

Abstract

The aim of this diploma thesis is to ascertain the current state of English pronunciation teaching at primary schools in the Czech Republic by researching Czech teachers' approach to it. The thesis comprises a theoretical and practical part. The theoretical part first describes the importance, aim, and content of pronunciation teaching as well as the effectiveness of pronunciation instruction and reasons for neglecting it. Furthermore, it characterizes young learners, gives recommendations for teaching pronunciation to them, describes an integrative approach to pronunciation teaching, and looks into how pronunciation is taught at primary schools in different European countries. The practical part of this diploma thesis presents, analyzes, and discusses the findings of a survey completed by 108 Czech primary teachers focusing on their approach to pronunciation teaching. The results of the survey describe the teachers' pronunciation pedagogy training, their perspectives on pronunciation teaching, the way they implement it into their English lessons at primary schools, the reasons why some educators teach pronunciation spontaneously, and the changes which would facilitate systematic pronunciation teaching.

Keywords

English pronunciation teaching, primary level, young learners, English as a Foreign Language