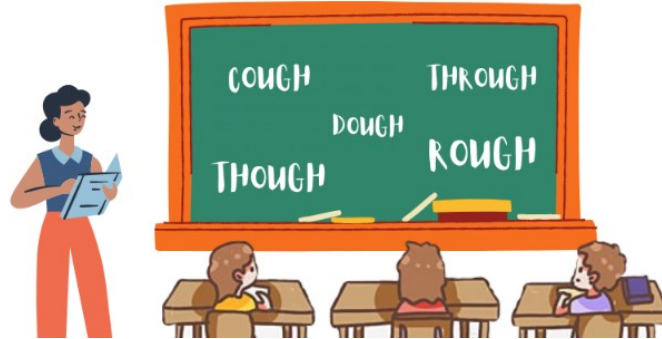


APPENDIX: THE QUESTIONNAIRE



Teaching pronunciation: WHY (not) & HOW

Dear teacher,

thank you very much for participating in this research aimed at pronunciation teaching.

Please fill in this questionnaire if you **teach English at a Czech state primary school**. Completing this questionnaire takes from **5 to 15 minutes**. For your answers to be saved, it is important to **complete the whole questionnaire** and **click on "Odeslat"** at the end. Please, fill in the questionnaire even if you feel like you do not teach pronunciation in your English lessons.

This questionnaire is in English. If you do not feel comfortable answering in English, please answer in Czech.

Your answers are completely **anonymous** and will be used for academic purposes.

Once again, thank you very much for your time. I hugely appreciate your help.

PART 1

PERSONAL INFORMATION & EDUCATION

1. **What is your gender? *¹**

- female
- male
- other: _____

2. **What is your age? *²**

- 18 – 24
- 25 – 29
- 30 – 39
- 40 – 49
- 50 – 59
- 60+

3. **For how long have you been teaching English at the primary level? ***

- this is my first year
- 2 - 3 years
- 4 - 6 years
- 7 - 10 years
- 11 - 20 years
- more than 20 years
- other: _____

¹ Compulsory questions are marked by a star *.

² Questions with only one possible answer have circles before individual answers, questions with more than one possible answer have squares before individual answers.

4. **In which grade do you currently teach English? ***

(if you teach English in more than one grade, mark all of them)

- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade

5. **Which textbook do you currently work with? ***

(e.g., Click with Friends 3; MATT the Bat 1; Happy Street 2)

(if you work with multiple textbooks, please write all of them)

Your answer: _____

6. **Do you only teach English or do you teach multiple subjects? ***

- I teach English at the primary level and also other subjects.
- I teach only English at the primary level.
- I teach English at the primary and the lower-secondary level.
- other: _____

7. **In which region is the school you teach at? ***

- Hlavní město Praha (Prague)
- Středočeský kraj (Central Bohemia Region)
- Jihočeský kraj (South Bohemian Region)
- Plzeňský kraj (Pilsen Region)
- Karlovarský kraj (Karlovy Vary Region)
- Ústecký kraj (Ústí Region)
- Liberecký kraj (Liberec Region)
- Královéhradecký kraj (Hradec Králové Region)
- Pardubický kraj (Pardubice Region)

- Kraj Vysočina (Vysočina Region)
- Jihomoravský kraj (Southern Moravia Region)
- Olomoucký kraj (Olomouc Region)
- Moravskoslezský kraj (Moravian- Silesian Region)
- Zlínský kraj (Zlín Region)

8. What is the highest level of education you have completed? *

- high school (např. gymnázium, střední odborná škola, obchodní akademie)
- pedagogical high school (střední pedagogická škola)
- bachelor's study program in the field of pedagogical sciences (např. Anglický jazyk se zaměřením na vzdělávání)
- bachelor's study program in another field (např. Anglická filologie)
- master's study program in the field of pedagogical sciences (např. Učitelství pro 1. stupeň ZŠ)
- master's study program in another field
- doctoral program in the field of pedagogical sciences
- doctoral program in another field
- other: _____

9. What are your qualifications for teaching English? *

- master's study program Učitelství pro 1. stupeň ZŠ - specializace AJ (Teacher Training for Primary Education - specialization in English)
- master's study program Teacher Training for Primary Education - no specialization but completing an English didactics course during my studies
- bachelor's study program Anglický jazyk se zaměřením na vzdělávání (English Language Oriented at Education)
- follow-up master's study program English Language
- TEFL course
- TESL course
- TESOL course
- I have no qualifications for teaching English
- other: _____

10. **During my studies, I studied English phonetics and phonology. ***

- yes
- no
- other: _____

11. **During my studies, I studied English pronunciation teaching for primary level. ***

- yes
- no
- I studied English pronunciation teaching, but not for primary level
- other: _____

12. **If you learned about pronunciation and/or pronunciation teaching elsewhere, please specify.**

If not, skip this question.

