Czech EFL primary teachers' approach to pronunciation instruction

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Abstract

This paper investigates how Czech primary teachers approach English pronunciation instruction, an area underexplored compared to other European contexts. Data from an online questionnaire completed by 108 teachers indicate a generally proactive stance: nearly two thirds reported addressing pronunciation systematically or in combination with spontaneous approaches. Statistical analysis revealed that teachers' self-perceived preparedness – closely linked to their training – correlates with more systematic instruction. The findings highlight both the importance of teacher confidence and the need for professional development in pronunciation pedagogy at the primary level.

Keywords: primary level, pronunciation instruction, English as a foreign language, young learners.

Přístup českých učitelů angličtiny k výuce výslovnosti na 1. stupni ZŠ

Abstrakt

Tento příspěvek zkoumá, jak čeští učitelé na 1. stupni základních škol přistupují k výuce anglické výslovnosti, což je oblast, která je ve srovnání s jinými evropskými kontexty dosud málo prozkoumána. Data z online dotazníku, který vyplnilo 108 učitelů, ukazují obecně spíše proaktivní přístup: téměř dvě třetiny respondentů uvedly, že se výslovnosti věnují systematicky. Statistická analýza odhalila, že subjektivně vnímaná připravenost učitelů – úzce spojená s jejich vzděláním – koreluje s více systematickým přístupem k výuce. Výsledky dotazníkového šetření poukazují na potřebu profesního rozvoje v oblasti výuky výslovnosti na 1. stupni.

Klíčová slova: 1. stupeň ZŠ, výuka výslovnosti, angličtina jako cizí jazyk, mladší žáci.

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Introduction and literature overview

Although research findings in the area of L2 pronunciation instruction demonstrates its effectiveness convincingly (Lee et al., 2015; Thomson & Derwing, 2015), some teachers may still feel uneasy about how to implement pronunciation in their classrooms (Levis et al., 2022). This uncertainty may be even greater among primary teachers, who often need to develop their own phonetic confidence while adapting the teaching of the L2 sound system to the particular characteristics of young learners (YL). These include, among others, shorter attention spans, limited reasoning skills, difficulty grasping metalanguage, vivid imagination, and learning primarily from direct experience (McKay, 2006). At the same time, one of the advantages of early foreign language learning seems to be YL's heightened ability to perceive, absorb and produce L2 sounds and patterns (Flege, 1995; Lipinska, 2017).

Nevertheless, the characteristics of non-native primary teachers can also affect the effectiveness of pronunciation instruction. On the one hand, Pesty (2022) found that the majority of primary teachers surveyed in France (n=60) perceive teaching English – and English pronunciation in particular – as a source of significant discomfort due to insufficient qualifications and limited command of the language. Specifically, lower phonetic competence may lead to reluctance to incorporate pronunciation into the syllabus. Similarly, Caleffi (2023) notes that English, especially pronunciation, is often

feared at the primary level because of inadequate teacher training. Furthermore, non-specialist primary teachers may understandably be unaware of recent developments in the field, such as the shift toward international intelligibility and a pluri-accent reality (Caleffi, 2023). On the other hand, confident teachers tend to adopt a more positive attitude toward pronunciation teaching (Uchida & Sugimoto, 2016). Moreover, a Croatian study suggests a link between a variety of pronunciation teaching techniques and the completion of courses in English phonetics and phonology (Vančura & Molnar, 2021).

The aim of the current research study was to scrutinize the nature of pronunciation instruction at primary level in the Czech Republic, where English was a compulsory subject from the third grade (eight-year-old pupils) and has now become obligatory from the first grade (six-year-old pupils). Similar research took place in other European non-English speaking countries such as Poland, Slovakia and Croatia (Szyszka, 2016; Reid & Debnarova, 2020; Vančura & Molnar, 2021). To the best of our knowledge this kind of research is missing in the Czech Republic[1]. The following research questions were formulated: How do Czech primary teachers approach English pronunciation teaching? How prepared do Czech primary teachers feel to address pronunciation in their lessons?

