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EFL coursebooks and reported teaching practices

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Theresa Gamsjäger BEd

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Abstract

Pronunciation plays a crucial role in developing communicative competence in English as a Foreign Language (EFL). However, it often receives limited attention in EFL classrooms and particularly in EFL coursebooks. To address this common oversight, this master's thesis fills a research gap by analyzing the pronunciation activities in two Austrian lower secondary EFL coursebook series, *MORE!* and *easy*, and by exploring in-service teachers' perspectives on these activities. The study specifically investigates the explicit pronunciation exercises included in these coursebooks, examining the targeted features, task formats, and the use of model accents. Additionally, it seeks to understand how Austrian EFL teachers implement and perceive these exercises in their teaching practices. To achieve these objectives, the study employs a data triangulation method, incorporating a qualitative content analysis of the coursebooks and semi-structured interviews with four Austrian EFL teachers, who utilize these coursebooks. The findings reveal that both coursebook series offer limited, decontextualized, and somewhat repetitive pronunciation activities that often lack practical purpose in their main student's books. Although the *easy* series includes more varied and creative exercises, the majority of these are found in supplementary materials that teachers frequently neglect. Both series primarily promote Received Pronunciation (RP) as the model accent in the pronunciation exercises, though *easy* provides slightly more exposure to diverse accents. Overall, the results highlight the need for more contextualized, diverse, and communicative pronunciation training within the main student books of EFL coursebook series. These insights contribute to the ongoing discourse on enhancing EFL pronunciation teaching and point to opportunities for future research and pedagogical development.

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List of Abbreviations

CLT	Communicative Language Teaching
EFL	English as a foreign language
ELF	English as a Lingua Franca
GA	General American
IPA	International Phonetic Alphabet
L1	First language
L2	Second language
LFC	Lingua Franca Core
LL	Language learner
LLs	Language learners
LR	Listen and Repeat
LX	Any language that is acquired as a foreign language
QCA	Qualitative content analysis
RP	Received Pronunciation
RQ	Research Question
TL	Target language
VS	Vocab & Sounds

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1. Introduction

In today's increasingly globalized world, the ability to communicate effectively in a foreign language (LX) has become an essential skill for personal, academic, and professional success. As the demand for multilingual communication continues to rise, so too does the importance of comprehensive language instruction that develops all aspects of language proficiency. Among these, pronunciation holds a critical yet often overlooked place, despite research in the field of language acquisition showing that pronunciation is a vital component of a learner's ability in any language, and teaching it effectively is crucial for improving students' overall proficiency and intelligibility in the respective language (Huensch, 2019a: 763). For instance, effective pronunciation instruction can not only enhance students' speaking skills but also language learners' (LLs) listening competences (Kissling, 2018: 653). Nevertheless, pronunciation teaching is often neglected in the EFL classroom and still receives inadequate instructional time, even though it is a vital part of successful communication (Foote et al., 2016; Huensch, 2019b).

This neglect of pronunciation instruction might have several reasons, one of which is the limited emphasis on practicing pronunciation in English coursebooks¹. EFL teachers rely quite heavily on the activities and tasks provided by these coursebooks, as there is often not enough time for them to prepare their own material (Ozen & Cinkara, 2019: 99). However, coursebooks still often fail to offer satisfying activities to practice pronunciation. In a study carried out by Baker (2014: 152), teachers describe the pronunciation tasks in coursebooks as "boring" (Baker, 2014: 152). Similarly, Pointner (2022: 86) found that textbooks "target almost exclusively segmental features and rely heavily on repetition". These studies have shown that coursebooks tend to neglect pronunciation and this might also explain why English teachers often refrain from working on pronunciation altogether.

¹ The terms 'coursebook' and 'textbook' will be used synonymously in this thesis. Both refer to books utilized by students in school during lessons and at home for learning purposes. In the context of this study, they specifically denote books used for learning English as an LX.

So far, recent studies have not yet examined whether Austrian coursebooks integrate more engaging and practical pronunciation exercises and how satisfied teachers are with the activities incorporated in Austrian EFL coursebooks. In other words, while existing research has provided valuable insights into the general shortcomings of pronunciation instruction, there remains a significant gap in understanding how contemporary Austrian EFL coursebooks meet the needs of teachers in this respect. In particular, there has been little examination of whether these materials offer innovative approaches that move beyond the "boring" and often impractical tasks criticized in previous studies. This gap is especially relevant given the recent updates to the Austrian curriculum for lower secondary schools, which was introduced in 2023 (BMBWF, 2023). The updated curriculum emphasizes that students should be able to communicate effectively in English for both everyday and professional contexts, which requires them to have clear pronunciation (BMBWF, 2023: 3). With these changes, it is crucial to investigate whether the latest coursebooks align with the new curriculum's goals and provide effective pronunciation training that can be seamlessly integrated into classroom practice.

This thesis aims to fill this gap in research by critically analyzing the pronunciation exercises in the latest versions of two popular Austrian EFL textbooks, namely "*MORE! 1 – 4 Student's book*." (Puchta et al., 2023) and "*easy 1. - 4. Student's Kit + vocab and sounds*" (Banick et al., 2023)² and exploring teachers' perspectives on the usefulness and application of the exercises. More specifically, this study seeks to investigate the task formats included, whether the coursebook's pronunciation tasks progress from year one to year four and what kind of English model accents are practiced. Additionally, it will explore teachers' perspectives and practices regarding the use of these coursebooks for pronunciation instruction. This triangulation method combines in-depth coursebook analysis and teacher interviews and ultimately aims to provide useful insights into the significance of pronunciation practice for textbook writers and curriculum designers, as well as practicing teachers, teacher educators, and researchers in the field.

² After their initial mention, the coursebook series "*MORE!*" and "*easy*" will be italicized. If a specific year is referenced, it will be indicated by a number following the coursebook name. The full citations for these coursebooks can be found in the reference list of this thesis.

The structure of this thesis is carefully organized to provide a comprehensive examination of pronunciation teaching in EFL coursebooks, with a particular focus on the Austrian context. More precisely, the introductory chapter, Chapter 2, defines key terms essential to the empirical part of this thesis. Following this, Chapter 3 introduces the phonetic features of English and contrasts the main phonetic differences between Received Pronunciation (RP) and General American (GA), the two most widely recognized English accents. Chapter 4 addresses the relevance of pronunciation teaching. It provides a rationale for why pronunciation is a critical aspect of language learning and offers a brief overview of the most widely adopted teaching methods and techniques in the field of pronunciation instruction. Following this, Chapter 5 narrows the focus to pronunciation teaching within the Austrian EFL context. This includes an analysis of the Austrian lower secondary school curriculum, a summary of common pronunciation challenges faced by Austrian EFL learners, and an introduction of relevant studies on pronunciation teaching conducted in Austria.

With the theoretical framework established, Chapter 6 shifts to the empirical study. This chapter provides a detailed description of the research design and methodology used in the study. It also offers an in-depth analysis and discussion of the results from the coursebook analysis and interviews in relation to relevant findings of previous empirical studies that were presented in the theoretical part of the thesis. Each coursebook series is analyzed individually, followed by a comparison of their similarities and differences. Chapter 7 summarizes the key findings, while Chapter 8 discusses the study's limitations and presents directions for future research and illustrates how the findings of this thesis add to and enhance the existing research on pronunciation teaching.

2. Basic terminology and key concepts

Before discussing aspects related to the teaching of pronunciation and its implementation in the EFL classroom, it is essential to establish clear definitions of relevant terminology and key concepts such as phonetics, phonology, and pronunciation. Additionally, terms such as models, targets, and norms will be introduced. The overarching aim of this chapter is therefore to provide a general understanding of these expressions to better comprehend the subsequent chapters about pronunciation teaching and the phonology of English.

2.1. Phonetics and phonology

Phonetics, a subdiscipline of linguistics, examines the characteristics of speech sounds (Plag et al. 2015: 3). More specifically, it investigates the types of speech sounds found in different languages around the world, describes these sounds and categorizes them (Plag et al. 2015: 4). In other words, phonetics is the “study of the spoken medium of language in the broadest sense, whose goal is the description, modelling, and explanation of speech communication in languages of the world” (Kohler 2000: 1) and can be divided into three different branches, each focusing on specific aspects of phonetics. The first branch, articulatory phonetics, describes the process of speech production. The second branch, acoustic phonetics, studies the physical properties of speech sounds, and the final branch, auditory phonetics, explores how sounds are perceived and processed by listeners (Plag et al. 2015: 4). Taken together, this essentially means that phonetics describes and studies “the details of language sounds” (Pennington & Rogerson-Revell, 2019: 4).

In contrast to phonetics, phonology organizes a language's sound system into abstract categories, which reach from the smallest parts, namely individual speech sounds, to larger phonological units such as syllables, words, or whole sentences (Plag et al. 2015: 31). These phonological units can be thought of as “the building blocks of a language” (Pennington & Rogers-Revell 2019: 3). These building blocks are broadly divided into “segmental features or phonemes (consonants and vowels) and suprasegmental features or prosodies (properties of stretches of speech)” (Kelly, 2000:

9), which will be discussed in more detail in Chapter 3. In a nutshell, phonology is concerned with how sounds are interpreted and systematized (Kelly, 2000: 9).

Both phonetics and phonology play crucial roles in pronunciation teaching as they provide insights into the differences between speech sounds in various languages, the physical requirements for LLs to produce new sounds in a TL, and the changes in sounds when combined into suprasegmental units (Plag et al. 2015: 3-4). In this thesis, the focus lays on the effective integration of English phonology into language teaching because a thorough understanding of phonological elements and their instructional methods may greatly enhance learners' pronunciation accuracy and overall communicative competence. The goal of this study is to evaluate how well Austrian EFL coursebooks incorporate these phonological features and whether the coursebooks' approaches align with current best practices in pronunciation teaching. Furthermore, certain aspects of phonetics, particularly those related to articulation, will also be referred to in Chapter 3.

2.2. Pronunciation

Pronunciation is a term used frequently within the field of phonetics and phonology and the various types of research related to “the sound stratum of language” (Pennington & Rogerson-Revell, 2019: 3). Pronunciation, as defined by the Collins dictionary (n.d.), refers to “the act or manner of pronouncing syllables, words, and phrases with regard to the production of sounds and the placing of stress, intonation”. Similarly, Pennington and Rogerson-Revell (2019: 7) define pronunciation as “the initial layer of talk through which speakers construct and listeners decode and interpret linguistic signals”. This definition highlights that pronunciation is more than the mere consecutive articulation of certain sounds, it also includes other, larger phonetic aspects such as tone or speech rhythm and it is able to convey meaning.

In the EFL context, pronunciation refers to a specific area of language proficiency or a skill related to speaking performance (Pennington & Rogerson-Revell, 2019: 4). In this sense, it involves learning to articulate and discriminate individual phonemes and features of connected speech (Pennington & Rogerson-Revell, 2019: 4). Moreover, pronunciation in language learning contexts often entails understanding to differentiate

between spelling and pronunciation of a word (Kelly, 2000: 122). Pronunciation learning also considers how pronunciation reflects the speaker's identity and their overall ability to communicate effectively (Pennington & Rogerson-Revell, 2019: 23). Taken together, these aspects highlight the complex nature of pronunciation in language learning, encompassing technical as well as motor skills and broader communicative competence.

2.3. Models, targets, and norms

When teaching pronunciation, it is important to differentiate between three fundamental concepts: namely, model, target, and norm (Jenkins, 2000: 18). The former refers to the specific language variety that LLs aspire to achieve (Schmitt, 2016: 27). For instance, when teaching English, educators need to decide whether to teach the pronunciation of the word <either> as most GA speakers would say it (/ˈiðər/) or as most British speakers would pronounce it (/ˈaɪðə/) or perhaps both versions and explain the differences between the two. After all, no language is entirely homogeneous; each language has various regional, social, and situational differences, as previously mentioned. As languages are complex constructs, language models serve as "points of reference" (Jenkins, 2000: 18) and "models for guidance" (Dalton & Seidlhofer, 1994: 6) for both LLs and language teachers aiming at facilitating language learning and not as the only correct way of speaking a language.

In contrast to the concept of a model, a norm is closely associated with notions of "correctness" (Dalton & Seidlhofer, 1994b: 27), implying that any utterance deviating from the norm is considered wrong and unacceptable. This is often evident in EFL teaching environments that emphasize "native-speaker norms" (Dalton & Seidlhofer, 1994: 27). Within these contexts, native varieties are upheld as the only acceptable standard, and deviations are to be avoided (Dalton & Seidlhofer, 1994: 27). Consequently, in a normative setting, students who fail to achieve native-like targets would be evaluated as less proficient or able (Schmitt, 2016: 27).

The use of norms in the EFL classroom has received severe criticism due to issues such as unrealistic expectations, cultural inappropriateness, and the marginalization of non-native speakers (Moore, 2018: 131). Consequently, teachers and language

teaching pedagogy seem to slowly move away from native-speaker standards and norms towards approaches that embrace English as a Lingua Franca (ELF). ELF, which prioritizes effective communication over native-like accuracy, acknowledges the diverse backgrounds of English learners and the global nature of English use. This shift aims to create a more inclusive and practical learning environment, where the focus is on mutual intelligibility and the communicative needs of learners rather than adherence to native-speaker norms (Leung & Lewkowicz, 2018: 70). By adopting ELF principles, EFL classrooms might be able to better prepare students for real-world interactions in an increasingly interconnected world.

There seems to remain a consensus among EFL educators that there is a need for specific model accents in pronunciation teaching. More precisely, a model accent refers to a standardized form of pronunciation, such as RP or GA, that serves as a reference point for learners to imitate and strive towards in order to develop clear, consistent, and intelligible speech. These model accents should ideally provide learners with “clear and unambiguous models, achievable goals and realistic targets for pronunciation” (Pennington & Rogerson-Revell, 2019: 126). Thus, irrespective of the chosen model accent, it is essential for EFL teachers to treat model accents as points of reference rather than rigid norms. Essentially, a model accent should be utilized as a tool for LLs to refine their pronunciation skills, rather than enforcing it as the sole acceptable standard.

The choice of a specific model accent for the learners, however, does not necessarily determine the extent to which teachers expect LLs to adhere to it. Consequently, teachers must make informed decisions regarding the level of proficiency deemed necessary, desirable, and achievable within each unique educational context. These considerations are then the targets of pronunciation teaching and learning (Schmitt, 2016: 27). Such pronunciation targets may range from attaining native-like proficiency of a standard L1 model accent to achieving comfortable intelligibility, or any other goal along this continuum (Pennington & Rogerson-Revell, 2019: 126).

Traditionally, EFL teachers have tended to choose a standard accent as the benchmark for pronunciation instruction. Depending on the learners' context and the variant considered most beneficial, either GA for American English or RP for British

English³ has usually been used (Pennington & Rogerson-Revell, 2019: 127). In Europe, RP was long regarded as the primary pronunciation model. However, European learners have increasingly been exposed to GA through the media and the internet, due to the growing influence of the United States as a significant player in global politics, economy, and pop culture (Richter & Weissenböck, 2022: 91). This phenomenon appears to be contributing to the increased interest among European EFL students in learning American English rather than British English, which Henderson et al. (2012) also found in their study conducted in 2012. In their survey, 635 EFL teachers from Finland, France, Germany, Macedonia, Poland, Spain, and Switzerland shared their own preferences for particular model accent varieties and their assumptions about students' opinions concerning the choice of model accent. The findings suggest that GA appears to be “making inroads” even if RP is still the most common model accent for English production and reception work in these countries (Henderson et al., 2012: 21). A decade later, Richter and Weissenböck (2021) report an increasing dominance of American English in extracurricular contexts such as social media platforms, streaming services like Netflix and YouTube, or video games. This prevalence of American English also seems to influence the model accent preferences of pre-service teachers at the university of Vienna which explains why more and more students choose GA as their model accent. As these students become future teachers, their preference for GA is likely to shape the model accents used in Austrian EFL classrooms (Richter & Weissenböck, 2021).

While RP and GA are the most commonly taught model accents in the EFL context, it is important to recognize the diversity of English accents worldwide. Varieties like Irish or Scottish English may offer unique advantages, such as a simpler vowel system and closer correspondence between pronunciation and spelling (cf. Rogerson-Revell 2011: 8; Schmitt, 2016: 45). However, they are still often overlooked as model accents in EFL teaching (cf. Rogerson-Revell 2011: 8). Although these models may not serve as primary standards for productive pronunciation teaching, they should still be addressed in the EFL classroom to some extent in receptive tasks in the EFL classroom. Exposing LLs to a range of English accents beyond RP and GA can enhance their pronunciation

³ These pronunciation models also serve as the foundation for this thesis. The reasons for this choice will be discussed in Chapter 3.3.

skills, familiarize them with distinctive accent features, and prepare them for real-world encounters with diverse English varieties “in the wild” outside the classroom (Schmitt, 2016: 46).

In general, EFL teachers have the choice of using either a native accent for pronunciation teaching, as previously discussed, or opting for a non-native model. The popularity of non-native model accents has risen with the increasing use of ELF and a shift in pronunciation goals from native-like proficiency to intelligibility (Jenkins, 2000; Pennington & Rogerson-Revell, 2019: 126). Nowadays, educators often teach English to learners from various linguistic and cultural backgrounds, who may be using English primarily to communicate with other non-native speakers rather than native speakers. This diverse range of learners includes individuals from different parts of the world who have distinct native languages and varying degrees of exposure to English. Given this diversity, the focus has shifted from trying to mimic a native speaker’s accent to ensuring that learners can be easily understood by others in international contexts. This change in communication objectives contributes to the rising popularity of non-native models in pronunciation teaching, as it better aligns with the practical needs of today’s global English learners (Pennington & Rogerson-Revell, 2019: 126). This trend has been gaining momentum since the 1970s, when the first efforts were made to create a universal form of English that emphasizes phonological features that enhance intelligibility across different linguistic backgrounds (Schmitt, 2016: 40).

The most extensive and “most hotly debated” non-native model approach, according to Schmitt (2016: 40) is the Lingua Franca Core (LFC), introduced by Jenkins (2000). Unlike natural accents, the LFC includes an artificial set of features, designed to facilitate international intelligibility in non-native interactions (Schmitt, 2016: 40; Rogerson-Revell, 2011: 12). This set focuses on the core segmental features, which are deemed vital for international intelligibility, and offers a structured framework for pronunciation teaching (Jenkins, 2000; Rogerson-Revell, 2011: 12; Schmitt, 2016: 41). In order to determine this set of “core features”, Jenkins (2000) examined the communication between non-native ELF speakers of different languages. She identified specific pronunciation challenges that frequently lead to communication breakdowns. For example, one of the key features Jenkins highlighted is the importance of maintaining consistent vowel length distinctions, such as the difference

between the long /i:/ in "sheep" and the short /ɪ/ in "ship" (Jenkins, 2000; Schmitt, 2016: 40). However, according to Jenkins (2000), suprasegmental features are not relevant for intelligibility and therefore not part of the "core features". This neglect of suprasegmental features and methodological concerns regarding database size are reasons why the Jenkin's LFC has been heavily criticized (Schmitt, 2016: 44). Schmitt (2016: 44) argues that such a contrived model may "do a lot more harm than good", but he suggests using the insights gained from the LFC to emphasize that these segmental features are crucial for intelligibility when teaching pronunciation.

In conclusion, the majority of researchers in the field of LX teaching believe that providing language learners with clear models and realistic goals for pronunciation is beneficial for improving their overall intelligibility, confidence, and communication effectiveness in the TL. Whether EFL teachers choose GA, RP or any other model accent is dependent on the specific context. This thesis will examine the Austrian context more closely and seeks to investigate the model accent(s) utilized in Austrian EFL coursebooks for pronunciation instruction, as detailed in Chapter 6.

