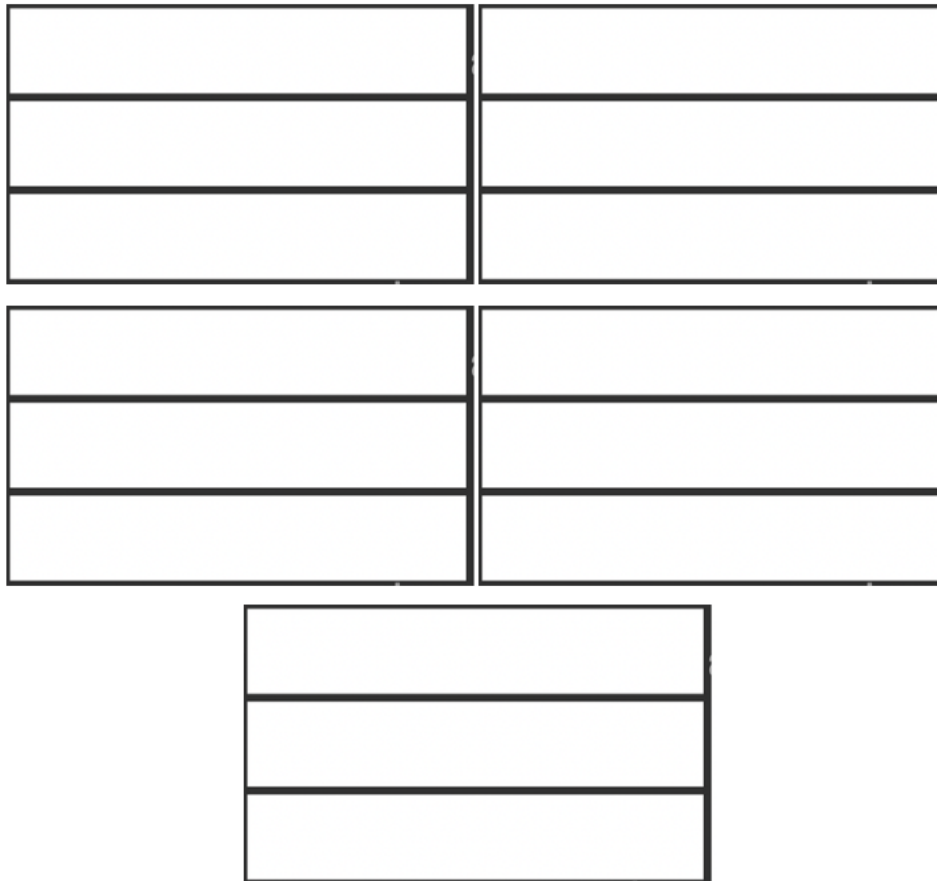


EGG

https://www.pngitem.com/middle/hToJxwT_buy-my-bag-pouch-clipart-black-and-white/
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APPENDIX 6
COLOURING FLAGS

blue i x red i: x green æ x yellow e



Suggested words:

1. six, apple, sheep
2. pen, ship, ten
3. meat, cat, teacher
4. hair, milk, bread
5. biscuit, head, tea

APPENDIX 7

IPA BINGO

ʃ	æ	iː
tʃ	ɪ	e
iː	tʃ	ʃ

Suggested words for use:

meal, mill, bean, bin, key, leaf, milk, ink, shop, bag, cat, pen, apple, bread, vegetable, ten, hand, dad, egg, hair, biscuit, tea, head, meat, shoe, T-Shirt, chocolate, child