1 Methodology

1.1 Questionnaire development: content and structure

The questionnaire consisted of a cover letter and 19 to 27 questions, depending on the respondents' answers to question 17 and whether they chose to answer the optional questions. The content was developed based on the research aim and questions, up-to-date knowledge about L2 pronunciation instruction, and was inspired by similarly designed questionnaires from Szyszka (2016), Reid & Debnarova (2020) and Vančura & Molnar (2021). Most questions were mandatory. Question types included YES/NO, single-choice, multiple-choice, and Likert scale, with optional open-ended questions. A four-part structure was used (see Table 1). In the first part called *Personal information & education* demographic and professional information was collected. It started with questions about the participants' gender and age, followed by details on their teaching experience. The questionnaire then asked about the region of the school, avoiding

[1] The paper draws on the unpublished thesis of one of the authors (Jirsová, 2023), particularly regarding questionnaire development, data collection and results. The present study extends this work through additional statistical analyses and an expanded, more concise literature review.

specific school names to maintain anonymity. Next, it focused on the respondents' educational background and qualifications. The section concluded with self-assessment of their English proficiency and intelligibility.

Table 1

Structure of the questionnaire

part 1: Personal information and & education
part 2: Pronunciation teaching & me
part 3: three paths from Q17: • Systematic pronunciation teaching • Unsystematic pronunciation teaching • No pronunciation teaching
part 4: Final comments

The second part called *Pronunciation teaching & me* began with an open-ended question on the respondents' views on teaching pronunciation, followed by a question about whether they taught pronunciation systematically, unsystematically, both, or not at all (see Table 2). Based on their response, they were directed to one of three versions of part 3.

Table 2

*Options in question 17 – Do you teach pronunciation in your English lessons?**

1. yes, I teach pronunciation systematically (I plan and prepare pronunciation activities and/or I focus on pronunciation regularly in my classes)
2. yes, I teach pronunciation unsystematically and/or spontaneously (when an opportunity arises during a lesson, e.g., when someone mispronounces something)
3. 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)
4. no, I do not teach pronunciation at all

*If the respondents chose the 1st option, they were redirected to *Part 3 – Systematic pronunciation teaching*. If they chose the 2nd option, they followed *Part 3 – Unsystematic pronunciation teaching*. If they opted for the 3rd option, they were redirected again to *Part 3 – Systematic pronunciation teaching*. If they chose the last option, they continued to *Part 3 – No pronunciation teaching*.

The first version of part three in the questionnaire targeted teachers who teach pronunciation systematically or semi-systematically (both systematically and unsystematically). It began by asking how often and for how long they taught pronunciation in their primary English lessons. Next, it inquired about the materials used and their sources. The section then covered the techniques employed, offering options like "listen-and-repeat" or "minimal pair activities." It also asked which pronunciation aspects (e.g., "consonants," "silent letters," "linking") were emphasized in their lessons. Additionally, it sought information on whether pronunciation was integrated into other skills and how teachers typically responded to pronunciation errors. Finally, the questionnaire asked what changes would make teaching pronunciation easier or more enjoyable, providing five options and an "Other" choice.

The second version of part three was intended for the respondents who stated that in their English lessons at primary school, they taught pronunciation unsystematically and/or spontaneously. The first question meant to find out what prompted the teachers to focus on pronunciation in their lessons, whether it was a learner mispronouncing something, a new word coming up, the respondent coming across a pronunciation activity in the textbook, or there being time left in the lesson and needing to fill it with a short activity. The participants were also asked about the frequency of incorporating pronunciation work into their lessons. The aim of the subsequent question was to ascertain the reason(s) behind the teacher's decision to teach pronunciation unsystematically. The last question asked about the changes which would motivate the respondents to teach pronunciation more regularly and/or systematically.