3. Phonetic features of English pronunciation

The aim of the following chapter is to provide a general understanding of the phonetic features of English in order to allow for a more precise analysis of these features in EFL coursebook activities. Broadly speaking, the phonetic features of English can be categorized into two main groups: segmental and suprasegmental features. However, due to this thesis' limited scope, the information provided in this chapter can only provide an overview of the main aspects deemed relevant for the empirical part of this thesis. Similarly, only the most widely recognized standardized accents of English, GA and RP, will be considered and compared in detail since they represent the two dominant accent models in English language instruction, as already mentioned in Chapter 2.

Without a doubt, learning and teaching pronunciation involves understanding the correspondence between spelling and sounds. This is especially relevant when learning languages that are non-phonetic, such as English, where there is not always a direct correspondence between the spelling of a word and its pronunciation (Kelly,

2000: 122; Rogerson-Revell, 2011: 26). For instance, certain letters can represent different sounds depending on the context (e.g., <c> pronounced as /k/ in "can" but as /s/ in "ciinema"), while a single sound can be represented by various letters or combinations (e.g., /ʊ/ in "put," "book," and "could") (Kelly, 2000: 122). Moreover, English includes instances where a single sound is represented by two letters in spelling. For example, in the word "ship", the combination "sh" represents the sound /ʃ/, not an /s/ followed by an /h/. Additionally, certain letters in words may remain silent, such as the first and last letters in "write" and the middle two letters in "right", both pronounced as /raɪt/. Certain words complicate matters further; their spelling suggests one sound, but the pronunciation differs, as seen in "face" pronounced with /s/ at the end and "phase" pronounced with /z/ (Yule, 2023: 34). These are only a few examples to demonstrate the often complex relationship between pronunciation and spelling.

This correspondence between spelling and pronunciation is visualized by the International Phonetic Alphabet (IPA). It provides a standardized representation of speech sounds, offering unique phonetic symbols for almost every sound (Plag et al., 2015: 6). However, it is important to note that consensus regarding a set of symbols has not been universally reached (Carley & Mees, 2020: 3). Nevertheless, the IPA, developed by the International Phonetic Association, is widely accepted, and will therefore be used as a reference in this thesis. All IPA symbols of English and their respective sounds will be explained in more detail in this chapter.

This chapter will also introduce the most important segmental and prosodic features of English. The categorization of these features is outlined in Figure 1.

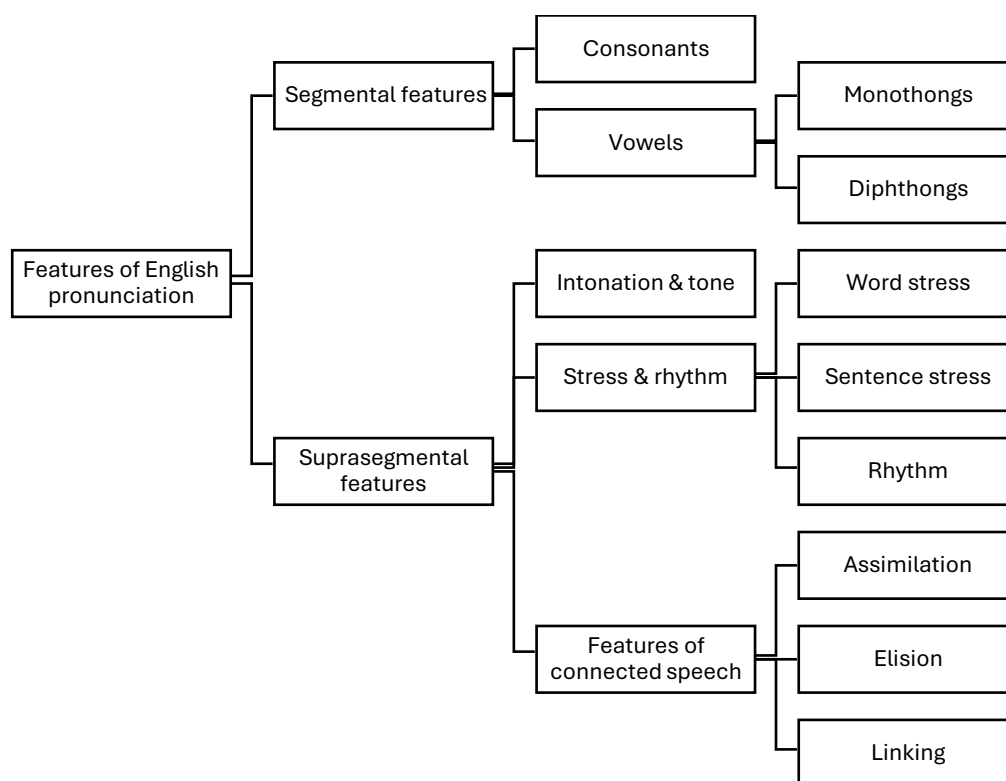


Figure 1. Features of English pronunciation (taken and adapted from Kelly 2000: 1)

As can be seen in Figure 1, English pronunciation encompasses both segmental and suprasegmental features. Segmental features are individual sounds and can be further classified into consonants and vowels. Vowels can further be subdivided into monophthongs and diphthongs. Suprasegmental features, on the other hand, include intonation and tone, stress and rhythm, and aspects of connected speech such as assimilation, elision, and linking. All of these features will be explained in more detail in the following two subchapters.

3.1. Segmental features

As the smallest components of pronunciation, segmental features represent the individual sounds within a language (Kelly, 2000: 1). These elements, also referred to as ‘phonemes’ or ‘segmentals’ are typically divided into consonants and vowels (Kelly, 2000: 1-2). Most standard varieties of English consist of 24 consonants. However, the number of vowels and diphthongs seems to differ slightly across different accents. GA, for example, has 12 vowel sounds and five diphthongs (Wells, 1982: 486), whereas RP has 12 vowels and eight diphthongs (Roach, 2004: 242). Each of those sounds is

represented with an IPA symbol and will be introduced in the following two subchapters.

Table 2 offers a comprehensive overview of the key segmental characteristics of RP and GA. Each segmental feature is organized into the corresponding subcategory. For clarification, the phonetic symbols for the sounds are listed in the left column, and examples of their use are presented in the right column. In these examples, the target sounds are underlined.

Table 1. Segmental features of English with examples (adapted from Kelly, 2000: 2, University of Valencia, n.d.)

Segmental features of English							
Vowels				Consonants			
Monothongs		Diphthongs					
/i:/	<u>b</u> eat	/eɪ/	c <u>a</u> ke	/p/	<u>p</u> in	/s/	<u>s</u> ue
/ɪ/	h <u>i</u> t	/ɔɪ/	t <u>oy</u>	/b/	<u>b</u> in	/z/	<u>z</u> oo
/ʊ/	<u>b</u> ook	/aɪ/	h <u>igh</u>	/t/	t <u>o</u>	/ʃ/	<u>s</u> he
/u:/	<u>f</u> ood	/aʊ/	h <u>ou</u> se	/d/	<u>d</u> o	/ʒ/	<u>g</u> enre
/e/ RP	<u>l</u> eft	/oʊ/ GA	g <u>o</u>	/k/	<u>c</u> ot	/h/	<u>h</u> ello
/ɛ/ GA	<u>l</u> eft	/əʊ/ RP	g <u>o</u>	/g/	<u>g</u> ot	/m/	<u>m</u> ore
/æ/	<u>h</u> at	/ɪə/ RP	<u>b</u> eer	/tʃ/	<u>ch</u> urch	/n/	<u>n</u> o
/ɑ:/	<u>f</u> ar	/eə/ RP	<u>w</u> here	/dʒ/	<u>j</u> udge	/ŋ/	<u>s</u> ing
/ə/	<u>a</u> bout	/ʊə/ RP	<u>f</u> ewer	/f/	<u>f</u> an	/l/	<u>l</u> ive
/ɜ:/ RP	sh <u>i</u> rt			/v/	<u>v</u> an	/r/	<u>r</u> ed
/ɜ:/ GA	n <u>u</u> rse			/θ/	<u>th</u> ink	/j/	<u>y</u> es
/ɔ:/	c <u>a</u> ll			/ð/	<u>th</u> e	/w/	<u>w</u> ood
/ɒ/ RP	<u>d</u> og						
/ɒ:/ GA	cl <u>o</u> th						
/ʌ/	r <u>u</u> n						

The 44 phonemes of the English language, categorized into vowels and consonants, are detailed in Table 2. Within the vowel category, they are further divided into monophthongs and diphthongs. The distinctions between these categories will be explained in the following two subchapters, as they serve as foundational elements for the coursebook task analysis.

3.1.1. Consonants

Consonants, as noted by Proctor (2021: 65), are distinguished from vowels because they are produced with “greater stricture at one or more places between the glottis and the lips”. Consonants can be categorized based on their place of articulation, manner of articulation, and voicing (Kelly, 2000: 3). Table 1 provides a summary of all English consonants along with their defining characteristics. Whenever two sounds appear in the same cell, the sound on the left represents a voiceless sound, while the sounds on the right of a cell represent a voiced sound.

Table 2. Classification of English consonants (adapted from Yule 2023: 17)

	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricative					tʃ dʒ			
Nasal		m			n		ŋ	
Approximant		w			ɹ, l	(r)	j	

As can be seen, these consonants are represented using their phonetic symbols (Yule, 2023: 17). While some symbols resemble Latin alphabetical letters (e.g., /h/, /m/, /n/, /l/, or /r/), others differ significantly (e.g., /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, or /dʒ/) (Pointner, 2022: 6). It should also be noted that this classification of consonants helps to clearly differentiate between consonant sounds, ensuring that no two sounds are exactly the same (Schaefer, 2023: 9).

The point of “closest constriction” in the vocal tract, as emphasized by Yule (2023: 12), determines the place of articulation, a crucial factor in classifying consonants. This classification system divides English consonants into distinct categories based on the location of the constriction (Kelly, 2010: 7; Yule, 2023: 12-13). For instance, sounds like /b/, /p/, /m/, and /w/ are labeled as bilabial because they involve both lips, while consonants such as /d/, /t/, /s/, /z/, /n/, and /l/ fall under the category of alveolar sounds, with constriction occurring at the alveolar ridge. Moreover, labiodental sounds like /f/ and /v/ engage only the lower lip and the upper teeth, whereas interdentals such as /θ/

and /ð/ involve the tongue positioned behind or between the upper front teeth. Moving beyond the dental region, palato-alveolar sounds (/ʃ/, /tʃ/, /dʒ/, /ʒ/, /r/) create constriction between the hard palate and the alveolar ridge. Additionally, purely palatal sounds such as /j/ are produced with the tongue raised toward the hard palate, while velar sounds like /k/, /g/, or /ŋ/ are produced through a constriction at the velum. Lastly, sounds such as /h/, where the airstream is obstructed at the glottis, indicate a glottal place of articulation.

Despite sharing the same place of articulation, the quality of each sound can vary significantly, highlighting the importance of considering the second type of categorization: manner of articulation (Yule, 2023: 12-13). Manner of articulation, as explained by Yule (2023: 13), refers to the type of obstruction to the flow of air. As illustrated in Table 1, a consonant can be categorized as a plosive (a stop), a nasal, a fricative, an affricate, a liquid, or a glide (Yule, 2017: 32). For example, nasal phonemes like /m/, /n/ or /ŋ/ involve air passing through the nasal cavity, while plosives (also called stops) such as /t/, /d/, /k/, /g/, /p/ and /b/ involve the complete closure of specific vocal tract parts followed by an abrupt release (Kelly, 2000: 6). When air flows through narrow passages in the vocal tract, it creates audible friction, producing a distinctive noise that defines this group of consonants known as fricatives. In English, sounds like /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/ and /h/ fall under the category of fricatives (Yule, 2023: 14). Affricates such as /tʃ/ and /dʒ/ are produced similarly to fricatives, starting with a complete stoppage of the airflow followed by a release through a narrow opening (Yule, 2023: 14). The liquids [l] and [ɹ], as well as the glides [w] and [j], exhibit considerably less turbulence in the airflow in contrast to the other sounds (Celce-Murcia et al., 2010: 59). Understanding these different manners of articulation is crucial for distinguishing and accurately producing the wide variety of consonant sounds in English.

Some sounds, for example, /s/ and /z/, have the same place and manner of articulation, but are still phonetically distinct. While /z/ is produced with vocal cord vibration, /s/ is not. Therefore, /z/ is categorized as a voiced sound, whereas /s/ is a voiceless or unvoiced sound as the vocal cords do not vibrate during articulation. The sounds /p/, /t/, /k/, /tʃ/, /f/, /θ/, /ʃ/, and /h/ are also categorized as unvoiced sounds, while all other consonants and vowels are voiced (Yule, 2023: 16). As depicted in Table 1, voicing serves as the only distinguishing characteristic among seven pairs of English

consonants (/f/ vs. /v/ as heard in <fine> vs. <vine>, /s/ vs. /z/ as in <rice> vs. <rise>, /tʃ/ vs. /dʒ/ as in <chop> vs. <job>, etc.) (Pointner, 2022: 5).

3.1.2. Vowels

In contrast to consonants, vowels are articulated with a more open vocal tract, which means that there is no contact between the tongue and the palate and the lips do not touch each other or the upper teeth shape the airflow (Proctor, 2021: 65). Unlike consonants, all vowels are also voiced during their production, so voicing is not used as a criterion to distinguish vowels (Rogerson-Revell, 2011: 62). Additionally, describing and categorizing vowels is more challenging because fewer speech organs are involved (Weckwerth, 2021: 41).

Nevertheless, vowels can be categorized based on vowel quality and vowel quantity. Vowel quality refers to the position of the tongue, including its height and frontedness, as well as the shape of the lips (Weckwerth, 2021: 41). Vowel quantity, on the other hand, concerns the physical duration, the length of a vowel sound (Weckwerth, 2021: 42). Thus, vowels are classified according to the tongue height, tongue frontedness, lip rounding, and also vowel length (Plag et al., 2015: 18). Figures 2 and 3 illustrate how the vowels of RP and GA are categorized based on these criteria. Specifically, these diagrams provide visual representations of the vowel systems in each accent, depicting the positioning of the tongue during the production of different vowel sounds. By comparing the vowel diagrams of RP and GA, one can observe the similarities and differences in vowel pronunciation between these two accents.

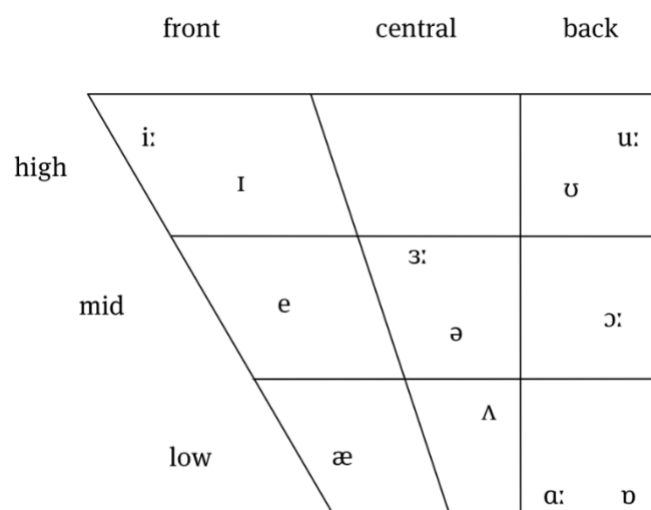


Figure 2: The vowels of RP (taken from Yule 2023: 20)

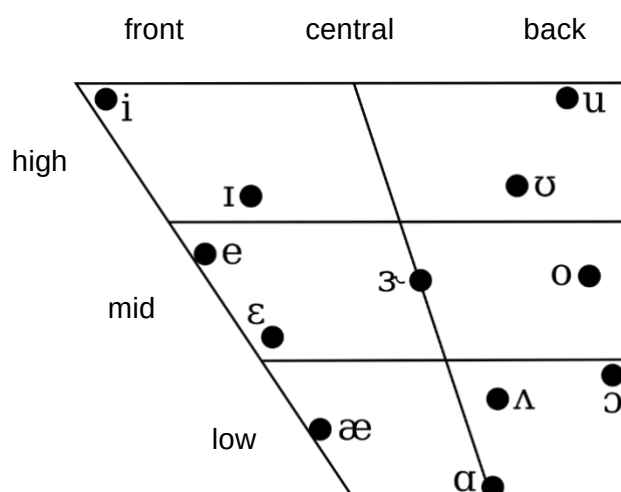


Figure 3: The vowels of GA (taken and adapted from Wells 1982: 486)

As depicted in the vowel chart, vowels can be categorized based on the position of the tongue into front (e.g., /i:/ in <see>), central (e.g., /ɜ:/ in <first>), and back (e.g., /ɑ:/ in <father>) vowels based on the position of the tongue. Additionally, vowels are subdivided by height into high (e.g., /u:/ in <food>), mid (e.g., /ɔ:/ in <fall>), and low (e.g., /ɒ/ in <dog>) vowels. The mid-central vowel, known as the ‘schwa’ sound (/ə/ in <the>), occupies the centre of the vowel chart and is considered the most neutral and used vowel sound in the English language (Plag et al., 2015: 20).

Moreover, vowels can be categorized by the degree of lip rounding required for their production, resulting in rounded (e.g., /u:/ in <food>) and unrounded (e.g., /i:/ in <beat>) vowels (Plag et al., 2015: 21). In RP, for example, the set of rounded vowels

encompasses [u:], [ʊ], [ɔ:], and [ɒ], while all other vowels are unrounded (Plag et al., 2015: 21). This classification of vowels based on lip rounding further distinguishes the diverse range of vowel sounds found in English.

Another parameter for categorizing vowels is their length, or more precisely, the duration of their production, separating them into lax (i.e., short) and tense (i.e., long) vowels. Taking vowel length into consideration allows for a differentiation between sounds that are similar in tongue position (e.g., /i/ in <live> and /i:/ in <leave>) (Plag et al., 2015: 21). For clarification, the symbol /:/ is commonly used to indicate that a vowel sound is tense (Ladefoged & Johnson, 2011: 323) and this criterion for classifying vowel sounds is also often referred to as vowel quantity.

The vowel charts presented in Figures 2 and 3 only represent single vowel sounds, also known as monophthongs (Yule, 2023: 23). However, there are also sounds that consist of two vowel sounds, which are commonly referred to as diphthongs. These sounds entail a move from one vocalic position to another, yet they still count as one sound (Yule, 2023: 23; Weckwerth, 2021: 49). Diphthongs are symbolized by a combination of two IPA vowel symbols, with the first symbol indicating the starting point and the second symbol representing the endpoint of the respective articulation. For instance, the combination of /a/ and /ɪ/ creates the diphthong /aɪ/, where the sound starts with the /a/ sound and glides towards the /ɪ/ sound. Another example is the diphthong /aʊ/ in <now>, which transitions from an /a/ to a /ʊ/ sound. As can be seen in this example, the IPA symbols for diphthongs might differ slightly from those of their corresponding monophthongs (e.g. /a/ + /ʊ/ = /aʊ/) (Yule, 2023: 24; Plag et al., 2015: 24). Despite consisting of two sound symbols, diphthongs represent a unified vowel sound characterized by a change in auditory quality within one syllable (Plag et al., 2015: 23).

In a nutshell, the segmental features of English pronunciation include 24 consonants and a varying number of vowels and diphthongs, depending on the accent. Consonants are categorized by their place and manner of articulation, and by voicing, while vowels are classified by tongue position, lip rounding, and vowel length. How and if these individual sounds change when grouped together to form words, phrases, or

whole sentences will be explored in the following section, which covers the suprasegmental features of English.

3.2. Suprasegmental features

The exploration of language and pronunciation extends beyond the above-mentioned individual sounds because it also encompasses broader aspects that shape speech patterns. These larger elements, known as suprasegmental or prosodic features, unite individual sounds to form meaningful words, phrases, and sentences (Kelly, 2000: 3). Despite their central role in enabling intelligible and successful communication, suprasegmental features might pose greater challenges for classification compared to segmental features (Kelly, 2000: 3). Nonetheless, the most important suprasegmentals will be briefly introduced in the following subchapters, including phenomena such as intonation and tone, stress and rhythm, and specific features of connected speech like assimilation, elision and linking (Pennington & Rogerson-Revell, 2019).