Your answer _____

13. **The training I have received makes me well-prepared to teach English pronunciation at the primary level. ***

- | | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | strongly agree |

14. **What is your level of English? ***

- A1 English (Elementary)
- A2 English (Pre-intermediate)
- B1 English (Intermediate)
- B2 English (Upper Intermediate)
- C1 English (Advanced)
- C2 English (Proficient)

- I don't know
- other: _____

15. How do you view your own English pronunciation? *

(intelligible = srozumitelná)

- very intelligible
- intelligible
- quite intelligible
- not very intelligible
- other: _____

PART 2

PRONUNCIATION TEACHING AND ME

16. In your opinion, what does teaching pronunciation at the primary level mean and/or involve? *

Your answer _____

17. Do you teach pronunciation in your English lessons? *

- Yes, I teach pronunciation systematically (I plan and prepare pronunciation activities, and/or I focus on pronunciation regularly in my classes).³
- Yes, I teach pronunciation unsystematically and/or spontaneously (when an opportunity arises during a lesson, e.g., when someone mispronounces something).⁴
- Yes, I teach pronunciation both systematically and unsystematically (according to a plan and also when an opportunity arises during a lesson, e.g., when someone mispronounces something).⁵
- No, I do not teach pronunciation at all.⁶

³ If the respondents chose this answer, they were redirected to the section „PART 3 – SYSTEMATIC PRONUNCIATION TEACHING.“

⁴ If the respondents chose this answer, they were redirected to the section „PART 3 – UNSYSTEMATIC PRONUNCIATION TEACHING.“

⁵ If the respondents chose this answer, they were redirected to the section „PART 3 – SYSTEMATIC PRONUNCIATION TEACHING.“

⁶ If the respondents chose this answer, they were redirected to the section „PART 3 – ABSENT PRONUNCIATION TEACHING.“

PART 3

SYSTEMATIC PRONUNCIATION TEACHING

18. How often do you teach English pronunciation in your lessons? *

- every lesson
- more than half of the English lessons
- about half of the English lessons
- less than half of the English lessons
- rarely/occasionally
- other: _____

19. When you teach pronunciation in your English lessons, how much of your lesson time do you devote to it on average? *

- less than 5 minutes
- 5 - 10 minutes
- 11 - 15 minutes
- 15 - 20 minutes
- 20 - 30 minutes
- more than 30 minutes
- other: _____

20. To teach pronunciation in my English lessons, I use... *

- ...materials from the textbook.
- ...materials from other sources (the internet, books,...).
- ...materials I make myself.
- ...no materials.
- other: _____

21. Which techniques and practices do you use to teach pronunciation at the primary level? *

- listen-and-repeat
- reading out loud
- using phonetic symbols (e.g. /w/, /ə/, /ŋ/, /e/)
- songs and rhymes
- tongue twisters
- pronunciation games (e.g. pronunciation bingo)
- minimal pairs activities (e.g., three and free)
- recording pronunciation
- ear training (practicing the reception of sounds)
- mouth training (practicing the production of sounds)
- using pictures and/or props
- I don't know
- other: _____

22. Which areas of pronunciation do you focus on in your English lessons? *

- consonants (souhlásky)
- aspiration (přídech u hlásek /p/, /t/, /k/)
- silent letters
- vowels (samohlásky)
- weak forms (e.g., pronouncing "at" as /ət/, "your" as /jə/, "him" as /ɪm/)
- pronunciation of grammatical endings (e.g., the past tense "-ed" can be pronounced as /t/ o /d/)
- linking (words are pronounced together, not separately)
- word stress
- intonation
- rhythm
- differences between American and English pronunciation
- I don't know
- other: _____

23. **Do you integrate pronunciation work into the following areas:** speaking, listening, reading, writing, grammar, vocabulary, spelling?

- Yes, into speaking.
- Yes, into listening.
- Yes, into reading.
- Yes, into writing.
- Yes, into grammar.
- Yes, into vocabulary.
- Yes, into spelling.
- No.
- I don't know.
- other: _____

24. **When a learner makes a pronunciation mistake... ***

- ...I correct them and tell them to repeat after me.
- ...I correct them but don't tell them to repeat after me.
- ...I correct them and give them additional instructions on how to say the mispronounced segment.
- ...I signal a mistake and let the learner correct themselves.
- ...I let other learners correct the mistake.
- ...I don't correct them at all.
- other: _____

25. **I'd find teaching pronunciation easier and/or more enjoyable if... ***

- ...I could improve my overall English level (e.g., take an English class).
- ...I could improve my own pronunciation (e.g., take an English pronunciation course, use mobile phone apps focused on practicing pronunciation).
- ...I could learn about pronunciation teaching at the primary level and/or phonetics and phonology by attending university courses, conferences, seminars, etc.
- ...I could learn about pronunciation teaching at the primary level and/or phonetics and phonology by reading blogs, articles, books, etc.