The third version of part three, intended for teachers who did not teach English pronunciation at all, mirrored the second version but focused on understanding why they chose not to teach it. It also asked what changes would be needed for them to incorporate pronunciation into their lessons. The final section, *Final comments*, to which all the respondents were redirected after having completed part three invited them to leave additional comments or questions, offered the option to contact the authors for further discussion or to receive the research results, and thanked them for their participation[2].

1.2 Data collection and analysis

The online version of the questionnaire was created using Google Forms due to its user-friendly interface and the ability to redirect respondents based on their replies. The final version of the questionnaire was tested with two primary English teachers who were intentionally chosen for their contrasting backgrounds: one with 20 years

[2] Due to its complexity, branching structure, and the online format, the questionnaire is not included in the main body or appendix. All materials are available from the authors upon request, and a detailed description of its structure and sections has been provided in 2.1.

of experience but no formal pedagogical training, and the other a beginner with extensive training. This small-scale testing revealed that some questions needed slight rewording for clarity.

The questionnaire, once tested and finalized, was ready for distribution. To maximize the response rate and reach schools across the Czech Republic, the decision was made to use the online form. However, selecting the respondents posed a challenge. With over 80,000 primary school teachers in the Czech Republic, contacting each one directly was simply not feasible. Instead, a systematic sampling approach was used to select schools to receive the questionnaire.

There are approximately 4,000 primary schools across 14 regions in the country. A list of these schools was obtained from http://www.seznamskol.eu/typ/zakladni-skola/. Every tenth school on the list was chosen, resulting in a total of 391 schools. The next step involved gathering email addresses for these schools, specifically targeting the schools' general email, or those of the headteacher or deputy head teacher. An email was then crafted, explaining the purpose of the questionnaire and providing practical details. A link to the online questionnaire was included, along with a request to forward the email to primary English teachers at the recipient's school. The email was sent, and responses were collected over six weeks in May and June 2023.

2 Results

2.1 Respondents' profile

In total, the online questionnaire was completed by 108 respondents, the majority of whom were women (94%). Most participants were in their forties (44%), followed by those aged 30–39 (19%), 50–59 (17%), over 60 (10%), and in their twenties (8%). Regarding their experience teaching English at the primary level, 32% reported having 11–20 years of experience. Equal percentages (18%) had either over 20 years or 4–6 years of teaching experience. Slightly fewer respondents (17%) had 7–10 years of experience, 10% had between 2–3 years, and 7% were in their first year of teaching English at the primary level. The grades taught by the participants (1st–5th grade) were similarly represented, with the 2nd grade being the least common (36%) and the 4th grade the most common (54%).

When asked about the textbooks they currently used, the respondents mentioned a wide range of series. Since many participants used multiple textbooks, the total number of mentions (n=166) exceeded the number of respondents (n=108). About a quarter of the teachers reported using *Happy Street* or *Project (both 25%)*. *Explore Together* was used by 18% of respondents, *Chit Chat* by 17%, and *Happy House* by 10%.

Regarding the subjects taught by the respondents, most (66%) reported teaching English at the primary level along with other subjects. Additionally, 19% taught English at both the primary and lower-secondary levels, while 10% taught only English at the primary level. Five respondents (5%) indicated that they taught English at the primary level and other subjects at the lower-secondary level.

The schools where respondents were teaching were spread across various regions, which benefits the research by providing a broad view of pronunciation teaching at the primary level throughout the Czech Republic. Most respondents were from schools in the Moravian-Silesian region (15%), Southern Moravia region (14%), Pardubice region (12%), and Central Bohemia region (12%). The other regions had less than 10% representation, with the South Bohemian region being the only area where no teachers submitted the questionnaire.