3.2.1. Intonation and tone

Intonation, also referred to as prosody or speech melody (Rogerson-Revell 2011: 179), is commonly defined as the change of pitch in the course of an utterance and has the ability to convey meaning (Kelly, 2000: 3, 71). Pitch, in this context, refers to the height of the voice, while pitch range describes the variation between the highest and lowest notes produced in speech (Lane, 2010: 88). The variation in pitch range used for intonation during speech helps, *inter alia*, to distinguish between statements, questions, and exclamations, contributing to the overall expressiveness and clarity of communication and is therefore crucial for interpreting meaning (Lane, 2010: 85).

The notion of tone is a fundamental aspect of intonation, focusing on the pitch patterns within individual words. According to Lee and Mok (2021: 185), tone specifically refers to the use of pitch to change word meanings. This is especially significant in tonal languages like Mandarin Chinese, where pitch, vowels, and consonants work together to convey meaning (Gussenhoven, 2010: 26). Languages lacking this lexical tone are known as 'non-tonal languages' or 'intonation-only languages' (Gussenhoven 2010: 12). Although English is not traditionally considered a tonal language, tone can still influence word meanings to some extent (Li et al., 2021: 1). For example, tone can

change the meaning of a word by conveying different attitudes, emotions, or intentions. Consider the word "fine": when articulated with a cheerful tone and higher pitch, it may convey that everything is good or satisfactory. In contrast, if spoken with a sarcastic or annoyed tone and lower pitch, "fine" can imply the exact opposite. This example demonstrates how tone can greatly influence word meanings and communication dynamics.

Intonation serves multiple functions beyond conveying grammatical meaning. It also plays a crucial role in managing conversational dynamics and helps to distinguish between declarative statements and questions, as previously mentioned (Lane, 2010: 85). Moreover, intonation adds subtleties of meaning to utterances which enables nuanced communication of attitudes and emotions by speakers without explicitly and intentionally stating them (Kelly, 2000: 73). These changes in intonation and tone can be so subtle that listeners may often be unaware of their nuances, yet still understand their meaning (Kelly, 2000: 86), which makes intonation a vital aspect of pronunciation.

3.2.2. Stress and rhythm

Stress and rhythm are also important components of speech which encompass elements that extend individual sounds to include syllables, words, or complete utterances (Cantarutti & Reed, 2021: 159). Speech rhythm is defined as "the distributed prominence of events across stretches of speech, and their perceived regularity in time" (Cantarutti & Reed, 2021: 159). In other words, speech rhythm refers to the overall pattern and regularity of stressed and unstressed syllables within speech. Stress, on the other hand, is the emphasis placed on certain syllables within words or on particular words in sentences.

There are two types of stress: word and sentence stress. Word stress refers to the emphasis is placed on specific syllables within words. In two-syllable words, a stressed syllable is typically accompanied by an unstressed one. The stressed syllable is often characterized by longer duration, increased volume, and higher pitch (Rogerson-Revell, 2011: 138; Cantarutti & Reed, 2021: 165). Unstressed syllables frequently have a neutral schwa sound /ə/ as their core vowel, whereas stressed syllables do not (Kelly, 2000: 68). It also has to be mentioned that longer words with more than two syllables may contain multiple stressed syllables, with primary and secondary, and in some

cases, even tertiary stresses (Lane, 2010: 17; Gussenhoven, 2010: 21). An example of a word with both primary and secondary stress is <university> transcribed as /,junə'vɜrsəti/. In this word, the primary stress falls on the second syllable "ver", while the first syllable "uni" carries secondary stress.

Sentence stress, on the other hand, refers to the emphasis placed on certain words in sentences or phrases (Kelly, 2000: 3). This type of stress contributes significantly to the overall rhythmic pattern of speech and often also conveys meaning (Lane, 2010: 17). To exemplify how sentence stress can alter meaning, the sentence "I didn't say she stole the money" is considered. If the word "didn't" is stressed, it emphasizes that the speaker did not say anything. However, if "she" is stressed, it suggests that someone else might be the thief. Similarly, placing emphasis on "money" highlights what was stolen, potentially indicating that it was not money but another item. This example demonstrates how even slight changes in stress can severely impact the meaning of a sentence. Therefore, stress plays a significant role in effective communication, helping to convey meaning and structure within utterances.

Sentence stress serves to highlight whole words that carry new or important information within longer utterances, typically falling on content words such as nouns, adjectives, and main verbs (Kelly, 2000: 71; Celce-Murcia et al., 2010: 208). Function words, which mainly convey grammatical relationships, are generally unstressed (Celce-Murcia et al., 2010: 210). However, some function words may adopt either a weak or strong form, depending on the intended message (Kelly, 2000: 73). Consider the following sentence as an example: "I want to go to the store". The first "to" is unstressed as the emphasis is on the action or desire to go to the store, whereas the second "to" is stressed, highlighting the destination. Therefore, sentence stress can be used to emphasize specific words in order to highlight certain information or change the meaning of an utterance.

In English, the contrast between stressed and unstressed syllables is more pronounced compared to many other languages. Therefore, the misplacement of stress either in words or sentences can lead to reduced intelligibility and understanding (Celce-Murcia et al., 2010: 184; Rogerson-Revell, 2011: 140). This is why mastering

stress patterns and speech rhythm is deemed essential for clear and effective communication in English and should be addressed in pronunciation teaching as well.

3.2.3. Features of connected speech

In general, the pronunciation of individual words can vary significantly from how they are produced as parts of connected speech (Rogerson-Revell, 2011: 153). Essentially, phonological changes in connected speech aim to facilitate fluency and are influenced by factors such as stress, rhythm, intonation, and pacing (Rogerson-Revell, 2011: 162).

Linking, assimilation, and elision are the most common features of connected speech, all of which are crucial for reaching native-like pronunciation (Rogerson-Revell, 2011: 165-166). Linking refers to the blending of sounds between two or more words in spoken language and involves either the deletion, the adding, or the change of sounds when words are connected. This process can include both elision and assimilation (Rogerson-Revell, 2011: 169). An example of linking in connected speech is catenation, as in the phrase "run out." When pronounced quickly and naturally, native speakers link the final consonant sound of "run" with the initial vowel sound of "out" without any pause, resulting in a fluid transition between the two words - [rʌnaʊt]. Assimilation occurs when neighboring sounds influence each other, as seen when the sound /t/ changes to /tʃ/ before /j/ in speech (Dalton & Seidlhofer, 1994: 117). Elision, on the other hand, involves the omission of sounds that would be pronounced in carefully articulated speech, as illustrated by the transformation of <cycle> /'saɪkəl/ to /'saɪkəl/ in connected speech (Carley & Mees, 2020: 246).

In summary, suprasegmental features such as tone and intonation, stress and rhythm, and connected speech phenomena like linking, assimilation, and elision, play pivotal roles in shaping the clarity, expressiveness, and overall effectiveness of communication in English. Intonation and tone convey subtle nuances of meaning and emotional context, while stress and speech rhythm establish the regular patterns that underlie fluent speech. Moreover, features of connected speech, such as linking, assimilation, and elision, facilitate smooth and natural speech production. Mastery of these suprasegmental aspects is crucial for enhancing intelligibility in English communication. Therefore, a comprehensive understanding and guided practice of

suprasegmental features are essential components of effective pronunciation teaching and learning.

3.3. GA and RP

In Chapter 2, the considerations EFL teachers face when selecting a model accent for English language instruction were discussed. While some educators argue against the use of any specific model (Trim, 1961), the majority find value in adopting a model accent to ensure consistency and clarity in teaching (Henderson et al., 2012). Among the available options, both native and non-native speaker accents are utilized as pronunciation models. However, RP and GA remain the most commonly chosen accents, especially within the European context (Henderson et al., 2012; Moyer, 2013; Hosseinzadeh et al., 2015).

The preference for GA and RP as model accents in EFL teaching stems from several factors, including geopolitical, pedagogical, institutional, and familiarity reasons. Firstly, the geographical proximity of the UK and the political significance of both the UK and the US are very likely to play a crucial role in the popularity of these English varieties (Richter & Weissenböck, 2022: 91). Secondly, the availability of EFL teaching materials is another decisive criterion. Research into accents in EFL textbooks and other teaching resources consistently shows that RP and GA are the two most commonly utilized model accents (Astrand, 2021; Hasenberger, 2012). Thirdly, the choice of GA and RP as model accents is influenced by the availability of teacher training courses at universities. According to Richter and Weissenböck (2022: 92), most European universities offering English language teacher training programs tend to provide only British English and American English courses, providing no other choice in terms of exposure to other varieties or accents of English for EFL teachers. Lastly, Schmitt (2016: 18) notes that students are more likely to prefer RP or GA because they are already familiar with these accents and are able to describe the most notable differences between them (Schmitt, 2016: 28).

Before taking a closer look at both accents, it is important to note that these notions of Standard English are abstract and idealized constructs, as they are never completely realized, not even by native speakers in their “clearly delimited, perfectly uniform, and

perfectly stable” manner (Milroy, 2001: 543). Moreover, there is considerable variation in these accents within both Great Britain and the United States. For instance, some accents in the Eastern United States bear a closer resemblance to British RP than to GA, while certain British accents sound closer to GA rather than to RP (Hosseinzadeh et al., 2015: 654). Understanding this inherent variability and idealized nature of both accents is crucial for a realistic approach to teaching and learning pronunciation and highlights that the goal of intelligibility may be more meaningful than striving for native-like speech.

Despite being idealized constructs with inherent variability, these accents play a pivotal role in EFL classrooms since they represent benchmarks for pronunciation instruction and provide recognizable models that help LLs develop pronunciation skills (Seyranyan & Westphal, 2021: 76). Understanding the most prominent similarities and differences between GA and RP is crucial for analyzing Austrian ELF coursebooks to determine which model accent predominates in the coursebook activities. The following sections will therefore introduce both, similarities and distinctions.

3.3.1. Similarities of GA and RP

RP and GA share numerous features, both in their phonological characteristics and their sociolinguistic backgrounds. One notable similarity is that both accents are the least regionally identifiable within their respective countries (McArthur, 1998: 576). Trudgill (2001: 5) highlights that it is, for example, impossible to determine the regional origin of a person speaking with RP. Although each accent has its roots in a specific region (GA in the Midwest of the United States and RP in the southeast of England), they are now viewed more as social accents rather than regional ones (Schmitt, 2016: 28).

A further commonality is that both of these accents have been extensively analyzed and codified, making them key points of reference in academic research. They are featured in numerous pronunciation dictionaries and an abundance of scholarly writings and discussions cover various aspects of their historical background and phonology. Moreover, a majority of English dictionaries globally, whether monolingual or bilingual, incorporate transcriptions based on one of these models. And, if researchers in the field of linguistics examine the phonology of a dialect in the UK or

the US, they frequently utilize RP and GA as reference models (Schmitt, 2016: 28-29), which is also why they will be discussed in the course of this thesis.

Another aspect that both accents share is that they are considered to be the most widely understood English accents, making them ideal models for EFL classrooms. Not only are they easily understood by non-native speakers but are also mutually intelligible, which is not true for most other English accents (Schmitt, 2016: 29). This high level of intelligibility likely contributes to their widespread use in the media, especially in news broadcasts (Schmitt, 2016: 29). Moreover, the clarity might also be one of the reasons why these accents are commonly used as models in EFL classes worldwide, as already mentioned (e.g. Richter & Weissenböck, 2022; Schmitt, 2016: 29).

It should also be noted that neither of these varieties is entirely homogenous and both have undergone changes over time. There is not one single version of British or American pronunciation; instead, both show a certain degree of deviation (Schmitt, 2016: 29; Hosseinzadeh et al., 2015: 654). The degree of variation might, inter alia, be caused by the fact that English is a living language and evolution has changed both accents over time (Schmitt, 2016: 29). Like any other accent, "words change their meanings; grammatical constructions go out of fashion; and the quality of certain sounds alters," sometimes even within a single lifetime, and this applies to both RP and GA as well (Hinton, 2015: 21,33).

In summary, RP and GA have several important features in common, especially regarding their status and significance. However, there are notable variations in other areas, one of them being their phonological differences. The most prominent segmental and suprasegmental distinctions will be discussed in the following two subchapters.

3.3.2. Segmental differences between GA and RP

Accents, whether within the same language or across different languages, can show significant variations across multiple levels, including their phoneme inventory and prosodic features. This variation is often a result of the evolution of accents over time. One such difference in English accents is the number of sounds an accent has in its

sound inventory (Schmitt, 2016: 36). For instance, RP has eight diphthong sounds, whereas GA only has five. However, it should also be mentioned that segmental differences in phoneme realization can stem from subtle variations in production and might not even be accurately reflected in transcription (Schmitt, 2016: 37). This suggests that such subtle variations might also exist in RP and GA.

Table 3 provides an overview of the most prominent distinctions between RP and GA. Generally, these two accents have a number of phonemes in common but differ in “virtually all other aspects” (Schmitt, 2016: 37). What these other aspects are will be outlined in this and the following subchapter. Table 3 highlights the most notable differences in segmental features concerning vowel sounds. The first column presents specific words that are articulated differently in GA and RP, while the second and third columns show the difference in pronunciation with the help of phonetic transcription in RP and GA, respectively.

Table 3. Differences of vowel sound inventory in GA and RP (taken & adapted from Schmitt, 2016: 38)

Example	RP	GA
l <u>o</u> t	/lɒt/	/lɑt/
m <u>a</u> rry	/mæri/	/məri/
th <u>ou</u> ght	/θɔ:t/	/θɑ:t/, /θɔt/
b <u>a</u> th	/bɑ:θ/	/bæθ/
g <u>o</u> at	/gəʊt/	/gout/
n <u>ea</u> r	/niə/	/nɪr/
c <u>u</u> re	/kjʊə/	/kjʊr/
squ <u>a</u> re	/skweə/	/skwɛr/

As shown in Table 3, about two thirds of vowel sounds are similar in GA and RP, although there are eight sounds that differ notably (Hudson, 2021; Schmitt, 2016: 38). In RP, the back rounded open sound /ɒ/ is utilized for words like <lot> /lɒt/ and <want> /wɒnt/. In contrast, the lips are not rounded in GA, resulting in pronunciations like /lɑt/ and /want/ (Hudson, 2021; Travers, 2010: 40). Moreover, the RP /æ/ vowel sound as in the word <marry> is pronounced as /ɛ/, /məri/, in GA. The British vowel sound /ɔ:/, present in the word <thought> /θɔ:t/ is often articulated differently in American English,

it is often realized as a /ɑ:/ in GA (Schmitt, 2026: 38). In addition, Americans tend to pronounce words with a similar vowel sound as in <bath> with an /æ/ whereas the British traditionally opt for an /ɑ:/ sound. Concerning vowels in general, British English has greater variation in vowel length compared to American English - some being pronounced significantly longer than their American counterparts (Hudson, 2021; Hosseinzadeh et al., 2015: 649).

Not only vowel sounds differ in these two accents, but also certain diphthongs are pronounced differently in GA and RP. Due to its non-rhotic nature, RP includes three diphthongs in its sound inventory that are not present in GA. In RP, the post-vocalic /r/ remains unpronounced, which leads to three distinct diphthong sounds in words like <near> /nɪə/, <square> /skweə/, and <cure> /kjʊə/ (Schaefer, 2023: 12), whereas, in GA, these words would be pronounced without a diphthong sounds as <near> /nɪr/, <square> /skwɛr/, and <cure> /kjʊr/. Additionally, the diphthong /əʊ/ in RP starts to be articulated in the center of the mouth, contrasting with American English where it begins at the back. That is why the word <goat> is pronounced /gəʊt/ in GA but /gəʊt/ in RP (Hudson, 2021; Travers, 2010: 44).

However, not only vowel, but also consonant realizations in RP and GA differ to some extent. Table 4 attempts to summarize the main distinctions between the two accents.

Table 4. Differences of consonant sound inventory in GA and RP

Example	RP	GA
park	/pɑ:k/,	/park/
water	/wɔ:tə/	/wɔ:tər/
tune	/tju:n/	/tun/

As demonstrated in Table 4, the phonological differences between RP and GA are prominently illustrated in their treatment of the sounds /r/, /t/, and /j/. The first major contrast lies in the letter <r>: RP is non-rhotic which means that the <r> is only pronounced when followed by a vowel sound (Schmitt, 2016: 39), resulting in its omission in words like <park> /pɑ:k/, <horse> /hɔ:s/ or <further> /'fɜ:ðə/. Conversely, in GA, every written <r> is articulated, as seen in pronunciations such as /park/, /hɔrs/,

and /fɜːrðər/ (Hudson, 2021; Richter, 2019: 115). Another notable feature of American English is the pronunciation of the /t/ sound between vowels where the second one is unstressed (Schmitt, 2016: 39). In GA, this often results in a voiced flap, resembling a quick /d/ sound, as in the word <water> pronounced as /wɒtər/. In RP, however, the /t/ is pronounced as written, as in /wɒ:tə/ (Hudson, 2021; Hosseinzadeh, 2015: 653). This phenomenon is known as "tapping" or "flapping" of the /t/ sound, (Travers, 2010: 53) or as "medial-t voicing" (Schmitt, 2016: 39). Lastly, there is a difference in the pronunciation of the /j/ in British and American English. While in British English /j/ is pronounced when it follows the consonants /t, d, n, l, s/ or /z/, it is omitted in American English. For example, the word <tune> is pronounced as /tju:n/ in RP but simply /tun/ in GA. This phenomenon is referred to as "yod dropping" (Hosseinzadeh, 2015: 650; Schmitt, 2016: 39).

To conclude, these segmental distinctions in consonants, but especially in vowels, highlight the divergent realizations between RP and GA. Understanding these differences is important for EFL learners and teachers alike, as the awareness of individual sounds and subtle pronunciation differences and the active production thereof can significantly improve pronunciation skills. However, it is equally important to grasp the larger, suprasegmental features of pronunciation that differ in GA and RP.

3.3.3. Suprasegmental differences between GA and RP

Capturing differences in prosody might be more challenging than those of phonemes, yet there are distinct variations at the suprasegmental level between RP and GA, particularly in terms of stress patterns and intonation (Schmitt, 2016: 37). Although the structural aspects of speech are similar, the melody of British and American English varies. British English tends to have a high falling intonation, which is characterized by an initial pitch increase followed by a sharp fall, while American English more commonly uses features of a rising intonation, where the pitch elevates from the main stress. This pattern in GA is sometimes referred to as 'Upspeak' (Hudson, 2021). Broadly speaking, RP speakers tend to employ higher pitch and a broader pitch range compared to GA speakers, as noted by Celce-Murcia et al. (2010: 458). Interestingly, these differences in intonation may contribute to stereotypical perceptions between American and British speakers. Americans seem to perceive the British as pretentious,

while British speakers often view Americans as monotone (Celce-Murcia et al., 2010: 457).

Not only are there subtle differences in intonation and tone, but also in stress and other features of connected speech. In GA, particularly with words of French origin, the stress pattern can differ from RP. For instance, the word <frontier> is stressed on the last syllable in GA /frʌn'tɪr/, while in RP, the stress falls on the first syllable /'frʌntiə/ (Svartvik & Leech 2006: 165; Hudson, 2021). Additionally, it is worth noting that assimilation occurs more often in varieties of American English compared to British English (Dalton & Seidlhofer, 1994: 116). Overall, the higher frequency of assimilation in GA might reflect its tendency towards a more relaxed and connected speech style compared to British English.

As has been shown, there are a number of differences between RP and GA. Distinguishing between these two accents will help English learners to gain a better understanding and knowledge of what accent they use or hear (Hosseinzadeh et al., 2015: 654). In the context of this thesis, the distinction between features of GA and RP will help to determine which model accents the textbooks choose or whether they address both accents.