- ...I knew where to find materials and/or ideas for teaching pronunciation at the primary level.
- other: _____

26. *OPTIONAL*

Can you think of a successful pronunciation activity and/or technique in which pronunciation was involved? Can you write a few lines about it?

Your answer _____⁷

⁷ After answering this optional question or question number 25, respondents were redirected to PART 4.

PART 3

UNSYSTEMATIC PRONUNCIATION TEACHING

18. **In my English lessons, I focus on pronunciation... ***

- ...when a learner makes a pronunciation mistake.
- ...when a new word comes up.
- ...when I come across a pronunciation activity in the textbook.
- ...when there is time left in the lesson and I need to fill it with a short activity.
- other: _____

19. **How often do you focus on English pronunciation in your lessons? ***

- every lesson
- more than half of the English lessons
- about half of the English lessons
- less than half of the English lessons
- rarely/occasionally
- other: _____

20. **In my English lessons at the primary level, I teach pronunciation unsystematically**

(without planning the pronunciation work in advance) **because...**

- ...I don't have enough pedagogical training in this area.
- ...I don't have enough knowledge about phonetics and phonology.
- ...my overall level of English is not sufficient.
- ...my own pronunciation is not intelligible (= srozumitelný) enough.
- ...I don't believe systematic pronunciation teaching is effective.
- ...I think it is enough when the learners are sufficiently exposed to English (e.g., the teacher is a good model; they watch enough videos in English).
- ...I feel like my learners don't enjoy working on their pronunciation.
- ...there are not enough pronunciation activities in the textbook I work with.
- ...I don't know where to find materials to teach pronunciation besides the textbook.
- ...I don't have time for it in my lessons.

- ...I don't know how to integrate pronunciation work into the lesson.
- ...pronunciation is not in my school's educational program (ŠVP).
- other: _____

21. **I'd start teaching pronunciation more regularly and/or systematically if... ***

- ...I could improve my overall English level (e.g., take an English class).
- ...I could improve my own pronunciation (e.g., take an English pronunciation course, use mobile phone apps focused on practicing pronunciation).
- ...I could learn about pronunciation teaching at the primary level and/or phonetics and phonology by attending university courses, conferences, seminars, etc.
- ...I could learn about pronunciation teaching at the primary level and/or phonetics and phonology by reading blogs, articles, books, etc.
- ...I knew where to find materials and/or ideas for teaching pronunciation at the primary level.
- other: _____⁸

⁸ After answering this question, respondents were redirected to PART 4.

PART 3

ABSENT PRONUNCIATION TEACHING

18. In my English classes, I don't teach pronunciation because... *

- ...I don't have enough pedagogical training in this area.
- ...I don't have enough knowledge about phonetics and phonology.
- ...my overall level of English is not sufficient.
- ...my own pronunciation is not intelligible (= srozumitelný) enough.
- ...I don't believe systematic pronunciation teaching is effective.
- ...I think it is enough when the learners are sufficiently exposed to English (e.g., the teacher is a good model; they watch enough videos in English).
- ...I feel like my learners don't enjoy working on their pronunciation.
- ...there are not enough pronunciation activities in the textbook I work with.
- ...I don't know where to find materials to teach pronunciation besides the textbook. ...I don't have time for it in my lessons.
- ...I don't know how to integrate pronunciation work into the lesson.
- ...pronunciation is not in my school's educational program (ŠVP).
- other: _____

19. I'd start teaching pronunciation if... *

- ...I could improve my overall English level (e.g., take an English class).
- ...I could improve my own pronunciation (e.g., take an English pronunciation course, use mobile phone apps focused on practicing pronunciation).
- ...I could learn about pronunciation teaching at the primary level and/or phonetics and phonology by attending university courses, conferences, seminars, etc.
- ...I could learn about pronunciation teaching at the primary level and/or phonetics and phonology by reading blogs, articles, books, etc.
- ...I knew where to find materials and/or ideas for teaching pronunciation at the primary level.
- other: _____⁹

⁹ After answering this question, respondents were redirected to PART 4.

PART 4

FINAL COMMENTS

If you have any comments or questions, please, do not hesitate to write them below.

Your answer _____

If you'd like to speak more about pronunciation teaching with me or my supervisor, or if you like to receive the results of this research, please contact me at jirsovaemma@gmail.com.

THIS IS THE END OF THE QUESTIONNAIRE. THANK YOU VERY MUCH FOR COMPLETING AND THEREFORE HELPING ME WITH MY RESEARCH.