When asked about their highest level of education, the majority of respondents (64%) reported completing a master's program in pedagogical sciences. Another 16% had earned a master's degree in a different field. The remaining 20% had completed various other levels of education, such as high school or a doctoral program. Moving onto the respondents' qualifications for teaching English, a quarter of the respondents reported completing a master's program in Teacher Training for Primary Education with a specialization in English. The second most common response, chosen by 23% of participants, was not having any formal qualifications for teaching English. Another 20% indicated that while they had completed a master's program in Teacher Training for Primary Education without specializing in English, they had taken an English didactics course. Additionally, 12% mentioned completing a master's program not listed but focused on English. Furthermore, 10% stated they had completed an additional course in teaching English, and 8% cited a bachelor's program in English Language oriented at education as their qualification.

Finally, as shown in Figure 1[3], over 50% of respondents self-assess their English language proficiency as B2 or C1 level. Figure 2 illustrates that nearly 60% find their pronunciation to be intelligible, followed by 20% who think their speech is very intelligible and another 20% perceive it as quite intelligible.

[3] The figures in this paper are from Jirsová's unpublished diploma thesis (2023).

Figure 1
Respondents' self-perceived English language proficiency

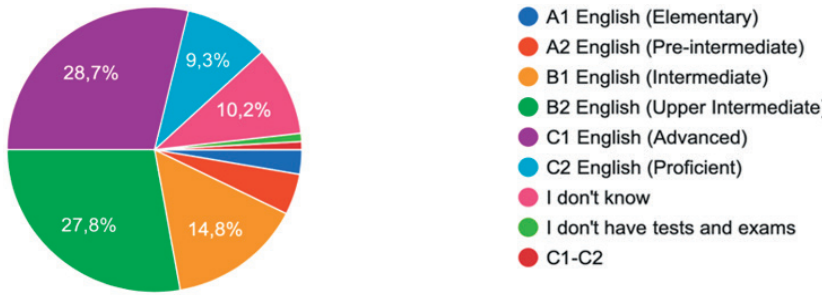
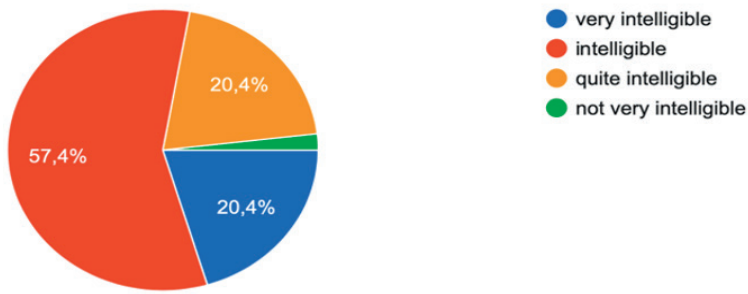


Figure 2
Respondents' self-perceived degree of intelligibility



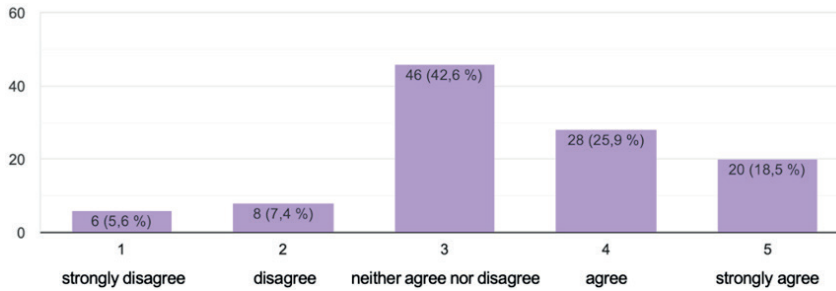
2.2 Respondents' teacher training and approach to pronunciation teaching

Approximately two-thirds (68%) of respondents reported studying English phonetics and phonology during their studies. In terms of pronunciation instruction, 46% had studied English pronunciation teaching for primary level, 19% had studied it but not specifically for primary level, and about a third had no formal training in pronunciation didactics. In a follow-up open-ended question, seven respondents mentioned attending additional courses, while two indicated that exposure to English was their primary way of learning about pronunciation.