4. Pronunciation in the EFL classroom

A growing body of research suggests that pronunciation instruction in the EFL classroom is beneficial for several reasons. Firstly, effective pronunciation may enhance communication by improving learners' intelligibility and confidence in oral interactions (Pennington & Rogerson-Revell, 2019; Sharma, 2021). Secondly, pronunciation instruction has been shown to extend its benefits beyond speaking-related aspects, contributing to the improvement of listening, grammar, and writing skills (Lane, 2010; Kissling, 2018; Michaud & Reed, 2008). Lastly, addressing pronunciation might also help to minimize biases and negative consequences associated with foreign accents, ensuring learners are not unfairly judged based on their pronunciation (Levis, 2018; Kelly, 2000; Szpyra-Kozłowska, 2015). By incorporating pronunciation teaching into language instruction, educators can

effectively equip learners with the skills needed for successful communication, while also fostering a more inclusive and understanding language learning environment.

Against this backdrop, it is crucial to discuss the relevance of pronunciation teaching in the ELF classroom in more detail. This chapter will first outline the benefits of pronunciation teaching and examine why it is often neglected in LX classrooms. It will then briefly introduce key language teaching approaches, focusing on pronunciation methods within the Communicative Language Teaching (CLT) approach, which are relevant to the empirical part of the thesis. Next, practical strategies and techniques for pronunciation teaching commonly used in coursebooks will be discussed. Finally, the chapter will summarize how pronunciation is addressed in coursebooks, highlighting key insights from current literature, as this is the central focus of the thesis.

4.1. The relevance of teaching pronunciation

As already mentioned, an increasing amount of research stresses the significance of explicit pronunciation instruction in LX classrooms in order to enhance students' spoken language competence (Pennington & Rogerson-Revell, 2019: 2). In general, foreign language teachers seem to be able to effectively improve the students' pronunciation through practice. For example, Thomson and Derwing (2015: 332) report that eighty-two percent of studies analyzed in their meta-analysis showed significant improvement in the targeted pronunciation features. In addition, fifteen per cent (11 studies) indicated that human listeners perceived improved overall comprehensibility and intelligibility. Thus, Thomson and Derwing (2015: 338) conclude that "[b]ased on the studies surveyed, pronunciation instruction is quite effective and usually leads to significant improvement".

Effective pronunciation instruction in EFL classrooms may not only enhance learners' speech intelligibility but also significantly boost their confidence in oral interactions with both native and non-native speakers (Sharma, 2021: 64). In a study conducted in 2021 in Polish secondary schools, Jaroz (2021: 276) found that students gained considerable self-confidence in their speaking abilities, particularly in pronunciation. This increased confidence can lead to further efforts to develop successful strategies for pronunciation improvement. Similarly, Thomson and Derwing (2015: 339) argue

that the improved intelligibility and confidence resulting from pronunciation instruction can motivate students to continue improving. In addition, Varasarin (2007: 45) states that good pronunciation fosters self-confidence, whereas poor pronunciation lowers perceived overall language skills of others and limits social, academic, and professional opportunities. Consequently, effective pronunciation instruction might foster learners' self-confidence and even motivate them to improve their pronunciation further.

Another reason for the importance of pronunciation lies in its capacity to impact various linguistic dimensions beyond the scope of speaking ~~alone~~. In fact, it extends its benefits to improving listening, grammar, writing, and vocabulary (Lane, 2010: 1). These other skills can be practiced in combination with pronunciation if a range of activities and features are included in the training, even in scenarios with limited instructional time (Kissling 2018: 653). For instance, effective pronunciation instruction also enhances LLs' listening competence (Thomson & Derwing, 2015: 339). In a study conducted by Kissling (2018), university students were taught suprasegmental features of Spanish using perception-focused practices, which involve training LLs to recognize and distinguish sounds and prosodic features in order to enhance students' listening skills and their ability to perceive subtle differences in sounds and prosody. In the study, the university students took a pre- and posttest that required them to transcribe an audio recording. The posttest revealed that those who received perception-focused training on prosodic features were able to segment TL speech more effectively and found it more intelligible when listening to the TL (Kissling, 2018: 653, 665). Moreover, according to Michaud and Reed (2008), incorporating pronunciation instruction into language teaching can also improve learners' writing skills by developing sensitivity to significant differences between spelling and pronunciation (cf. Michaud & Reed, 2008). Additionally, pronunciation teaching appears to complement grammar instruction by directing learners' focus towards specific grammatical functions that influence intonation and stress patterns, thus enhancing their overall comprehension of grammar (cf. Lane, 2010: 1). Lastly, it should be mentioned that pronunciation training can also extend students' vocabulary as knowing a word's pronunciation usually also facilitates the memorization process. Taken together, pronunciation instruction might not only improve speaking skills of LLs but also other essential language skills.

An additional reason for addressing pronunciation in the EFL classroom is to minimize biases or negative consequences stemming from a strong foreign accent among students (Levis, 2018: 17). Individuals with pronunciation difficulties often unknowingly and unintentionally leave a negative first impression. For instance, German EFL learners may sometimes appear abrupt or rude when speaking English because they tend to use intonation patterns typical of their L1 (Kelly, 2000). Moreover, additional research has demonstrated that listeners often judge a speaker's personality, intelligence, and social status based solely on their pronunciation, even if they have never seen the speaker. It goes without saying that the less comprehensible an LX learner's speech is, the more severe these judgments become (Szpyra-Kozłowska, 2015: 3-4). Poor pronunciation can therefore have a negative impact on one's perceived ability to communicate in an LX, even if one is otherwise proficient in the respective language, which underscores the relevance of pronunciation practice for EFL learners and teachers.

Overall, the importance of pronunciation in effective communication cannot be denied as it may lead to misunderstandings and communication breakdowns. According to Jenkins (2000: 83), pronunciation stands out as a potential barrier to successful communication, being the aspect that most jeopardizes intelligibility. This means that even if an utterance is grammatically and lexically correct, imprecise pronunciation can lead to changes in meaning, thereby significantly impacting the intended message (Kelly 2000: 11). In other words, the imprecise pronunciation of only a single sound can completely alter a speaker's message, as the following example in a hardware store demonstrates. If the word <fan> in the utterance "Can I please buy a fan?" is pronounced as /væn/ and not /fæn/, the shop assistant might get confused and tell the speaker that they are not selling any vans. Such pronunciation imprecisions can potentially lead to complete communication breakdowns especially among ELF users, which also emphasizes the major significance of pronunciation teaching (Rogerson-Revell 2011: 5).

Despite the numerous benefits of pronunciation teaching outlined above, pronunciation instruction has often been - and still is - a neglected aspect in the EFL classroom. According to Marks (2011), as cited in Schmitt (2016: 15), pronunciation teaching is often referred to as the "Cinderella of language teaching". This metaphor highlights its

constant oversight in language teaching despite its pivotal role in facilitating successful communication. Research further emphasizes that phonetics and phonology training might be given inadequate instructional time (Foote et al. 2016; Huensch 2019b) compared to its "jealous sisters" - grammar, vocabulary, culture, and others (Moyer, 2013: 169).

This disregard for pronunciation teaching in the EFL classroom can be attributed to various factors. One of the reasons may be that teachers feel ill-prepared to address pronunciation beyond basic instructions on specific sounds. This uncertainty regarding the precise content and methodology of pronunciation instruction might stem from a lack of focus on phonology in teacher training programs (Couper 2017: 820). Another factor contributing to the neglect of pronunciation practice might be that teachers often fail to develop or use pronunciation activities that actually yield the intended outcomes, which could lead to frustration and ultimately contribute to the overall dismissal of pronunciation teaching (Pardede, 2018: 145). This might be the case because EFL coursebooks tend to put little emphasis on practicing pronunciation and curricula do not emphasize pronunciation instruction appropriately (Kelly, 2000: 15; Burri, 2023: 134). Teachers, however, appear to rely quite heavily on the pronunciation activities provided by coursebooks, as there is often not enough time for teachers to prepare material on their own (Ozen & Cinkara 2019: 99). Taken together, teachers' lack of preparedness, their dissatisfaction with the activities provided by coursebooks, and the omission of pronunciation in curricula all contribute to the neglect of pronunciation in language teaching.

In conclusion, explicit pronunciation instruction needs to be an essential component of successful EFL teaching. Research suggests that it might improve not only speech intelligibility, but also learners' confidence in oral communication, and other essential language skills like listening, grammar, and writing. Moreover, addressing pronunciation may also help mitigate biases associated with foreign accents. In order to achieve these benefits, a variety of methods and techniques for teaching pronunciation in EFL classrooms can be implemented. These will be discussed in the following two subchapters.

4.2. Pronunciation teaching methods

The position of pronunciation instruction in LX teaching has changed over time, influenced by predominant approaches and theories (Ketabi & Saeb 2015: 184; Pennington & Rogerson-Revell, 2019: 119). The shifting focus on pronunciation in LX teaching likely mirrors the historical changes in language education during the latter half of the 20th century. Initially, in the 1950s and 1960s, there was a formal approach that prioritized explicit pronunciation instruction. However, in the 1970s and 1980s, this shifted to a more communicative approach, which neglected the importance of pronunciation instruction. Later, during the 1990s and early 2000s, while bilingual and multilingual approaches to language teaching continued to downplay the significance of pronunciation teaching, as pronunciation was thought to be acquired naturally and subconsciously, pronunciation was brought back into L2 instruction as part of the CLT movement that began in the 1970s. (Pennington & Rogerson-Revell, 2019: 120). Taken together, the “teaching of pronunciation shifts from phonological accuracy to a global conversational competence and is thought to be taught as an integral part of oral communication” (Hashemian & Fadaei 2011: 971).

The CLT approach, which emerged in the 1970s, has significantly influenced modern LX instruction (Celce-Murcia et al., 2010: 11). CLT shifted the emphasis from strict linguistic form to a broader focus on conveying meaning and practical language use, leading to substantial developments in EFL classrooms (Harmer 2015: 59). Unlike traditional approaches that concentrated on accurate sound production, CLT prioritizes fluency and communicative competence (Euler 2014: 36). Communicative competence within this approach is the ability to use a language appropriately in order to achieve effective communication in real-life situations. This is why pronunciation in CLT is typically integrated into meaningful communicative activities that enhance fluency and interaction skills, rather than focusing solely on the accurate production of individual sounds (Celce-Murcia et al., 2010: 11). Moreover, as CLT aims to develop overall communicative competence, pronunciation teaching tends to focus on suprasegmental features such as stress or intonation, while paying less attention to segmental accuracy (Celce-Murcia et al., 2010: 11). Given the continuing importance of CLT over the past decades, this thesis will primarily focus on discussing how the CLT approach addresses pronunciation.

For clarification, the terms 'approach', 'method', and 'technique' are often used in different and interchangeable ways in the literature. However, in order to avoid any misunderstandings and ensure clarity, this thesis will draw on Anthony's (1963: 63-67) conceptual framework for defining these terms. Firstly, the term 'approach' refers to the overarching philosophy or methodology guiding language teaching, such as CLT. Secondly, a 'method' within this framework specifically denotes an "overall plan for the orderly presentation of language material" within an approach (Anthony, 1963: 67). In the context of CLT, for example, pronunciation can be taught using explicit or implicit methods (explicit methods involve direct instruction and correction, while implicit methods focus on learning through exposure and practice without overt correction). Lastly, 'techniques' are specific teaching practices or activities used to achieve instructional goals consistent with a method and in harmony with an approach as well. An example of a technique would be a drill exercise. Drills are consistent with an explicit pronunciation teaching method, which, in turn, aligns with the CLT approach (Anthony, 1963: 63-67). In the following subchapter, different pronunciation teaching methods within the CLT approach will be discussed. These methods provide practical strategies for helping learners develop clear and intelligible pronunciation, which is essential for effective communication. Understanding these methods also allows teachers to choose techniques that best support their students' needs and align with the goals of communicative competence, a key focus of CLT.

Chapter 4.2. is instrumental in providing a comprehensive overview of the prevalent methods in pronunciation teaching within the CLT approach, which is essential for this thesis on pronunciation teaching in Austrian lower secondary schools EFL coursebooks. By examining the distinctions between explicit (intentional and direct methods) and implicit (subconscious, natural learning without direct instruction) pronunciation instruction (Pennington & Rogerson-Revell, 2019: 59), this subchapter establishes a foundational understanding of the various instructional strategies that may be reflected in EFL coursebooks and actual classroom practices. Additionally, the discussion of bottom-up and top-down methods offers insights into the sequencing of pronunciation teaching, which can be compared to the approaches in Austrian EFL coursebooks. Lastly, the introduction of specific methods such as intuitive-imitative, analytic-linguistic, and integrative approaches provides a framework for analyzing and

categorizing the pronunciation activities. This detailed analysis will help to identify gaps and strengths in current EFL coursebooks and teaching methods in Austrian lower secondary schools.

4.2.1. Explicit vs. implicit

Pronunciation can be taught explicitly and/or implicitly (Pardede, 2019: 146). Implicit pronunciation teaching, as the name suggests, is based on the assumption that learners pick up sounds and sound patterns subconsciously and naturally without direct instruction as students listen to language in everyday situations or in the EFL classroom. According to this method, the input LLs are exposed to in these various settings is automatically analyzed and remembered and over time, LLs might start to use this information to understand patterns in words and sounds and are then able to produce them (Pennington & Rogerson-Revell, 2019: 59). The implicit method implies that teaching pronunciation might not require teaching specific rules or practicing individual sounds explicitly. Instead, it involves, for example, having the EFL teacher read a story aloud to students, with the sole requirement that LLs listen and answer comprehension questions afterwards (Norris & Ortega, 2000: 437). Evidently, implicit strategies aim at maximizing learners' exposure to the TL and should enable subconscious acquisition and retention of pronunciation features.

Explicit pronunciation instruction, on the other hand, involves intentional, direct, and controlled learning methods that occur outside of natural communicative settings (Pennington & Rogerson-Revell, 2019: 59). This approach includes the presentation of specific rules and explanations of certain phonological features (Norris & Ortega, 2000: 437; Pardede, 2019: 146). More precisely, the explicit teaching of LX phonetics often begins with the introduction to specific sounds and raising students' awareness of how these sounds are produced. Another step in explicit instruction is to highlight the differences between the learners' L1 and the TL sound inventory (Kissling, 2013: 721). Explicit pronunciation exercises can be transcription exercises or minimal pairs targeting specific segmental or suprasegmental features. In such exercises, the focus should be on specific sounds absent in learners' L1 as these sounds are especially challenging to produce and remember for LLs (Escudero et al. 2022: 1). Therefore, providing not only implicit but also explicit practice opportunities is deemed crucial for teaching pronunciation to LLs.

However, the effectiveness of both approaches to pronunciation instruction remains a subject of debate among educational linguists. While some argue that explicit teaching methods and communicative, meaning-focused approaches may be incompatible, others point to research suggesting the benefits of combining both methods. For instance, Kissling (2013: 735) found that both approaches were equally effective in improving university students' pronunciation. Therefore, teachers may question the necessity of explicit pronunciation instruction. However, there are studies that indicate "a strong positive correlation between meta-phonological awareness and the comprehensibility of speech" (Celce-Murcia et al. 2010: 34). One such study is Couper's (2006) research which found that explicit instruction helped immigrant pupils improve their pronunciation even when some pronunciation difficulties had fossilized, which means that these pronunciation difficulties have become ingrained and resistant to change. Moreover, Saito (2007) demonstrated significant improvements among Japanese learners who were instructed explicitly on specific vowel sounds. Similarly, Thomson and Derwing's (2015: 339) exploration of 75 studies on the effectiveness of L2 pronunciation teaching has allowed them to conclude that explicit teaching of pronunciation features has quite effective "likely because it orients learners' attention to phonetic information, which promotes learning in a way that naturalistic input does not". Therefore, while some uncertainties remain regarding the efficiency of explicit instruction, empirical evidence suggests its potential advantages in certain contexts.

In EFL classrooms, however, teachers are often not aware of the boundaries between explicit and implicit instruction which is why predominant practices tend to use a combination of both explicit and implicit methods in pronunciation instruction (Schaefer, 2023: 31). The amount of either explicit or implicit teaching can potentially be influenced by students' proficiency levels. For instance, Kissling (2013: 736) suggests that explicit instruction is most effective for advanced learners, while those with lower proficiency levels may benefit more from implicit methods. Nonetheless, it needs to be mentioned that teachers naturally incorporate implicit pronunciation instruction during EFL lessons, as students inevitably encounter pronunciation examples while listening to their teacher or audio materials for listening exercises. Overall, research seems to suggest that implicit pronunciation should ideally be

complemented by explicit pronunciation instruction in order to achieve optimal learning outcomes (Thomson & Derwing, 2015).

4.2.2. Bottom-up vs. top-down

Broadly speaking, two different methods for teaching of pronunciation can be identified: 'bottom-up' and 'top-down' (Paradede, 2018: 145). The bottom-up method, prevalent in the latter half of the 20th century, prioritizes instruction on isolated linguistic forms especially phonemes (i.e. segmentals), both individually and in combination with adjacent phonemes (LaScotte et al., 2021: 144; Pennington, 2019: 371). In order to practice these individual phonemes, techniques such as minimal pairs, drills, and tongue twisters are used to help students practice and internalize these elements. Moreover, bottom-up instruction involves teaching rules for vowel reduction and consonant blending in connected speech (LaScotte et al., 2021: 144). Most importantly, as the name suggests, the bottom-up method begins with teaching the basics, namely the smallest linguistic units, and providing rules for their combination into larger units (Dalton & Seidlhofer, 1994). However, larger phonological units such as intonation, stress, and rhythm are considered secondary and taught incidentally, if at all (Dalton & Seidlhofer, 1994). In addition, the bottom-up method for LX pronunciation instruction largely ignores broader social and communicative factors such as interlocutor relationships, situational formality, and other conversational topics that could affect pronunciation learning. This neglect of broader social and communicative factors might also explain why the primary goal of the bottom-up method is to achieve native-like pronunciation rather than focusing on intelligibility (LaScotte et al., 2021: 145).

In contrast, the top-down method adopts a communicative focus, prioritizing intelligibility over achieving a native-speaker accent (LaScotte et al., 2021: 144). This approach begins with broader prosodic features such as intonation and stress patterns, incorporating segmental sounds as needed (Paradede, 2018: 145; Dalton & Seidlhofer, 2000), typically after the suprasegmentals are established (LaScotte et al., 2021: 144). Essentially, the top-down approach contextualizes individual sounds within larger, higher-level units that drive articulation moment by moment (Pennington, 2019: 371). Additionally, it acknowledges the significant influence of social context,

interlocutor relationships, and empathy on L2 pronunciation, and top-down methods emphasize synchronizing speech with non-verbal elements like personal space, gestures, and facial expressions. These factors collectively might enhance the naturalness and effectiveness of pronunciation and communication, which is why the top-down method highlights these aspects in LX classrooms (LaScotte et al., 2021: 144). According to Pennington (1989: 33-34), this approach may yield better results because “sounds are not produced in isolation during normal communication” and pronunciation serves numerous symbolic functions in human interaction. Thus, the top-down method may offer a more holistic and contextually rich framework for teaching L2 pronunciation compared to the bottom-up method.

In recent years, several studies have examined the utilization of top-down methods for teaching pronunciation in the EFL classroom. According to LaScotte and Tarone (2022: 744), many teachers tend to begin with practicing the smallest linguistic units and predominantly offer decontextualized practice opportunities for these phonemes, often overlooking suprasegmental features entirely (Pointner, 2022: 86). Consequently, there have been calls for a more 'top-down' approach that focuses on discourse and meaning (LaScotte & Tarone, 2022: 745). The effectiveness of the top-down approach was demonstrated in a study conducted by Pennington (2019: 373) where university students selected a speaker to serve as a model for their speech. They then tried to imitate that person's suprasegmental phonology as well as accompanying gestures and other physical movements while speaking (Pennington, 2019: 373). The results of this mirroring project illustrate how employing a top-down approach may enhance the performance of EFL learners during oral presentations, leading to increased intelligibility and improved delivery (Lascotte & Tarone, 2022: 758). In addition, LaScotte et al. (2021: 151) suggest that teaching prosodic features like intonation, rhythm, and pausing enhances intelligibility, as these features are believed to lead to quicker improvements in comprehensible speech compared to a focus on phonemes. This essentially means that implementing a top-down approach, which encompasses all aspects of pronunciation, may prove effective in enhancing the performance of EFL learners.

4.2.3. Intuitive-imitative vs. analytic-linguistic vs. integrative

Another way of categorizing methods for teaching pronunciation is into intuitive-imitative, analytic-linguistic and integrative methods. According to Celce-Murcia et al. (2010: 2), these are the three dominant pronunciation teaching methods in the modern EFL classroom.

Firstly, the intuitive-imitative method, developed in the 19th century, is based on the presupposition that LLs naturally acquire the sounds of a new language by listening to the TL and imitating English speakers (Hismanoglu & Hismanoglu, 2010: 984). More specifically, learners mimic a model accent by repeating what they hear, relying on their intuition. This method seems to be most effective when learners have clear language models, such as their EFL teacher, and access to suitable and diverse audio materials (Celce-Murcia et al., 2010: 2). Classical techniques of the intuitive-imitative method include oral repetition, minimal pairs, imitated pronunciation, and reading aloud (Levis & Sonsaat, 2017: 250). Clearly, the intuitive-imitative method emphasizes the importance of imitation and auditory input in acquiring accurate pronunciation skills.

Secondly, the analytic-linguistic method was implemented alongside the intuitive-imitative approach rather than replacing it. Unlike the intuitive-imitative approach, which relies on imitation alone, the analytic-linguistic method focuses on providing explicit instruction about both individual sounds and larger patterns in pronunciation such as stress, intonation, and linking (Celce-Murcia et al., 2010: 2). Moreover, LLs pay close attention to how specific sounds are produced and how the rhythm of the TL operates. For instance, students are asked to use tools like the phonetic alphabet (e.g., the IPA, see Chapter 3), vowel and consonant charts, and practice drills with minimal pairs to improve their pronunciation (Celce-Murcia et al., 2010: 2). In addition, interactive speech software is often used, especially in modern language classrooms, to deliver this explicit information (Lee, 2008). Therefore, the analytic-linguistic method may complement the intuitive-imitative approach by incorporating explicit instructional tools and techniques to enhance learners' pronunciation skills effectively.

Finally, the integrative method unites pronunciation teaching with meaningful task-based activities that prioritize overall communication skills rather than solely focusing

on the pronunciation of specific phonemes (Aydin & Akyüz, 2017: 12). The integrative method is commonly used in CLT and emphasizes the importance of suprasegmental features over individual sounds to enhance communicative effectiveness (Aydin & Akyüz, 2017: 12). That is why, according to Lee (2008: 1), in the integrative method, “pronunciation is viewed as an integral component of communication, rather than an isolated drill”. Within integrative methods, learners engage in meaningful tasks that incorporate pronunciation practice but do not have the primary goal of teaching pronunciation (Hashemian & Fadaei, 2011: 970). An example of such an activity would be a role-play. While practicing the scenario, learners naturally use pronunciation to convey meaning and intentions, but the primary focus is on effective communication rather than perfect pronunciation. Such activities integrate pronunciation practice seamlessly into broader language learning tasks, thereby emphasizing practical application over isolated drills.

Nonetheless, the effectiveness of these three pronunciation teaching methods remains a topic of debate and largely depends on the specific educational context. For instance, a study comparing the intuitive-imitative and analytic-linguistic methods revealed no significant difference in their overall effectiveness (Jam & Adibpour, 2014: 762). However, the researchers observed that students taught using the intuitive-imitative method displayed high motivation to learn but also encountered some confusion regarding precise pronunciation. Consequently, the authors recommend initiating pronunciation instruction with the intuitive-imitative method to foster motivation and then transitioning to the analytic-linguistic method to refine pronunciation accuracy (Jam & Adibpour, 2014: 762). Similarly, another study investigated the impact of these two methods on teaching vowels and diphthongs. The findings suggest that while the intuitive-imitative approach was more effective for diphthongs, the analytic-linguistic approach yielded better results for pure vowels (Hashemian & Fadaei, 2011: 969). Furthermore, according to Chela-Flores (2001: 99), integrative teaching is highly effective as it addresses two primary challenges in pronunciation instruction: limited classroom time and lack of awareness among both pupils and educators of the link between pronunciation instruction and effective oral communication skills. Taken together, these studies highlight the potential benefits of situationally integrating elements from all three methods to achieve optimal outcomes.

To sum up, the discussion of various teaching methods demonstrates the diverse nature of pronunciation teaching in EFL classrooms. While recent trends tend to favor more implicit and intuitive-integrative methods, explicit instruction and analytic-linguistic methods also remain valuable approaches to pronunciation training. This implies that there is no universally optimal method to pronunciation teaching; rather, multiple effective methods exist, and that the success of each method depends on factors such as the teacher, the students' proficiency, age and interests as well as the cultural context.

4.3. Multilingualism in pronunciation teaching

The success of pronunciation teaching also depends on how effectively teachers utilize their students' L1. In today's increasingly globalized and diverse classrooms, the challenge of teaching EFL extends beyond addressing the needs of a homogeneous group of learners (Zhang-Wu, 2017: 33). Despite this multilingual reality, most schools around the world “continue to provide an education only in the powerful language of the state” (Garcia & Wei, 2013: 43). However, pronunciation teaching in multilingual classes should potentially account for the diverse linguistic backgrounds of students, acknowledging multilingualism as a possible benefit (Liszt, 2023: 90). In this context, the term ‘multilingualism’ is understood as “the co-existence of different languages in a given society” and consequently also in classrooms (Council of Europe, 2001: 4). This chapter explores the implications of multilingualism in pronunciation instruction and discusses whether LX teachers should focus on the L1 of the majority of students or adopt strategies that cater to a broader spectrum of linguistic backgrounds. Addressing these questions might be crucial for developing effective pronunciation teaching methods that ensure fair learning opportunities for all students.

Adopting a multilingual approach to teaching pronunciation can offer more inclusive and effective instruction for all students, regardless of their linguistic background. While it may seem efficient to tailor instruction primarily to the L1 of the majority, this monolingual approach often overlooks the needs of minority language speakers, making it harder for them to learn the TL. By focusing solely on one L1, students from diverse linguistic backgrounds may be at a disadvantage. In contrast, a multilingual approach provides more equitable opportunities, as it does not rely on comparisons

between the TL and a single L1 (Cenoz & Gorter, 2011: 340; Garcia & Wei, 2013: 49). Furthermore, research by Liszt (2023: 29) shows that leveraging learners' full linguistic repertoires can enhance the language learning process, supporting the argument that a multilingual approach may lead to more effective and inclusive pronunciation teaching.

However, considering the various L1s in the EFL classroom can present several challenges for teachers. Firstly, a multilingual approach often involves incorporating strategies that address common phonetic issues across different L1 backgrounds, potentially complicating lesson preparation. Therefore, teachers might worry about the need to be knowledgeable about multiple phonetic systems, which could increase the demand for additional planning, time, and effort (Ticheloven et al., 2021:509). Despite these challenges, the benefits of considering multiple L1s can outweigh the difficulties and may lead to improved outcomes for all students.

There are practical strategies that can enhance pronunciation teaching in multilingual EFL classrooms without significantly increasing teachers' workloads. Techniques like language labs, interactive software, and peer learning activities are particularly effective in promoting an inclusive approach. For example, Lee (2008) highlights the value of technology in providing individualized feedback and practice, which allows students to focus on pronunciation challenges specific to their linguistic backgrounds. By utilizing these tools, teachers can efficiently address diverse needs without additional preparation. Moreover, coursebooks in LX settings should ideally offer multiple versions with exercises tailored to specific L1 interferences (Silveira, 2002: 122), enabling teachers to use ready-made resources that target common issues. These strategies streamline the teaching process and prevent the need for extra lesson planning.

In conclusion, while focusing on L1 of the majority of students might be pragmatic and effective in homogeneous classrooms, a more inclusive approach that acknowledges the linguistic diversity of students in heterogeneous classrooms is likely to yield better outcomes. By incorporating a variety of techniques, such as interactive software and using exercises tailored to specific L1 interferences, teachers can enhance all students' intelligibility and ensure that each of them receives the support needed to improve their

pronunciation. This thesis will examine whether Austrian lower secondary coursebooks primarily address the needs of (Austrian) German-speaking students by focusing on pronunciation challenges specific to this group or whether they practice universally difficult features of English.

4.4. Pronunciation teaching methods in EFL coursebooks

Coursebooks play a central role in English language teaching by providing essential resources for both teachers and students, and they significantly influence instructional decisions in the classroom. Given the time constraints many teachers face, they often rely heavily on the activities and tasks provided by coursebooks (Ozen & Cinkara, 2019: 99). This reliance suggests that the design and content of coursebooks can greatly impact how pronunciation is taught. Since this thesis focuses on approaches to pronunciation teaching in Austrian coursebooks, it is important to examine current research in LX teaching to understand how pronunciation is typically addressed in coursebook materials. By doing so, insights into the effectiveness of these resources and their role in shaping pronunciation instruction can be gained.

The goal of this subchapter is to investigate whether coursebooks favor explicit or implicit pronunciation teaching and whether they adopt either a top-down or bottom-up method. Moreover, the extent to which textbook authors consider diverse language backgrounds of students in pronunciation activities will be examined. Overall, this section aims to summarize the main findings of recent literature on pronunciation approaches identified in LX coursebooks.

EFL coursebooks seem to favor a 'bottom-up' method when it comes to addressing pronunciation (LaScotte & Tarone, 2022: 744). According to LaScotte and Tarone (2022: 744), most coursebooks start with practicing the smallest linguistic units and tend to provide mostly decontextualized practice opportunities of these phonemes. This sequence reflects the method's focus on segmental elements, often neglecting the holistic integration of suprasegmental features into pronunciation teaching (LaScotte et al., 2021: 145). This aligns with the findings of a study conducted by Pointner (2022) which analyzed and compared Austrian EFL coursebooks for lower

secondary students with EFL coursebooks for adult learners. Pointner (2022: 86) concluded that the materials do not only start with segmental features but also disregard suprasegmental elements. Despite calls for a more 'top-down' approach focusing on discourse and meaning, most commercial materials remain largely analytical and form-focused (LaScotte & Tarone, 2022: 745). Such form-focused activities, typically found in coursebooks often follow a listen-and-repeat format and target single sounds (Pointner, 2022: 80), characteristic of the bottom-up method (Dalton & Seidlhofer, 1994). Therefore, there is a potential need for coursebooks to incorporate more top-down, contextually rich pronunciation practices that may integrate both segmental and suprasegmental elements to better support LLs.

Rather than focusing solely on these narrow aspects of pronunciation instruction, some researchers argue that textbooks should concentrate on the broader, more communicative aspects of connected speech (Jones 1997: 103). An analysis of EFL coursebooks reveals that, despite claims of being communicative, many of them overlook this vital aspect of language learning (LaScotte & Tarone, 2022: 744). Furthermore, according to Pennington and Richards (1986), LX materials often neglect the importance of social and pragmatic aspects, such as the speaker's identity, feelings, or attitude, which may also impact intelligibility in real-world communication. Consequently, coursebooks might fail to prepare learners for authentic interactions where these factors play a crucial role in being understood. In addition, research indicates a tendency towards teacher-centered pronunciation instruction, which restricts learners' opportunities to practice the target features in communicative contexts (Burri 2023: 134). In summary, it appears that current coursebooks focus on narrow aspects of pronunciation and often overlook the importance of connected speech and communicative contexts. To address this, broader and more authentic elements could be incorporated into pronunciation instruction to improve learners' overall intelligibility and enhance their communicative competence.

Research has shown that coursebooks often incorporate explicit pronunciation activities more frequently than implicit ones. For instance, Hasenberger's (2012: 92) study of Austrian coursebooks found that pronunciation exercises tend to focus primarily on explicit instruction, sometimes giving less attention to communicative skills such as spontaneous speech, turn-taking, and interactive discourse. While this

emphasis on explicit instruction can be beneficial for developing accuracy and understanding phonetic details, it may provide fewer opportunities for practicing pronunciation in more fluid, real-life communication. Similarly, LaScotte and Tarone (2022: 745) observed that most commercially available L2 pronunciation textbooks rely heavily on explicit teaching methods, including activities like phonetic transcription, phonological rules, and isolated pronunciation drills. These methods can enhance students' grasp of the linguistic structure but may need to be complemented with more communicative approaches to balance accuracy with fluency and adaptability in practical settings.

Another valuable insight gained from the analysis of LX coursebooks found in the literature is that these materials either completely neglect students' L1 or only include the L1 spoken in the respective country. The former was observed in pronunciation materials by Silveira (2002: 122), who acknowledges the challenges of integrating L1 into LX coursebooks while emphasizing its importance. That is why, as already mentioned, coursebooks in LX settings should ideally offer multiple versions with exercises tailored to specific L1 interferences (Silveira, 2002: 122). Another study, investigating the role of multilingualism in Austrian coursebooks, found that "neither the examined coursebooks nor the respective teacher's books recognize the importance of the learners' linguistic repertoire", implying that the coursebooks also only provide pronunciation tasks for students with a shared L1 - in this specific case, German (Liszt, 2023: 89). This finding aligns with the observations made by LaScotte and Tarone (2022: 745), who note that coursebooks often feature activities comparing TL phonemes with those of the learners' respective L1, while neglecting other L1 backgrounds. This oversight of learners' diverse linguistic backgrounds in coursebook design, stresses the need for more inclusive and learner-centered approaches to pronunciation instruction.

Within the field of EFL teaching, pronunciation training often appears to be treated as an irrelevant aspect, akin to the neglected "Cinderella" (see Chapter 4.1.). Hasenberger's (2012: 92) analysis of Austrian secondary school coursebooks, for example, showed that "pronunciation is not one of the authors' main concerns", as the observed coursebooks only incorporated a small number of activities, forcing teachers to prepare additional material. Similarly, Pointner's (2022: 86) investigation into a

selection of Austrian lower secondary coursebooks revealed that pronunciation practice primarily relies on repetition and imitation and is therefore quite repetitive. These findings are in line with Jones's (1997: 103) observations. He found that coursebooks predominantly teach pronunciation through imitation, drills, reading aloud, and the contrastive analysis of L1 and TL. These findings highlight a potential lack of diversity and relevance in pronunciation activities within coursebooks.

In conclusion, the findings of the various studies on pronunciation activities in coursebooks indicate a predominant reliance on bottom-up methods, characterized by an emphasis on linguistic analysis and explicit instruction methods. Furthermore, the observed tendency towards teacher-centered instruction may limit learners' opportunities to develop effective communication skills. Despite calls for a more communicative and inclusive approach, many coursebooks tend to neglect the broader aspects of pronunciation, such as social and pragmatic factors, as well as the diverse language backgrounds of learners. Overall, these findings underscore the importance of reevaluating current practices and adopting more diverse approaches to pronunciation instruction in EFL coursebooks, ensuring that learners are adequately prepared for real-world communication in multilingual contexts.

4.5. Pronunciation teaching techniques

A range of techniques and activities can be used to vary pronunciation teaching in the EFL classroom and make instruction successful and efficient. Several of these activities will be concisely introduced in the following subchapters, summarizing the findings and ideas of established pronunciation researchers such as Schmitt (2016), Celce-Murcia et al. (2010), Kelly (2000), and Hancock (2020), who offer numerous useful exercises for teachers and learners. While it is unpractical and unrealistic to provide an exhaustive list of all available techniques, the following chapter aims to present popular techniques used in EFL coursebooks. This chapter is structured to first cover activities like drills, minimal pairs, phonetic transcription, and visual aids that explicitly improve students' pronunciation of mainly segmental features. Following this, activities involving playful methods such as songs, tongue twisters and games will be discussed, as they may also target suprasegmentals, often in a more implicit manner.

4.5.1. Drills

Drills involve the repetition of the targeted feature and can be done either individually by one student or in a chorus by the whole class. A standard drill exercise involves the teacher producing a word or phrase, and the students repeat it several times (Kelly, 2000: 16). While repeating, experts suggest that EFL teachers should encourage students to pay attention to the shifts in mouth position as they transition between different sounds (Hancock 2020: 75).

Many teachers may perceive drilling as outdated and incompatible with a communicative language teaching approach but since acquiring a new phonology involves developing new motor skills, drilling can be viewed as a practical tool in phonetic instruction, if done mindfully (Schmitt, 2016: 80; Hancock 2020: 74). Rogerson-Revell (2011: 23) further emphasizes that the automatization of these newly learnt motor skills necessitates extensive practice and repetition, making drilling a valuable activity. Szpyra-Kozłowska (2015: 145) even goes so far as to say that “giving up phonetic drills altogether means throwing the baby out with the bathwater as they are necessary in any approach to language teaching and learning”.

Therefore, drilling does have its place in LX teaching and is deemed meaningful in certain situations. Drilling is considered particularly beneficial when learners need to acquire new aspects of speech, especially when encountering unfamiliar phonemes (Schmitt, 2016: 80). For instance, in the Austrian context, integrating drilling exercises can be helpful when learners are introduced to the dental fricatives /θ/ and /ð/, that are not part of the German sound inventory. Moreover, this exercise may also prove effective when teaching global rules such as linking (Kelly, 2000: 16). In general, researchers seem to agree that if done in a mindful way, practicing drills can indeed be beneficial for LLs’ pronunciation.

4.5.2. Minimal pairs

Another teaching activity commonly utilized to teach pronunciation, often used in combination with drills, is minimal pairs. Minimal pairs are two words with distinct meanings that share the same number of sounds, but differ in one phonological element, usually a single consonant or vowel sound (Schmitt, 2016: 78). Examples of

minimal pairs include word pairs such as <pear> and <bear>, where the only difference is the initial consonant sound /p/ versus /b/ (Hancock 2020: 82). Minimal pairs can demonstrate how altering just one pronunciation aspect can result in a complete shift in word meaning (Schmitt, 2016: 78).

Typically, words from the same language are chosen as minimal pairs. However, if students struggle to differentiate a sound from their L1 and a sound from the TL, "interlingual minimal pairs" like the German word <Bier> and the English word <beer> may be used to highlight similar sounds and thereby possibly reduce pronunciation difficulties (Schmitt, 2004).

Additionally, students can also practice minimal sentences, where altering one sound in a sentence results in a different meaning (Schmitt, 2016: 79). An example of a minimal sentences would be "I saw a bear eating a pear." and "I saw a bear eating a bear". If the /p/ sound in "pear" is pronounced incorrectly as /b/, the bear is suddenly turned into a cannibal. This example demonstrates that minimal sentences could be an effective tool for reminding students of the practical purpose of pronunciation: enabling successful communication (Hancock 2020: 82).

Minimal pairs are used in LX teaching to highlight the importance of individual sounds in distinguishing between words (Kelly, 2000: 18). In the LX language classroom, minimal pairs help to raise awareness for sound differences often not noticed by learners. Once LLs notice these differences, minimal pairs can be used to practice the production of these sounds (Hancock 2020: 82). For this reason, Schmitt (2016: 78) calls them one of "the most powerful tools" when addressing mistakes at the level of phonemes. However, minimal pair practice can sometimes lead to an overemphasis on segmental features at the expense of suprasegmental features, which are also crucial for intelligibility. Nevertheless, teachers can address the drawbacks by incorporating minimal pairs or sentences into more communicative activities, such as role-playing, debates, or interactive group discussions, ensuring a balanced focus on both segmental and suprasegmental features.

4.5.3. Phonetic transcription

A further pronunciation teaching technique, often overlooked in EFL classrooms, that proves valuable for teaching pronunciation is phonetic transcription. Phonetic transcription is a tool to visually represent speech sounds using symbols, typically from the IPA (for more information, see Chapter 3). Phonetic transcription allows for the precise and standardized depiction of the sounds of spoken language. However, also suprasegmental features such as stress and linking can be illustrated through phonetic transcription (Schmitt, 2016: 75). In EFL lessons, phonetic transcription is often used as a technique because learners may be able to better understand and produce the TL since this process encourages careful listening and reinforces correct spelling and pronunciation. Nevertheless, it should be noted that younger learners often acquire new sounds naturally through exposure due to their age. Unlike children, adult or older learners seem to benefit more from analyzing and transcribing the target sounds and words. Therefore, this technique might be particularly advantageous for older learners (Ghorbani, 2019: 407). Still, introducing phonetic transcription early on can lay a strong foundation for pronunciation skills, ensuring that learners develop a clear and accurate understanding of the target language's sound system.