To assess whether teachers felt well-prepared to teach English pronunciation at the primary level, respondents were asked to agree or disagree with the statement (Q13): "The training I have received makes me well-prepared to teach English pronunciation at the primary level." As shown in Figure 3, the responses were somewhat inconclusive, with the largest group (43%) neither agreeing nor disagreeing. However, 44% of respondents agreed or strongly agreed that their training had prepared them well, while only 13% disagreed or strongly disagreed. Interestingly, a positive medium-strength correlation between participants' self-perception of preparedness to teach English pronunciation at primary level and teacher training was identified ($r=0.47$; $p< 0.001$).

Figure 3

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



*The respondents expressed the degree of (dis)agreement with the statement above.

To better understand how the respondents viewed pronunciation teaching, they were asked to express what pronunciation teaching at the primary level means and/or involves from their perspective. The question was open-ended and deliberately broad. Although the responses varied widely, some common themes emerged (each category was mentioned at least 10 times):

- receptive (listening) and productive (speaking) skills
- songs, rhymes, chants, tongue twisters, listen-and-repeat
- pronunciation viewed as a crucial part of language learning
- sufficient exposure to English + teacher as a good model
- focus on both segments and suprasegmentals
- corrective feedback
- integration of pronunciation and vocabulary.

Less commonly mentioned areas included differences between Czech and English pronunciation, stress patterns, and devoicing, each cited by three or fewer respondents. Only two respondents identified intelligibility as the goal of pronunciation teaching, while one respondent aimed for native-like pronunciation. The following descriptions and definitions reflect the respondents' understanding of what pronunciation teaching at the primary level entails.

Intonation and the physical aspects of producing sounds (how the mouth moves, where the tongue goes), stress patterns (R1).

It means to teach correct pronunciation – English, no Czenglish… We concentrate also on details: a DOG must be pronounced with G in the end, not K etc. I try to explain some "basic pronunciation rules" in words that we often use. I speak English as much as possible during my lessons, children hear the same words and phrases very often… (R27).

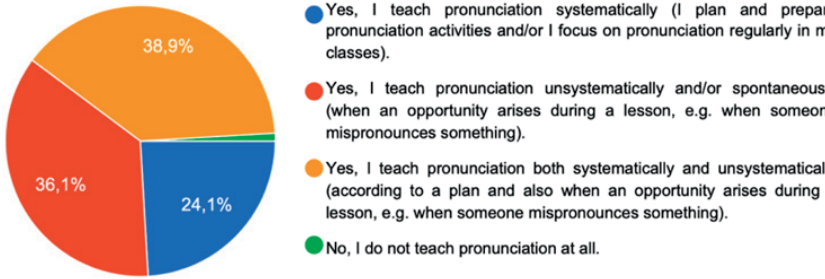
It means the same as it does at any other levels. It is an inseparable part of English language teaching (R107).

To be exposed to real English as much as possible from various sources - teacher/teachers (tandem lessons), audio recordings, cartoons such as Peppa Pig, rhymes (R38).

In my opinion to pronounce words correctly is the most important thing in English communication. There are so many words that sound similar, that it's very important to know the right sound. If our (teachers') main goal is a kid/student who is able to communicate fluently, we need to focus on the pronunciation (R43).

To shed light on the process of pronunciation teaching in Czech primary schools, it was crucial to determine whether the respondents taught pronunciation systematically, unsystematically, both, or not at all. The participants were asked to indicate how they taught pronunciation in their English lessons by selecting one of the options shown in Figure 4. A positive finding is that nearly two-thirds of respondents (63%) reported teaching pronunciation either systematically (24%) or both systematically and unsystematically (39%). About one-third (36%) stated they taught pronunciation unsystematically and/or spontaneously, while only one teacher indicated that they did not teach pronunciation at all. A moderately strong correlation was revealed between systematic pronunciation teaching and self-perception of preparedness ($r=0.34$; $p< 0.001$).