In LX classrooms, phonetic transcription is often seen as another tedious task and a waste of time that teachers prefer to avoid (Schmitt, 2016: 75). However, it can offer considerable benefits as a language teaching resource for several reasons. First, it helps students to understand the separation of sounds and their written representations, reducing pronunciation errors such as [dɛbt] instead of [dɛt] for "debt" (Celce-Murcia et al., 2010: 54). Secondly, it strengthens students' autonomy as they are able to look up and read new words themselves if they are familiar with the phonetic alphabet (Harmer, 2015: 280; Schmitt, 2016: 76). Finally, phonetic transcription can also be utilized to visualize the differences between two words that sound identical to LX learners or to emphasize the differences between American and British English (Schmitt, 2016: 76).

Teaching IPA symbols might not be as challenging as many teachers assume. Consonant symbols, for example, closely resemble their spellings, with only five exceptions (/ð/, /θ/, /ŋ/, /ʒ/, /ʃ/) that are not part of the Roman alphabet (Schmitt, 2016:

76). Although vowels are more complex - there are only five different vowels in spelling but up to 20 sounds that correspond to these - mnemonic devices can facilitate the memorization process. For instance, teachers could ask students to assign names to unknown vowel symbols; in this way, students could remember /æ/ as "flower" and /ʌ/ as "tent" (Szpyra-Kozłowska, 2015: 176). For more advanced learners, "ear transcription" exercises, where students transcribe spoken words, can be highly beneficial (Schmitt, 2016: 77). Taken together, by integrating phonetic transcription into pronunciation teaching, educators can effectively illustrate sound distinctions, improve pronunciation accuracy, and promote learner autonomy in the EFL classroom.

4.5.4. Visual aids

LLs are often not aware of how sounds are produced or articulated, which makes it difficult for them to pronounce these sounds precisely. However, "visual aids, such as x-ray photographs or schematic representation of vowels" (vowel diagrams), can help LLs understand the physical process behind sound production, particularly when teaching vowel sounds (Schmitt, 2016: 77). To introduce these sounds, teachers could utilize x-ray photographs, schematic representations or even videos illustrating the production of the sounds to be learned (Schmitt, 2016: 78). Additionally, as Rogerson-Revell (2011: 218) suggests, combining visual aids like diagrams of the vocal tract with audio demonstrations can effectively illustrate the manner and place of articulation, especially for sounds that may not be in the LL's L1.

For illustration, Figure 4, taken from Rua Ventura et al. (2012: 122), shows Magnetic Resonance (MR) images of the vocal tract during the production of vowel and consonant sounds. This is just one example of the many types of visual aids that can be used to demonstrate sound production.

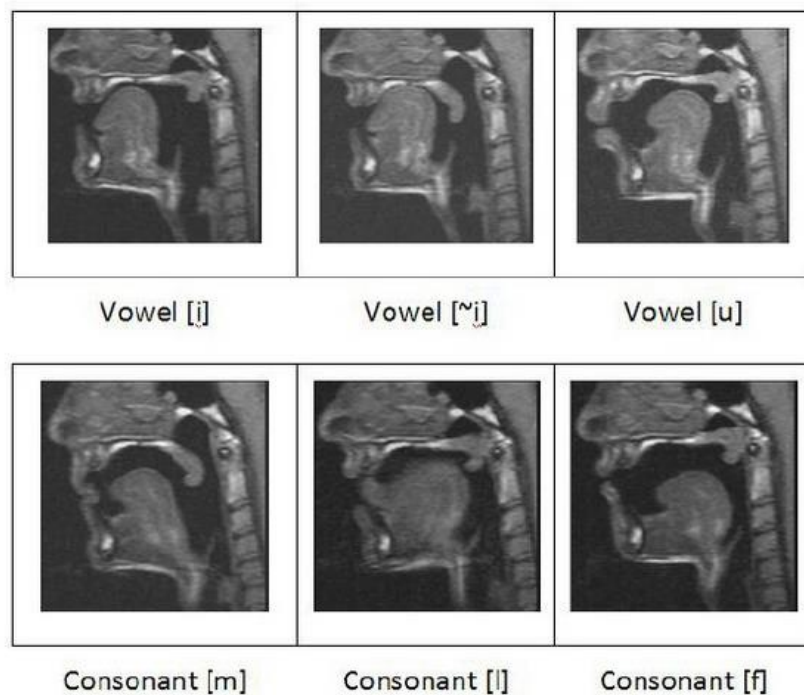


Figure 4. MR images of the vocal tract during vowels and consonants production (taken from Rua Ventura et al., 2012: 122)

As shown in Figure 4, MR images illustrate how certain vowel and consonant sounds are produced. More precisely, they depict the coordination of the tongue, lips, and teeth required to create specific sounds. By using these images in teaching, educators can provide a clear and detailed demonstration of the exact process of sound production, which can potentially enhance learners' understanding of articulation, making it easier for them to replicate the sounds accurately (Schmitt, 2016: 78).

4.5.5. Songs, tongue twisters, games, etc.

Using playful methods to teach pronunciation, particularly to younger or less proficient learners, can be highly effective because it boosts motivation and engagement (Hancock, 2020: 88). "Playful methods" refers to teaching techniques that incorporate elements of play, such as fun and enjoyment, voluntary participation, imagination and creativity, social interaction, challenge and mastery, or active engagement. Such techniques not only reduce performance pressure but also increase retention of targeted features due to their enjoyable and engaging nature (Hancock, 2020: 88). There are numerous playful techniques for teaching both segmental and suprasegmental aspects of spoken language. However, due to the scope of this thesis, the following overview will only introduce a selected number of playful methods

commonly found in coursebooks, such as songs, tongue twisters, and games for teaching pronunciation. Overall, this subchapter aims to highlight the versatility and effectiveness of playful methods in pronunciation teaching.

An engaging and motivating way of targeting segmental and suprasegmental features is using songs, chants, or rhymes (Hancock, 2020: 89). These activities are often specifically designed for pronunciation practice and are commonly integrated into coursebooks. However, teachers can also utilize authentic material. For example, the song "Yellow Submarine" by The Beatles could be integrated into teaching due to its simple lyrics and repetitive chorus, which make it easy for learners to practice a variety of pronunciation features, such as linking or certain vowel sounds such as /ɛ/ in "yellow" and /ʌ/ in "submarine". Although it might be challenging to find examples with a narrow focus on a specific phoneme, most authentic materials can still be utilized to practice suprasegmental features such as stress or rhythm. Prior to an English lesson, teachers can familiarize themselves with the chosen material by previewing the song or rhyme by actively listening to identify relevant aspects they wish to highlight. For rhymes and chants, repeated practice encourages students to internalize the targeted features, increasing the likelihood of storing them in long-term memory (Hancock, 2020: 88).

Tongue twisters are also popular activities in language classrooms, offering an entertaining method to incorporate pronunciation practice into EFL classes. As the name suggests, tongue twisters consist of phrases and sentences intentionally created to be challenging to articulate, even for native speakers. The learner has to repeat the sentence(s), which contain(s) an unpredictable alternation of closely related phonemes, typically fricatives or consonant clusters, as quickly as possible. With a focus on one or two specific phonemes, tongue twisters serve as effective tools for practicing particular speech patterns (Schmitt, 2016: 91). An example of such a tongue twister is the sentence "She sells seashells by the seashore." This tongue twister primarily targets the segmental features /f/ and /s/. The repeated use of these sounds in words like "sells," "seashells," and "seashore" may help students focus on producing clear sounds and enhance their ability to control airflow and tongue placement for accurate pronunciation. Overall, practicing tongue twisters allows students to develop better control over specific segmental features of English pronunciation, making them an effective tool for improving speech clarity and fluency.

Games are further powerful tools for fostering awareness of pronunciation rules and patterns (Schmitt, 2016: 91). While integrating games into language learning can be time-consuming, the benefits may outweigh this drawback. Games have been shown to enhance engagement and motivation among learners and provide repeated practice in a context that mirrors real-life language use (Qamariah & Wahyuni, 2018: 137). An example of a pronunciation game is "the maze". In this game, learners aim to reach the end by passing through "rooms" containing words with a specific phonetic feature, such as certain phonemes or stress patterns (Hancock, 2020: 84).

Find a way from Start to Finish. You may pass a square only if the word in it has the sound /θ/.
You can move horizontally (↔) or vertically (↕) only.

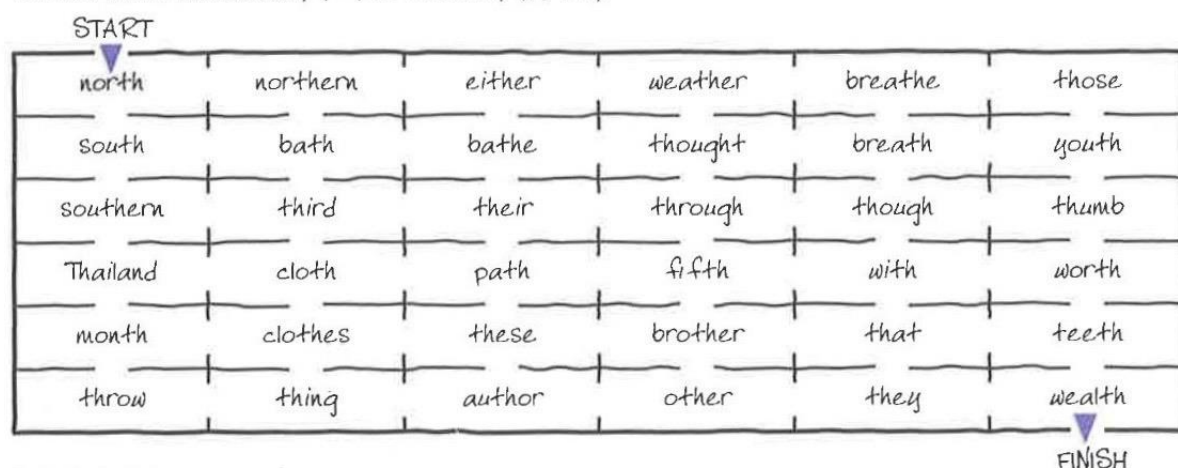


Figure 5. Example of a "maze" exercise (taken from Hancock, 2003: 43)

As illustrated in Figure 5, students can find the right path through the maze only when they know how to pronounce the words correctly. Most of the time, learners tend to say the words aloud, thereby practicing the actual production of the words. However, teachers should ensure that the spelling of the words does not reveal the correct answers (Hancock, 2020, p. 84). Another game, "pronunciation bingo," requires students to listen carefully to a word from a minimal pair, either read aloud by the teacher or played from an audio file. Students then mark or cross the phonetic transcription of the word they heard. Players aim to complete rows or columns and call out "Bingo" when they believe they have achieved this, verifying their "bingo" by reading aloud the corresponding words (Celce-Murcia et al., 2010: 146). Although this

game might become repetitive over time, it enhances students' listening and phonetic discrimination skills.

In summary, this chapter has presented a variety of techniques frequently used in pronunciation teaching. While research suggests countless other possibilities, including digital practice opportunities, this chapter focused on summarizing activities that could potentially be included in EFL coursebooks. As demonstrated, pronunciation teaching can range from explicit and isolated activities, such as drills, to contextualized exercises aimed at implicit learning. Activities like drilling and minimal pair exercises concentrate on practicing segmental features, while auditory resources such as songs or videos primarily foster receptive skills. Each technique offers unique benefits and can be integrated into EFL coursebooks to enhance students' pronunciation proficiency. Overall, the abundance of available techniques enables teachers to customize their approach to address the unique requirements of their EFL learners.

5. English pronunciation teaching in Austria

While the previous chapters have laid the foundation for understanding English pronunciation instruction and the phonology of English, this chapter explores the specific role of pronunciation within Austrian EFL classrooms. It begins by assessing the significance of English pronunciation teaching in Austria through an analysis of the latest lower secondary school curriculum, effective from the start of the 2023/2024 school year. Following this, a brief overview of common pronunciation challenges related to segmental and suprasegmental features faced by Austrian EFL students will be provided. This summary will highlight key aspects of English pronunciation that should potentially be prioritized in Austrian English classrooms. The chapter concludes with a summary of current studies on English pronunciation teaching in Austria, emphasizing the importance of the findings of this study.

5.1. Pronunciation in the Austrian curriculum

Curricula provide a basic framework for instruction and teaching across different types of schools within a country. They are vital tools for educators and are intended to serve as the foundation for planning, designing, and enhancing lessons. However, curricula

not only guide teachers, but also inform students and their parents by clearly outlining learning objectives (BMBWF, 2024b). In Austria, for example, these objectives are presented as competencies for each subject, and students are expected to acquire these skills within the respective school year (BMBWF, 2024c). By setting educational standards that all teachers should follow, curricula help ensure consistency and quality across educational institutions. In this way, “the curriculum becomes the outcome of a process reflecting a political and societal agreement about the what, why, and how of education for the desired society of the future” (Tedesco et al., 2014: 528). Taken together, curricula are an invaluable resource for teachers, students, parents, and society as a whole, guiding educational practices and ensuring cohesive learning outcomes.

Curricula also form the basis for the development of educational resources, such as textbooks and other teaching materials (BMBWF, 2024b). This is why this thesis on EFL coursebooks will examine whether and how the latest Austrian lower secondary curriculum addresses pronunciation in the EFL context. As previously mentioned, Austria introduced a new lower secondary curriculum, which has been gradually implemented starting with the 5th grade in the 2023/24 school year (BMBWF, 2024a). This curriculum is designed for the initial four years of compulsory secondary education, which follows the completion of primary education. Lower secondary education can take place in either AHS (Academic Secondary Schools) or MS (Middle Schools). Typically, students in both types of institutions range from age ten in their first year to fourteen in their fourth year (Schaefer, 2023: 37).

According to the Austrian curriculum, EFL students’ competence levels in English in lower secondary school range from A1 in the first grade to A2+/B1 in the fourth grade (BMBWF, 2023: 2). For clarification, these levels refer to the competence levels of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2018). The CEFR is a standardized guideline used to evaluate language proficiency across Europe. It offers a common framework for describing language ability, divided into six levels: A1, A2, B1, B2, C1, and C2, ranging from beginner to proficient user (Council of Europe, 2018: 34; BMBWF, 2023: 2). Each language level encompasses certain competencies, which are divided into the areas of listening, reading, speaking (including participating in conversations and coherent speaking),

and writing (Council of Europe, 2018). The CEFR and these competencies are integrated into the Austrian curriculum to ensure consistency across EFL classrooms and to facilitate comparability with EFL classrooms throughout Europe.

The CEFR competences integrated into the Austrian curriculum also include descriptors for pronunciation, specifically referred to as the goals of "phonological control," which are categorized under speaking skills (Council of Europe, 2018: 136). In Austrian lower secondary schools, students' competence levels in English, and therefore in phonological control, should range from A1 in the first grade to A2+/B1 in the fourth grade. This progression means that in the first grade, students' pronunciation is expected to be "of a very limited repertoire of learnt words and phrases [and] can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned" (Council of Europe, 2018: 136). In subsequent grades, students' pronunciation should improve to be "generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time" (Council of Europe, 2018: 136). Finally, by the end of the fourth grade, students' pronunciation should be "generally intelligible", though it may still be influenced by other languages the student speaks (Council of Europe, 2018: 136). It should be noted that the Austrian curriculum does not specify these goals directly but refers to the overall goal of achieving language level A2+/B1.

In the Austrian EFL lower secondary curriculum, the central role of communicative competence has been recognized for several decades. However, the importance of pronunciation has not been as emphasized. For example, the new Austrian EFL curriculum for lower secondary school states that "[d]ie kommunikative Sprachkompetenz ist das übergeordnete Ziel des Fremdsprachenunterrichts" (BMBWF, 2023: 1), but it does not explicitly mention pronunciation. The only parts of the curriculum that could be linked to pronunciation instruction in a broader context are several brief sections focused on teaching speaking and communication skills. One section mentions that students should be prepared to communicate in the TL in both everyday and professional contexts. This implicitly requires them to pronounce English adequately to communicate effectively. However, the curriculum clarifies that successful oral communication does not equate to error-free communication,

suggesting that students are not expected to achieve perfect native-like pronunciation (BMBWF, 2023: 3).

In addition, the curriculum indicates that teachers should enable direct encounters with native and international speakers to offer more opportunities for engaging with “authentic language models” (BMBWF, 2023: 1). This may imply that the curriculum does not specify a single native model accent, such as RP or GA, but encourages exposure to a variety of English accents, allowing students to learn the pronunciation of different accents receptively. This focus on authentic language also suggests that the BMBWF adopts an implicit, top-down approach to teaching pronunciation, which is focused on learning through exposure and communication rather than explicit, isolated pronunciation exercises. This approach seems to be in line with the suggestions of current literature discussed in Chapter 4.2.

Overall, the close reading of the Austrian lower secondary school curriculum reveals that it does not explicitly address pronunciation teaching. Only by consulting the CEFR and considering the goals of “phonological control” can teachers glean some indication of the approximate pronunciation goals for each year. However, this still leaves EFL teachers without specific guidance on which pronunciation aspects to cover and how to effectively teach them. This lack of explicit reference might allow teachers greater flexibility for individual interpretation and may also suggest that pronunciation instruction should occur primarily implicitly in the EFL classroom.

5.2. Pronunciation difficulties of Austrian EFL learners

According to Plag et al. (2015: 3), speaking can be compared to walking in that automatism takes over once the task is mastered. This automatism functions well with our L1, but when a new, foreign language, this automatism does not apply as readily. A new language not only has different vocabulary but may also include sounds that are not present in the L1’s sound inventory, making pronunciation challenging (Plag et al. 2015: 3; Schmitt, 2016: 95). Furthermore, sounds can be remarkably similar - especially vowel sounds - but they are often not identical, which can lead to misunderstandings or communication breakdowns. Additionally, stress and rhythm

may vary significantly between the L1 and the TL (Schmitt, 2016: 95). That is why a learner's L1 or any other language learnt significantly impacts the overall pronunciation skills and ability to produce certain sounds in the TL (Rogerson-Revell, 2011: 19). Particularly when the sound inventory of the L1 differs greatly from that of the TL, learners often struggle to pronounce the new language accurately (Richter, 2019: 69). Consequently, many Austrian learners find it challenging to master English pronunciation, as specific features from (Austrian) German have an impact on their pronunciation of English. The most significant of these features will be introduced in this chapter.

In most Austrian schools, the majority of students and teachers primarily speak German, specifically Austrian German, though there are exceptions, particularly in urban areas of Austria. It is important to note here that despite Austria's small size, it exhibits great dialectal diversity, making it challenging to define a single standard variety of Austrian German (Richter, 2015: 120). Nonetheless, Austrian Standard German is officially recognized as a national variety of German. While it differs enough from the German spoken in Germany to be considered its own variety, the differences are not substantial enough to classify it as a separate language (Ammon, 1995: 5). The features of Austrian German that cause the most pronunciation difficulties for Austrian English learners are presented below, many of which overlap with those faced by German EFL learners.

Although empirical studies specifically examining the Austrian accent in English are limited, they offer valuable insights into the pronunciation difficulties for Austrian EFL learners. Richter (2015) has summarized most of these studies, including those by Wieden and Nemser (1991), Grosser (1993), Hrubes (2008), Mende (2009), and Tatzl (2011), and has summarized their main findings. Richter's (2015) overview will serve as the foundation for the upcoming two subchapters on various segmental and suprasegmental features of the English language that Austrian EFL learners tend to find challenging to pronounce.