Figure 4
Do you teach pronunciation in your English lessons?



2.3 Nature of systematic approach to pronunciation teaching at primary level

In this section, we will examine the nature of English pronunciation teaching at the primary level, based on data from 68 respondents who selected either a systematic or a combination of systematic and unsystematic approaches to pronunciation instruction. First, the respondents were asked how often they taught pronunciation in their lessons. The results were generally positive, with over 50% stating that they incorporated pronunciation work into every lesson. Additionally, 16% reported teaching pronunciation in more than half of their English lessons. Around 10% said they included pronunciation in about half of their lessons, while slightly fewer (9%) indicated that they taught it in less than half of their lessons.

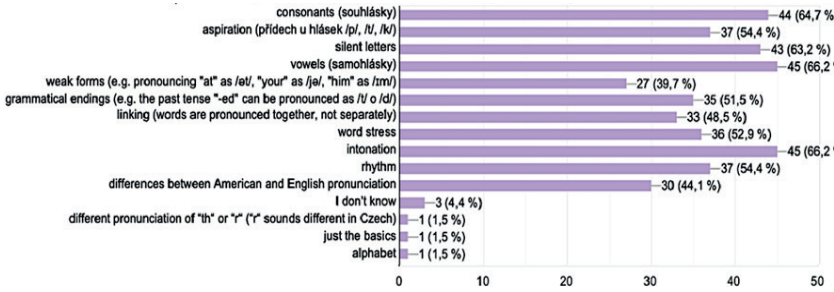
Secondly, the teachers were asked how much time they typically devoted to pronunciation teaching when they included it in their lessons. The most common response was 5–10 minutes, chosen by 43% of respondents. The second most frequent answer was 11–15 minutes, selected by 21%, followed by less than 5 minutes, chosen by 15%. About 10% of the respondents indicated that they spent 15–20 minutes on pronunciation. Additionally, five respondents noted that the time spent on pronunciation "depends", though most did not specify what factors influenced their decision. Regarding the materials used for pronunciation work, the most commonly selected sources were textbooks, chosen by 78% of respondents, and other sources like the internet or books, selected by 74%. Furthermore, half of the respondents indicated that they created their own pronunciation materials, while only three teachers reported not using any materials for teaching pronunciation.

Regarding techniques and practices used to teach pronunciation at the primary level, the results indicate that teachers employ a wide variety of methods. Certain

techniques, however, prevail: *listen-and-repeat* was chosen by almost all respondents, while *songs and rhymes* were used by 91% of participants, followed by *reading out loud* (75%), *mouth training* (69%) and *tongue twisters* (67%). Although the use of phonetic symbols was the least frequently chosen option, it was still selected by 37% of respondents. Other activities included *using pictures and props* (54%), *ear training* (50%), *pronunciation games* (49%), *minimal pair activities* (43%) and *recording* (43%). Moving on to the content of pronunciation instruction, Figure 5 shows the most frequently covered areas, which appear to be varied and balanced between segmental and suprasegmental aspects.

Figure 5

*Areas of focus when teaching pronunciation at primary level**



*In this question the respondents could choose multiple options.

Closely related to both the content and techniques of pronunciation teaching is the theme of integration. The vast majority of participants integrated pronunciation into speaking. Additionally, 70% to 80% of respondents incorporated pronunciation into reading, vocabulary, or listening. However, less than 50% integrated pronunciation work into spelling, grammar, and writing. The final compulsory question about pronunciation teaching inquired about the respondents' use of corrective feedback. Most teachers reported correcting learners and asking them to repeat after them (90%). Additionally, 56% said they signalled a mistake and allowed the learner to self-correct. Approximately 40% of teachers corrected the learner and provided further pronunciation instructions, while a similar percentage let other students correct the mistake (41%).