Before presenting the results, it is important to note that not all Austrian EFL learners have German as their (only) L1 or Austrian German as their L1 variety. Nonetheless, identifying the most common pronunciation difficulties faced by Austrian German-

speaking EFL learners remains valuable. These common challenges are likely reflected in Austrian EFL coursebooks and understanding them can better inform teaching strategies that target the majority of learners' needs. By addressing these prevalent issues, educators can ensure that key phonetic features receive the necessary attention in Austrian EFL classrooms and coursebooks, ultimately enhancing pronunciation instruction.

5.2.1. Segmental pronunciation difficulties

Austrian German-speaking EFL learners face several pronunciation difficulties at the segmental level. The most prominent challenges concerning the pronunciation of vowels and consonants are presented in Table 5.

Table 5. Potential segmental challenges for Austrian EFL learners (taken and adapted from Richter, 2015: 131)

Phoneme	Example	Pronunciation difficulty	Reason for difficulty
Vowels			
/æ/	<ba <u>d</u> >	• /æ/ is often confused with /e/ and vice versa • <bad> sounds like <bed>	Does not exist in German sound inventory
/ɜ:/ RP	<f <u>ir</u> st>	• Often diphthongized and substituted with /əʊ/	Does not exist in German sound inventory
/ə/	<bit <u>te</u> r>	• Often full vowel is pronounced	Fewer weak vowels in German
/ɔ:/ RP	<mo <u>r</u> e>	• Often too short • Often diphthongized /əʊ/	Less lip rounding in German
/əʊ/ RP	<go <u>a</u> t>	• Failure to produce second vowel resulting in /o:/ • <goat> sounds like <got>	Does not exist in German sound inventory
/ou/ GA	<go <u>a</u> t>	• Failure to produce second vowel resulting in /ou/	Does not exist in German sound inventory
/eɪ/	<ma <u>t</u> e>	• Failure to produce second vowel resulting in /e:/ • <mate> sounds like <met>	Does not exist in German sound inventory
Consonants			

/p/, /t/, /k/	<pat> <ba <u>t</u> > <ba <u>ck</u> >	• /p, t, k/ need to be fully aspirated when at the beginning of a stressed syllable • <pat> sounds like <bat> • <bat> sounds like <bad> • <back> sounds like <bag>	Frequent lack of differentiation between p/b, t/d, k/g in Austrian German
/dʒ/, /ʒ/, /z/	<j <u>o</u> ke> <mea <u>s</u> ure> < <u>z</u> oo>	• Often substituted with voiceless counterparts • <joke> sounds like <choke> • <measure> sounds like <mesher> • <zoo> sounds like <sue>	Do not exist in Austrian German sound inventory
/θ/, /ð/	<th <u>u</u> nk> <th <u>e</u> y>	• /θ/ often pronounced as /f/ or /s/ and /ð/ as /d/ • <think> sounds like <sink> • <thin> sounds like <fin> • <they> sounds like <day>	Do not exist in German sound inventory
/v/ vs. /w/	<v <u>e</u> t> <w <u>e</u> t>	• /v/ is often confused with /w/ and vice versa • <vet> sounds like <wet>	/w/ → Insufficient lip rounding /v/ → lack of vibration
/r/	<be <u>e</u> r>	• /r/ after vowel sound tends to be pronounced as /ə/ • English word <beer> sounds like German word <Bier>	<r> after vowel in German is pronounced as /ə/, in RP, however the <r> after a vowel is pronounced as /ə/ and in GA <r> is always pronounced as /r/

As outlined in Table 4, Austrian German-speaking EFL learners often struggle with certain vowels, such as /æ/, /ɜ:/, and /ɔ:/, which are absent in their L1 sound inventory. The diphthongs /əʊ/ and /eɪ/ are particularly difficult to pronounce and are frequently monophthongized by Austrian learners (Richter, 2015: 113; Schmitt, 2016: 105). Additionally, Austrian EFL learners often face difficulties distinguishing between tense and lax vowels, such as /i/ versus /i:/ as in "sit" and "seat", as well as producing mid and open vowels like /æ/ in "cat". This is because the vowel sounds in Austrian German are much closer together compared to other German varieties (Richter, 2015: 121). Schmitt (2016: 95) further emphasizes that vowels are generally more challenging to pronounce with native-like accuracy compared to consonants. This difficulty may arise

because vowel sounds in different languages are often similar in terms of tongue position but not completely identical, making it more challenging for learners to recognize these slight differences and produce the exact sound.

When it comes to consonants, Austrian EFL learners also encounter pronunciation difficulties. As shown in Table 4, Austrian English learners typically struggle with the production of the voiceless plosives /p/, /t/, and /k/, which are frequently confused with their voiced counterparts /b/, /d/, and /g/. This issue arises because, in Austrian German, word-initial fortis plosives are not aspirated, and lenis plosives and fricatives are not voiced (Richter, 2015: 120-121). Additionally, Austrian EFL learners find it challenging to distinguish between voiced and voiceless fricatives or affricates, such as /ʒ/ versus /ʃ/, /dʒ/ versus /tʃ/, and /z/ versus /s/, since these distinctions do not exist in Austrian German. Another common difficulty involves the dental fricatives /θ/ and /ð/, which are often substituted with /s/ or /f/ for /θ/ and /d/ for /ð/ by many learners (Richter, 2015: 115; Schmitt, 2016: 98-99). While native Austrian German speakers are generally capable of pronouncing words with these sounds, such as "think" and "they," it is important to recognize that these sounds are not part of the German sound inventory (Plag et al., 2015: 3). As a result, Austrian EFL learners typically need explicit instruction and practice to successfully produce them. Moreover, Austrian German speakers often struggle with the sounds /v/ and /w/. The primary issue here is not the articulation of these phonemes but rather the ability to consistently produce the correct sounds in the context of English words, as the mapping between these sounds and their German equivalents is not straightforward (Schmitt, 2016: 103). A further pronunciation challenge is the "vocalic /r/," which is pronounced as /ɐ/ in German, differing slightly from the RP /ə/ and significantly from the American /r/ pronunciation (Schmitt, 2016: 133). Taken together, these various difficulties highlight the complex nature of acquiring accurate pronunciation of English segmental features for Austrian EFL learners.

5.2.2. Suprasegmental pronunciation difficulties

In addition to difficulties with specific sounds, Austrian EFL learners whose L1 variety is Austrian German also face challenges with the prosodic features of English. Each prosodic feature plays a unique role in communication and certain elements are more

important to learn or more difficult to imitate than others (Schmitt, 2016: 137). The most prominent challenges for Austrian EFL learners are summarized in Table 6.

Table 6. Potential suprasegmental challenges for Austrian EFL learners (taken and adapted from Richter, 2015: 132)

Category	Item	Pronunciation difficulty + potential explanation
Sentence stress	The <u>cat</u> <u>sat</u> on the <u>mat</u> .	• Austrian EFL learners often overuse stress or place it incorrectly (Grosser, 1993) • In English, typically only content words are stressed, while function words are unstressed and reduced to a 'weak form' (see below), creating a regular rhythm
Weak forms Weakening	rock <u>and</u> roll	• Austrian EFL learners tend not to reduce vowels in unstressed words to create weak forms (Richter, 2015: 119) • In English function words are usually unstressed and thus reduced to weak forms • Weak forms are uncommon in German (Richter, 2015: 119)
Linking	She has <u>an</u> apple <u>in</u> <u>her</u> hand.	• Austrian EFL learners tend to pronounce each word separately • The phenomenon of linking does not exist in German

As illustrated in Table 6, potential issues on the prosodic level of Austrian EFL learners are stress, weakening, and linking. Out of these features, stress may be the most crucial prosodic aspect for learners with a German-language background regarding intelligibility (Schmitt, 2016: 141). Misplaced stress can potentially cause significant comprehension issues, a common problem for Austrian learners who may not consistently unstress English function words adequately. In addition, Austrian EFL learners find it challenging to articulate weak forms since these are not prevalent in German (Richter, 2015: 119). Another issue arises with linking, where Austrian EFL learners often struggle to connect words smoothly to sound more fluent and proficient. This phenomenon is frequently overlooked by German L1 speakers as it does not occur in their mother tongue (Richter, 2015: 119).

This summary of pronunciation challenges faced by Austrian EFL learners highlights the importance of EFL teachers being aware of common pronunciation issues among

their students to determine which features to focus on in the classroom. This does not mean that native (Austrian) German speakers cannot achieve accurate pronunciation in these areas, but that it may require additional effort to master the new sounds (Plag et al., 2015: 3). Additionally, it is essential to consider learners from diverse linguistic backgrounds who might encounter different pronunciation challenges. By understanding the general pronunciation difficulties of EFL learners, teachers can better customize their pronunciation instruction to meet the specific needs of all their students (Schaefer, 2023: 41).

5.3. Research into pronunciation teaching in Austria

Although studies on English pronunciation instruction in the Austrian EFL classroom are rather scarce, some research has already been conducted. These studies primarily focus on Austrian EFL teachers' perspectives on pronunciation teaching and how older versions of Austrian EFL coursebooks address pronunciation. Hence, the following subchapter provides a comprehensive summary of the existing research on English pronunciation teaching in Austria and serves as a foundation for the current study.

In examining the role of EFL pronunciation teaching in Austria, both Vollans (2016) and Schaefer (2023) provide valuable insights into teachers' perspectives and practices. By conducting surveys among practicing EFL teachers in Austrian secondary schools, Vollans (2016) found that Austrian EFL teachers feel that they lack professional training in pronunciation instruction and tend to prefer native pronunciation models. However, they also believe that exposing learners to a variety of native and non-native accents enhances receptive pronunciation skills. Schaefer (2023), who conducted a web survey of in-service EFL teachers, revealed that the primary pronunciation goal for these teachers seems to be intelligibility rather than achieving a native-like accent. Moreover, pronunciation teaching appears to be less important compared to other language skills in Austrian EFL classrooms. As far as pronunciation practices are concerned, Austrian EFL teachers report using various techniques, ranging from controlled activities such as listen-and-repeat exercises to implicit strategies like songs and videos. While segmental features appear to be the primary focus of instruction, some teachers also report addressing suprasegmental aspects. Collectively, these studies highlight that Austrian EFL teachers may feel a need for better professional

training and a more balanced approach to pronunciation instruction that includes both native and non-native models to enhance overall communicative competence.

Three studies examine pronunciation teaching in Austria through a different lens by analyzing how pronunciation activities are implemented in Austrian coursebooks. Firstly, Hasenberger's (2012) analysis of Austrian secondary school coursebooks indicates that "pronunciation is not one of the [coursebook] authors' main concerns," as the analyzed coursebooks contain only a limited number of activities, potentially forcing teachers to prepare additional materials. Additionally, the available pronunciation exercises primarily offer explicit instruction, which might lack an emphasis on developing communicative skills. Similarly, Pointner's (2022) investigation into a selection of Austrian EFL coursebooks, which focuses on the differences between younger and older learners, found that pronunciation teaching mainly relies on repetition and imitation, with most activities being listen-and-repeat tasks that focus on segmental features while neglecting suprasegmental elements. Finally, Liszt's (2023) study, which explored the role of multilingualism in Austrian coursebooks, revealed that "neither the examined coursebooks nor the respective teacher's books recognize the importance of the learners' linguistic repertoire," suggesting that the coursebooks ~~might~~ primarily cater to German L1 users and inadequately support learners with different linguistic backgrounds (Liszt, 2023: 89). As discussed in Chapter 4.3., pronunciation training should ideally offer multiple versions with exercises tailored to specific L1 interferences. All in all, these findings suggest a significant gap in Austrian EFL coursebooks, emphasizing the need for more diverse and inclusive pronunciation instruction that addresses both segmental and suprasegmental features, as well as the diverse linguistic backgrounds of learners.

In summary, the research on English pronunciation teaching in Austrian EFL classrooms reveals several key insights. Studies by Vollans (2016) and Schaefer (2023) show that Austrian EFL teachers often feel underprepared for pronunciation instruction and tend to prioritize intelligibility over native-like accents. Furthermore, analyses of Austrian EFL coursebooks by Hasenberger (2012), Pointner (2022), and Liszt (2023) indicate that current materials primarily focus on segmental features and lack attention to suprasegmental aspects and multilingual learners. Overall, these

findings suggest a significant gap in both teacher preparedness and coursebook content.

Despite previous research efforts, significant gaps remain, especially given the outdated nature of Hasenberger's study, which is over a decade old. This thesis addresses these gaps by combining a thorough analysis of the latest Austrian coursebooks with interviews of practicing teachers, a novel approach not yet undertaken in Austria. This innovative method aims to provide a comprehensive understanding of contemporary pronunciation teaching practices and offer valuable insights into how current educational materials align with real-world teaching experiences.

6. The study: design, methodology and results

While previous chapters have set the stage for the current study by exploring the context and establishing a theoretical framework of English pronunciation teaching, this section presents the empirical part of the research. First, the study's purpose and objectives, along with the guiding research questions, are outlined. Next, the study design and methodology are described in detail. This is followed by the main part of the thesis, which focuses on presenting and discussing the findings in relation to prior research, highlighting implications for future pronunciation instruction. Lastly, the study's limitations are addressed, and potential future research directions are proposed.

6.1. Purpose and objectives of the study

The main objective of the study is to examine the methods and techniques used in Austrian lower secondary EFL coursebooks for practicing pronunciation. Specifically, it will investigate the approaches of two different Austrian coursebook series: *MORE!* and *easy*. The primary focus will be on the explicit pronunciation tasks found within these coursebooks.

This study will analyze these pronunciation activities from several angles. In the first step, the types of activities offered by each coursebook series will be identified and

their diversity will be assessed. Secondly, the analysis will evaluate whether the emphasis of pronunciation practice is on segmental features, suprasegmental features, entire words, or the correspondence between pronunciation and spelling. Additionally, the study will investigate how these activities progress and build upon each other over the four years of lower secondary education. Furthermore, it will examine the choice of model accents in these tasks and whether the activities are designed primarily for students with German as their L1 or adopt a multilingual approach.

In addition to analyzing coursebook activities, this study aims to explore the views of Austrian lower secondary EFL teachers when addressing pronunciation. Two teachers using the *MORE!* series and two using the *easy* series will be interviewed in order to gain practical insights into the pronunciation activities of both coursebooks. The four study participants will be asked about their perceived usefulness of additional materials and their opinions on whether a single model accent is preferable. Furthermore, the study will investigate whether teachers primarily address pronunciation difficulties of learners with German as their L1 or also consider challenges faced by students with other first languages.

This thesis employs a data triangulation method, combining data from both coursebook analysis and teacher interviews (Flick, 2022: 21). This approach aims to provide a deeper understanding of the pronunciation activities offered by coursebooks and their actual usage in classrooms. By adopting this method, the study addresses a gap in the literature, as no previous research in Austria has utilized such a triangulation approach. Ultimately, the main aim is to offer valuable insights about the significance of pronunciation practice for textbook writers, curriculum designers, practicing teachers, teacher educators, and researchers in the field.

6.2. Research questions

In order to achieve the above-mentioned objectives and address the gap in existing research, this study seeks to examine the pronunciation activities offered by lower secondary EFL coursebooks. Thus, the following main research question (RQ) will be addressed:

How do the two Austrian lower secondary school EFL coursebooks *MORE!* and *easy* address pronunciation?

To develop a deeper understanding of how pronunciation is taught in Austrian lower secondary school textbooks, the following more specific sub-questions were formulated:

- RQ1) Which types of explicit pronunciation tasks can be found in *MORE!* and *easy*?
- RQ2) How do explicit pronunciation tasks in *MORE!* and *easy* progress from year 1 to year 4?
- RQ3) To what extent do pronunciation tasks in *MORE!* and *easy* demonstrate a preference for specific model accents?
- RQ4) What are teachers' opinions on the pronunciation tasks offered by the Austrian EFL coursebooks (*MORE!* and *easy*)?

This study addresses four key research questions to comprehensively examine pronunciation activities in Austrian EFL coursebooks and their usage in classrooms. Firstly, RQ1 investigates the types and potential diversity of explicit pronunciation activities found in the coursebook series *MORE!* and *easy*. Building on this, RQ2 explores how these pronunciation tasks evolve from the first to the fourth year and whether bottom-up or top-down methods are utilized. In addition, RQ3 examines whether the coursebooks favor (a) specific model accent(s) and if they particularly cater to learners with German as their L1. While the first three research questions concentrate solely on the coursebook activities, RQ4 shifts the focus to the perspectives of practicing teachers, linking the analysis to EFL classroom implementation. This final question addresses how and if the pronunciation activities are actually used in Austrian classrooms, thereby connecting the theoretical aspects of the coursebooks with practical teaching experiences.

6.3. Research design and methodology

In this chapter, the research design and methodology employed to address the previously stated research questions will be outlined. The study uses data

triangulation, defined by Flick (2022, 555) as "[t]he combination of different methods [...] in the study of one issue". By incorporating both quantitative and qualitative methods, data triangulation enhances the depth and breadth of the research. It allows researchers to cross-validate findings and mitigate potential biases that might arise from relying on a single method. For instance, quantitative data might offer generalizable trends, while qualitative data can provide richer, context-specific insights. This complementarity ensures a more comprehensive understanding of the research problem, as each method offsets the limitations of the other (Dörnyei, 2007). Consequently, employing triangulation strengthens the validity and reliability of the conclusions drawn, providing a more robust foundation for the case study analysis.

This study employs methodological triangulation, combining both qualitative and quantitative data to explore how English pronunciation is addressed in Austrian EFL coursebooks at the lower secondary level. Specifically, the triangulation method integrates a quantitative content analysis of the coursebooks with qualitative interviews conducted with practicing teachers. By using this approach, the study aims to provide a more comprehensive understanding of the issue than either method could achieve independently (Carter et al., 2014: 545). The research was structured in three phases: the first phase involved a detailed analysis of two selected coursebook series, identifying key patterns and trends related to the pronunciation exercises. In the second phase, four teacher interviews were transcribed, coded, and qualitatively analyzed to capture their perspectives on the coursebooks' pronunciation activities. Finally, the third phase integrated the findings from both the coursebook analysis and the interviews, providing a richer, multidimensional view of the alignment between the coursebook content and actual classroom practices. Taken together, this triangulation strengthens the validity of the results and allows for a more nuanced discussion of how pronunciation is practiced in Austrian EFL coursebooks.

Chapter 6.3.1. will detail the coursebook analysis, including the steps taken and the categorization of pronunciation activities found in the textbooks, while Chapter 6.3.2 will elaborate the interview analysis, which captures Austrian EFL teachers' perspectives on these activities.

6.3.1. Coursebook analysis

To address the aforementioned research questions, particularly RQ1, RQ2, and RQ3, this study will analyze two lower secondary coursebook series: *MORE!* published by Helbing and *easy* published by Veritas. Specifically, the analysis of explicit pronunciation activities in these textbooks aims to determine their alignment with current research and will explore the types of activities offered, their progression over four years, and whether the coursebooks adopt a specific model accent and focus on pronunciation challenges encountered by students whose L1 is German.

The data analyzed in this study will primarily consist of textual and visual information extracted from the two coursebook series, *MORE!* and *easy*. Each series includes a main student's book for each grade and *easy* features an additional booklet called "Vocab and Sounds" (VS), which will also be included in the analysis since it integrates valuable pronunciation exercises. *MORE!* and *easy* were selected based on their popularity in Austrian lower secondary schools and because both align with the Austrian curriculum and are listed as approved by the Austrian Ministry of Education (BMBWF, 2024). Moreover, both series recently updated their content for years one and two to align with the new curriculum effective from the 2023 school year. Additionally, these coursebook series were chosen as they have different publishing houses, which enhances the likelihood of finding diverse outcomes. It should be noted that due to the constraints of a master's thesis, supplementary materials such as workbooks, teacher's guides, and electronic resources will not be examined. For the same reason, tasks practicing pronunciation implicitly, such as listening activities, will also be excluded.