2.4 Nature of unsystematic approach to pronunciation teaching at primary level

This section focuses on the respondents who reported teaching pronunciation unsystematically and/or spontaneously (36%). It examines their motivations for reacting to pronunciation aspects in their lessons and explores their reasons for not addressing pronunciation more systematically. Looking into the factors that prompted respondents to include some work on pronunciation, it was observed that the teachers most frequently dealt with pronunciation when introducing new words in their lessons. Additionally, 62% of respondents focused on pronunciation when a learner made a mistake, and 44% did so when encountering a pronunciation activity in the textbook. Five respondents (13%) mentioned using pronunciation activities to fill time left at the end of a lesson.

The reasons for approaching pronunciation unsystematically are shown in Figure 6. Nearly half of the respondents (44%) indicated that sufficient exposure to English – such as having a teacher who serves as a good language model or watching enough English videos – is enough on its own. Additionally, 30% cited insufficient training in this area. Other reasons, each mentioned by 15% of respondents, included disbelief in the effectiveness of systematic pronunciation training and a lack of time and materials. Lastly, 10% of respondents pointed to a lack of knowledge about phonetics and phonology, as well as a shortage of pronunciation activities in the textbook.

As mentioned above, only one teacher admitted to not teaching pronunciation at all. The respondent cited several reasons: insufficient pedagogical training in this area, her own pronunciation not being intelligible enough, a sense that her learners did not enjoy pronunciation work, and uncertainty about how to integrate it into lessons. These reasons align with her previous responses, where she rated her English level as A2 (pre-intermediate) and acknowledged that her pronunciation was not very intelligible. The respondent, aged 50 to 59 with 11–20 years of teaching experience, previously noted that while she had completed a master's degree in pedagogical sciences, she lacked qualifications for teaching English and had no training in phonetics, phonology, or English pronunciation instruction for primary level. Despite this, she is currently teaching English in 1st through 4th grades.

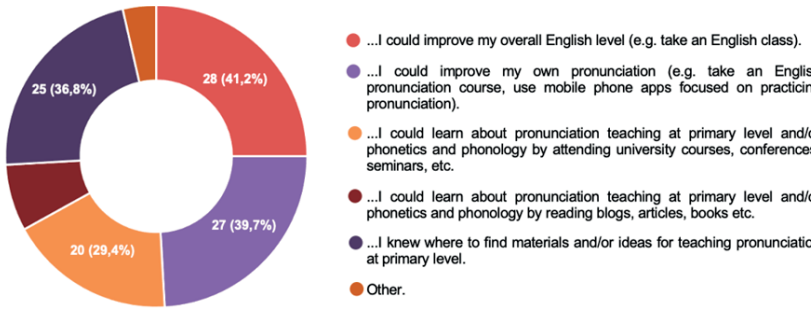
2.5 Changes encouraging systematic pronunciation teaching

After examining how teachers systematically incorporate pronunciation into their lessons and exploring why some Czech primary teachers approach it unsystematically or not at all, it is useful to consider what would sustain or enable more systematic pronunciation teaching in Czech primary schools. First, let's take a closer look at the respondents who already implement pronunciation work systematically or partially systematically. When asked about factors that might make pronunciation practice easier

and/or more enjoyable, three options stood out. The two most commonly selected responses were related to self-improvement, with 41% of respondents indicating a desire to improve their overall level of English and 40% focusing on enhancing their pronunciation. The third factor contributing to more effective and engaging pronunciation teaching was familiarity with sources of suitable materials (see Figure 6).

Figure 6

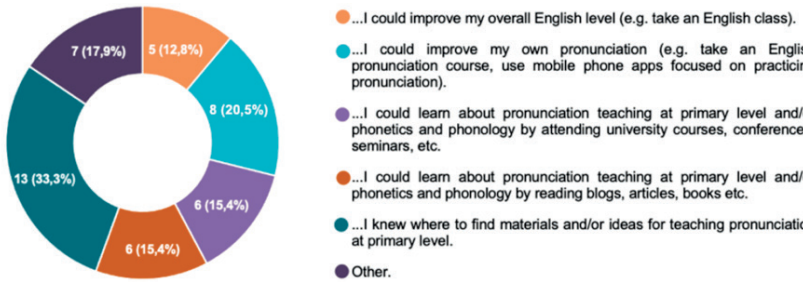
*Changes to further support teachers who already teach pronunciation systematically**



*The respondents finished the following sentence: I´d find teaching pronunciation easier and/or more enjoyable if…

Secondly, the respondents who teach pronunciation unsystematically or spontaneously were asked what would motivate them to adopt a more systematic approach. The most frequently chosen response was gaining knowledge of materials and ideas for teaching pronunciation at primary level. The other four options (see Figure 7) were selected by 10% to 15% of respondents. Seven participants provided additional comments using the "Other" option. Two respondents believed their unsystematic approach to pronunciation teaching was sufficient. Another did not consider teaching pronunciation to young learners important. One participant mentioned they would teach pronunciation more regularly if students needed it, while another said they would only do so if it was necessary for a specific class.

Figure 7
Changes motivating teachers to start teaching pronunciation systematically.



A notable difference exists between these groups. Systematic teachers strongly desire to improve both their English and pronunciation, while the other group shows less interest in this. The difference was proved to be statistically significant. However, both groups would value knowing where to find materials for teaching pronunciation at the primary level.

3 Discussion and conclusion

This study set out to explore how Czech primary teachers approach the teaching of English pronunciation and how prepared they feel to address it in their lessons. In contrast to previous studies focusing on similar populations (Pesty, 2022; Caleffi, 2023; Lipinska, 2017), which report a relative neglect of pronunciation instruction and teachers' discomfort associated with this skill, the main outcome of the present study appears more positive. The findings indicate that Czech primary teachers generally adopt a relatively proactive stance toward pronunciation teaching. Nearly two-thirds of the respondents (63%) reported incorporating pronunciation either systematically or through a combination of systematic and unsystematic practices, while the remaining 37% described their approach as mainly unsystematic or spontaneous.

A closer examination of the results reveals features of pronunciation practice that may be specific to the primary level. Looking first at the systematic practice, the data show that pronunciation is taught relatively regularly, typically in short instructional sequences, and most often with the support of textbooks and online resources. Notably, teachers reported a high degree of creativity in the selection and adaptation of pronunciation materials, a finding that aligns with one of the author's experience in teacher training, where primary teachers tend to be more inventive than their secondary

counterparts. In terms of techniques, the data point to methodological richness as in Vančura & Molnár (2021), with songs and rhymes emerging as particularly prominent. This preference corresponds with the instructional focus, as intonation – naturally embedded in songs – was selected most frequently, followed closely by segmental features.

Turning to the spontaneous approach, pronunciation is typically addressed only when a new word is introduced, when an error occurs, or when pronunciation work is prompted by a textbook activity. The limited attention paid to pronunciation is often motivated by the belief that teachers' modelling of English provides sufficient exposure. Other reasons underlying this approach include doubts about its effectiveness. While the benefits of pronunciation instruction have been well established for older and adult learners (e.g. Lee et al., 2015), evidence for young learners remains relatively limited.

Teachers' self-perceived preparedness emerged as a decisive factor in the research: those who felt more confident tended to implement pronunciation in a more systematic manner, reflecting trends observed in previous research (Uchida & Sugimoto, 2016). It should be noted, however, that the overall positive outcome of the study may be partly due to self-selection bias, as teachers who address pronunciation – whether systematically or spontaneously – may have been more inclined to participate in the online survey, whereas those who do not may have simply discarded the questionnaire.

In conclusion, the results suggest that, while Czech primary teachers in this sample recognize the value of pronunciation, their practices are strongly influenced by their subjective confidence and level of training. Further developments in pronunciation teaching – grounded in research and supported through ongoing professional development – are crucial for all English teachers, including those teaching at the primary level with a focus on pronunciation.

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