The focus on lower secondary coursebooks in this thesis on pronunciation teaching is crucial because this educational stage is considered to be pivotal for language acquisition. During lower secondary education in Austria, students typically transition from basic to more advanced language skills (BMBWF, 2023: 2), making it an ideal time to address pronunciation. At this stage, students tend to be flexible in their language acquisition abilities, and developing accurate pronunciation can prevent the fossilization of incorrect speech habits, which become harder to change later. In fact, merely 5 to 15% of individuals who learn an L2 later in life appear to attain native-like

pronunciation (Birdsong, 2005), although this can also be traced back to factors other than age such as motivation, exposure to L2, aptitude, as well as quantity and quality of input (Richter, 2015: 59). In this regard, it should also be mentioned that upper secondary school was not taken into account as the coursebooks for that level either do not integrate pronunciation exercises or do so only rarely.

The data for this study were collected through a thorough analysis of the coursebooks generously provided by the publishing houses. In this process, the student's books from both publishers and the VS booklets from the *easy* series, covering all four years of lower secondary education, were carefully examined. This methodical approach was chosen to ensure a comprehensive understanding of the pronunciation tasks offered across different years and to identify any progression in the activities. By examining the books in their entirety, the study aimed to capture a complete picture of how pronunciation is addressed throughout the coursebooks, ensuring that no relevant activity was overlooked. After data collection, the data were prepared for analysis by identifying explicit pronunciation activities in both coursebook series and categorizing them based on predetermined criteria, that aligned with research questions 1, 2, and 3.

First, each activity's focus was examined and categorized into five major labels: 'Segmentals,' 'Suprasegmentals,' 'Whole word,' 'Spelling,' and 'Borderline case'. These categories were established by Pointner (2022: 48), who compared the pronunciation activities in EFL coursebooks aimed at learners of different ages. Each task was then marked using color codes (refer to the appendix), and the tasks were counted to address RQ1. If a task targeted multiple phonological areas but to different extents, only the primary emphasis was counted, with the secondary focus noted in the analysis section.

Table 7. Task foci and their definition (taken and adapted from Pointer, 2022: 48)

Category	Explanation
Segmentals	tasks focusing on individual sounds or phonemes
Suprasegmentals	tasks focusing larger phonetic segments like syllables or prosodic features such as stress, intonation, and rhythm
Whole word	tasks focusing on the pronunciation of entire words

Spelling	tasks focusing on the relation between pronunciation and spelling
Borderline case	tasks that do not fit neatly into the other categories but still address pronunciation tasks in which multiple areas are equally targeted

Next, the types of each task were investigated to answer RQ1 more precisely. The categories established by Pointner (2022: 49-50) were adapted by removing some categories not present in *MORE!* and *easy* and adding four new types of activities: chant, song, tongue twister, and poem. These additions were necessary because these types of activities play a significant role in pronunciation practice, particularly in the selected coursebooks, where they are frequently used to engage students in rhythmic and repetitive pronunciation exercises. An overview of the task formats, their definitions, and examples can be found below in Table 8.

Table 8. Task formats and the respective definitions and examples (taken and adapted from Pointner, 2022: 49-50)

Code	Task format	Definition	Examples
R	Rule	usually involving questions targeting meta-knowledge; sometimes concerned with particular examples; sometimes targeting general rules	quiz, tick the correct rule, answering meta-questions, info box
AR	Awareness-raising	attention is drawn towards a certain feature; usually involving bold print or underlining	listening to target (sometimes a question is subsequently added), listening and noticing target X, listening and practicing the target sounds
O	Ordering	ordering items according to their sequence of appearance on a recording	numbering words/sounds
M	Matching	Matching A to B	matching words to their transcribed forms
I	Identifying	Identifying sounds/stress/intonation/words comprising certain feature, often, one out of two given forms has to be selected	identifying the target (e.g. main stress in questions), identifying (and ticking) words that comprise a certain feature, marking the target (e.g. underlining, circling, etc.)

			either A or B (e.g. sound A or sound B, stressed or unstressed, raising or falling intonation, etc.)
C	Categorizing	adding words to the corresponding column	adding words to a column in accordance with the (usually marked) sounds they comprise
OOO	Odd One Out	identifying the item that differs from all other items, usually, a list of approx. three items is given	identifying the odd word out (normally the 'odd' word encompasses a different sound)
G	Game	tasks that include elements of play	sound bingo, the maze, etc.
GF	Gap-fill	filling gaps in words or texts, usually, answer options are provided	filling gaps with letters, sounds or words
LR	Listen and Repeat	immediate imitation of a recording, the repetition generally has to be made in-between the items/utterances	listening and repeating words or sentences; listening, repeating, and reading aloud sentences
CP	Communicative Practice	have a communicative focus, no immediate listening phase before the productive stage, often prompt the application of previously learned knowledge in freer speech, frequently involve minor alternations or new examples of previously targeted phrases/dialogues	dialogue, role play
TW	Transcription into Words	transforming phonetic transcription into their written form, rather than selecting from given options, the answers have to be actively produced by the students	transforming transcriptions into words or letters
CH	Chant	rhythmic and repetitive speaking or singing of words or sounds, typically involve the repetition of phrases or sentences with a steady beat, helping learners internalize the patterns of the language	listen and repeat with several sentences often targeting rhythm or stress
S	Song	musical composition with lyrics, intended to be sung; fun and engaging way to reinforce language patterns and sounds, as well as to expose learners to	listen to the song and sing along

		natural language use in a memorable format	
P	Poem	piece of writing that expresses ideas, experiences, or emotions in a vivid and imaginative style, characterized by the use of meter, rhyme, and other stylistic elements; poems can be used to help students focus on the sounds, stress patterns, and intonation of English	read the poem and read it out loud
TT	Tongue Twister	sequence of words or phrases that are designed to be difficult to articulate quickly and correctly, often due to similar sounding consonants or vowels placed in close proximity	Reading tongue twisters as fast as possible → gamification and competition
OT	Other	phases of tasks that do not fit into any other category, occur too infrequently to form a proper category	

After identifying the types of activities, it was examined whether each activity used a certain model accent in order to answer RQ 3. Specifically, it was checked whether the activity practiced a sound unique to RP or GA, or if it focused on words typically British or American. Activities that targeted a specific accent were categorized accordingly, as well as those that did not follow any specific accent, as can be seen in the grid for analysis in the appendix.

In the final step of the coursebook analysis, it was examined whether the targeted features address areas of pronunciation where learners with German as their L1 particularly struggle. This step is crucial as Chapter 5.2. highlighted several common pronunciation difficulties faced by German-speaking EFL learners, such as distinguishing between tense and lax vowels or producing dental fricatives. Referring back to these findings ensures that the analysis aligns with existing research and that the coursebooks are evaluated in terms of their ability to meet learners' specific pronunciation needs.

This structured approach facilitates a clear understanding of the types and focus of pronunciation tasks included in the coursebooks. Moreover, the analysis provides

insights into the suitability of the coursebooks for their intended audience and allow to identify areas for potential improvement. However, categorizing pronunciation activities inherently involves some subjectivity, as it requires interpreting the purpose and focus of each task, which may not always be explicitly stated. Additionally, some tasks might overlap multiple categories, leading to differences in how they are classified. Nonetheless, the established categories from Pointner (2022) serve as a basis for a consistent and reliable framework, and any ambiguities were resolved during the analysis as can be seen in the appendix.

6.3.2. Interview analysis

The interview analysis will be instrumental in answering RQ 4, which examines the opinions and reported practices of Austrian EFL teachers who use the lower secondary coursebooks relevant in this thesis. By focusing on their insights and experiences, the analysis aims to provide a detailed understanding of how these teachers implement pronunciation practice and the activities offered by *MORE!* and *easy* in their classrooms.

The interviewees were carefully chosen to ensure a diverse representation of practicing EFL teachers. Four teachers were selected, each assigned a number to maintain anonymity. The recruitment process involved personally approaching two teachers I knew from my studies and work, while the other two interviewees were recommended by my thesis supervisor. Teachers 1 and 2 use the *easy* coursebooks, while Teachers 3 and 4 work with the *MORE!* series. This selection of teachers aimed to capture a range of perspectives, as the teachers varied not only in coursebook usage, but also in age and teaching experience. Teachers 1 and 4 are still studying at university and work part-time, whereas Teachers 2 and 3 have completed their education and have over ten years of teaching experience each. This diversity allows for a detailed exploration of differences in the implementation of the coursebooks and their pronunciation activities.

The interviews with the selected teachers were conducted in July 2024 and were semi-structured to allow for flexibility while covering key areas of interest. Each interview lasted approximately 15 to 25 minutes, providing enough time to gather valuable

insights while maintaining a conversational flow. The semi-structured format allowed for follow-up questions and a deeper exploration of teachers' experiences with the coursebooks. The interview questions, which are outlined in the appendix, ensured that all relevant topics were addressed, particularly in relation to the pronunciation tasks in the *easy* and *MORE!* series.

The data collection process involved recording interviews with a smartphone and via Zoom. In the next step, the audio files were transcribed using MAXQDA. Subsequently, a qualitative content analysis (QCA) was conducted to identify main themes and categories within the interview texts. This method enhanced transparency in data organization and enabled a thematically coherent interpretation. Each interview was color-coded, with each color corresponding to a specific theme. Although content analysis is traditionally associated with quantitative studies, it can be used, if adapted, for qualitative research as well (Dörnyei, 2007: 245). In QCA, categories emerge organically from the data during the analysis, unlike in quantitative research where data is forced into predefined categories. This approach involves a deeper, interpretative analysis conducted through several subsequent steps, including pre-coding, coding for themes, generating ideas, and establishing patterns (Flick, 2022: 443).

The approach taken was appropriate for answering the research question, as it allowed for a detailed understanding of the teachers' practices and opinions. Despite the challenges encountered, such as ensuring the clarity and transparency of codes, the chosen method facilitated a reasonable interpretation of the data. This "strategy of analytic induction" (Leki & Carson, 1997: 48), involving repeated scanning of texts to identify categories and patterns, proved effective in revealing if and how Austrian EFL teachers teach pronunciation.

6.4. Results and discussion

After outlining the purpose, research questions, as well as the methodology of the study, this chapter presents a detailed analysis and interpretation of the results. To investigate the pronunciation activities in the two EFL coursebook series and the teachers' perspectives on them, the analysis of the quantitative and qualitative data

obtained through the triangulation method will be organized into the following subtopics:

1. Pronunciation task types
2. Progression of task types
3. Model accent
4. Teachers' practices and views

In the first step, the results of the *MORE!* series will be detailed according to these four criteria. Subsequently, the findings from the *easy* series will be presented. For clarification, this chapter employs a combined approach of analyzing, interpreting, and discussing the collected data for each subtopic individually as each dimension of pronunciation teaching addressed in this thesis needs a thorough and independent analysis. By comparing and contrasting the findings of this study with empirical research from previous studies, this chapter, *inter alia*, aims to provide valuable insights into the notable similarities and differences in pronunciation teaching within the Austrian EFL context compared to other EFL settings.

6.4.1. *MORE!*

Before going into the specifics of the pronunciation activities in the *MORE!* textbooks. The *MORE!* series, designed for lower secondary education over four years, is published by Helbling in Innsbruck and authored by Herbert Puchta, Christian Holzmann, Peter Lewis-Jones, Gavin Biggs, and Chris Jory. It is important to provide a detailed description of the coursebook series itself as a coursebook's focus on pronunciation often depends on factors such as the publishing house, the overall length of the books and number of units. Additionally, this step ensures comparability with the *easy* series. Therefore, other relevant information is provided in Table 9 for context.

Table 9. Information about *MORE!* coursebooks

	<i>MORE! 1</i> Student's Book Lehrplan 2023	<i>MORE! 2</i> Student's Book Lehrplan 2023	<i>MORE! 3</i> Student's Book Enriched course	<i>MORE! 4</i> Student's Book Enriched course
--	--	--	--	--

No. of units	15	15	14	14
No. of pages	148	156	160	156
Publishing house	Helbling	Helbling	Helbling	Helbling
Year of publication	2023	2023	2018	2018

As can be seen in Table 9, the Austrian lower secondary EFL coursebook series *MORE!* consists of four student books, each corresponding to a specific grade level. All four books are published by Helbling. However, the first two books, *MORE!* 1 and *MORE!* 2, were released in 2023 to align with the new curriculum, while *MORE!* 3 and *MORE!* 4 were published in 2018 and are not adapted yet. The number of units varies slightly: *MORE!* 1 and *MORE!* 2 each contain 15 units, whereas *MORE!* 3 and *MORE!* 4 each have 14 units. Additionally, the number of pages increases gradually, from 148 pages in *MORE!* 1 to 156 pages in *MORE!* 2, with *MORE!* 3 having the most pages at 160, and *MORE!* 4 matching *MORE!* 2 with 156 pages.

It also ought to be mentioned that the *MORE!* series addresses pronunciation not only through explicit pronunciation exercises, but also in other ways. Firstly, all four student's books include a list of the English sounds presented with IPA symbols and example words. Interestingly, this list displays only the RP sound inventory. It is provided before the wordlist, ensuring students have a reference for accurate pronunciation since the wordlist at the end of each student's book incorporates phonetic transcriptions of all words. These transcriptions are based on RP pronunciation. Taken together, these elements may be an indicator that the *MORE!* publishers incorporate pronunciation training although not always in the form of explicit pronunciation practice.

6.4.1.1. Pronunciation task types

This subchapter is dedicated to answer RQ1, which addresses the types of explicit pronunciation tasks that can be found in the *MORE!* coursebooks. However, this does not only entail which and how many types of activities can be found, but also which type of focus each pronunciation activity has - whether the targeted feature is a sound, a word, a prosodic element or the correspondence between spelling and pronunciation.

In order to answer this question, the coursebooks have been carefully examined and each instance found was categorized, first according to their focus of pronunciation practice and secondly, according to their task format. It is also worth noting that several distinguishing features were used to find explicit pronunciation activities in the *MORE!* coursebooks. Aside from being mentioned in the table of contents, most of the pronunciation tasks carry the title “Sounds right”, followed by a subtitle that contains the targeted words, phonetic symbols, or suprasegmental element. Besides these indicators, uses of metalanguage and also the underlining and bold print of the targeted features helped to find explicit pronunciation activities in *MORE!*.

A total of 59 explicit pronunciation activities were identified in all four *MORE!* student’s books, which comprises four student’s books. These activities were, inter alia, categorized based on their focus in pronunciation training. As illustrated in Figure 6, the activities were divided into five categories: segmental features, suprasegmental features, words, spelling, and borderline cases, which could not be classified into a single category.

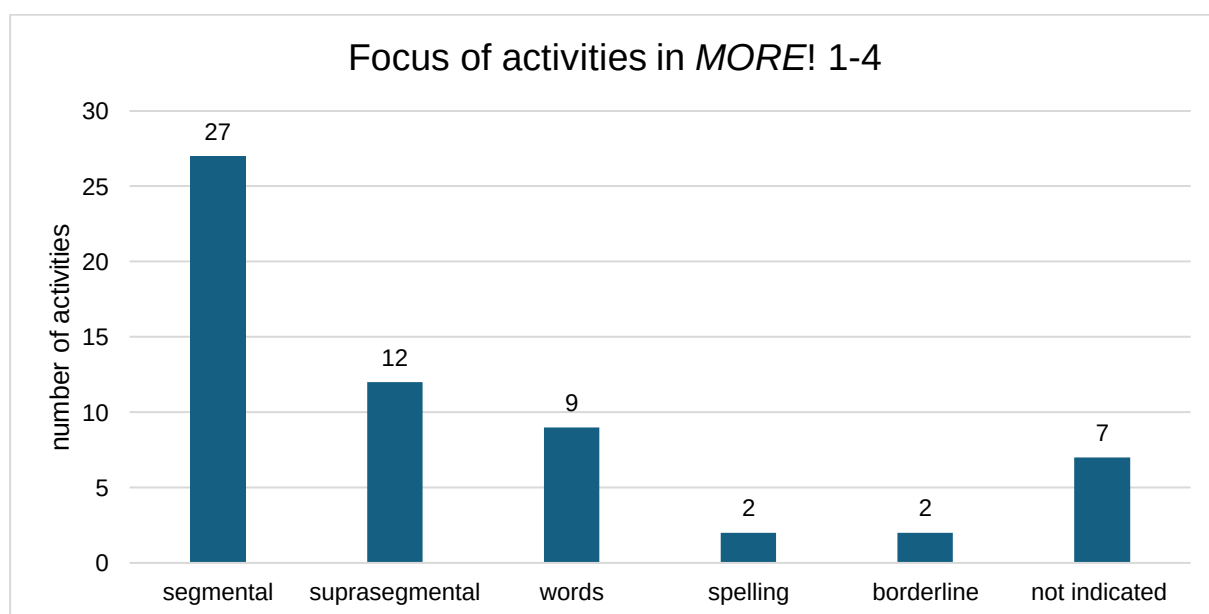


Figure 6. Focus of activities in *MORE!* 1-4

Figure 6 illustrates the distribution of the various types of foci of pronunciation activities found in the *MORE!* EFL coursebook series. The most prominent finding being that most detected pronunciation activities practice segmental features, with 27 activities

dedicated to this focus. This is followed by suprasegmental activities, which account for 12 activities. Additionally, 9 pronunciation activities which focus on the pronunciation of specific words have been integrated into the *MORE!* coursebooks. In contrast, activities focusing on spelling and borderline cases are minimal, with only 2 activities each. Taken together, this distribution indicates a strong emphasis on targeting segmental features in the *MORE!* series, highlighting the coursebooks' prioritization of practicing individual sounds over broader pronunciation features and spelling.

In addition to analyzing the focus of pronunciation activities, the types of activities were also examined to address RQ 1. Figure 7 illustrates the task formats identified in the *MORE!* coursebook series, along with the frequency of each format.

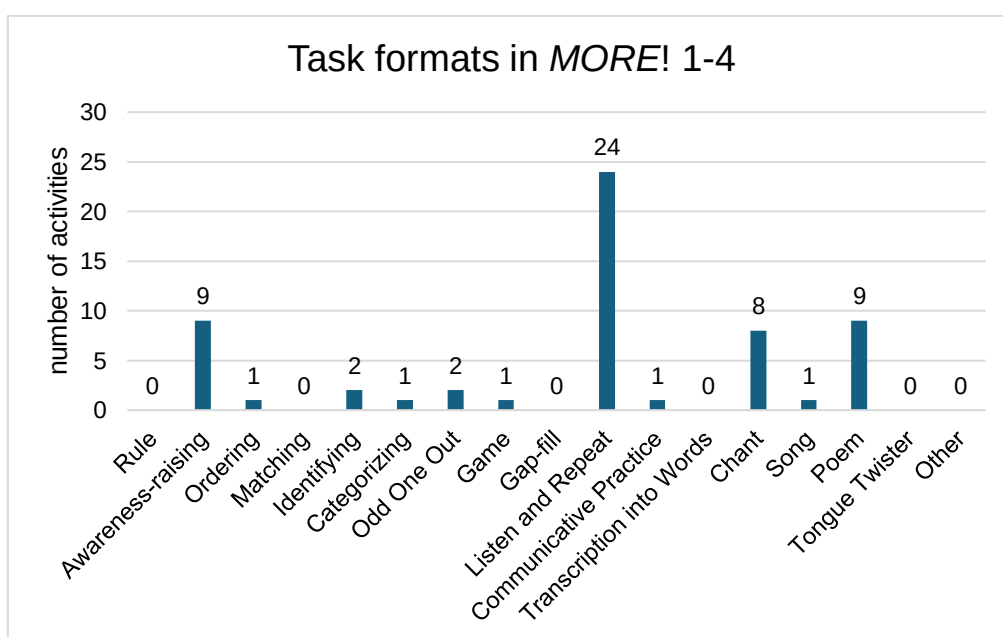


Figure 7. Task formats in *MORE!* 1-4

As Figure 7 shows, the *MORE!* EFL coursebook series does not offer a lot of diversity in terms of pronunciation activities. The “Listen and Repeat” (LR) format by far dominates, with 24 activities dedicated to this task type. This is followed by activities which include some kind of awareness-raising or poems, each with 9 instances. Moreover, eight “Chant” activities could be found. These practice the targeted features through repetition and often have a LR character. Other task formats, such as “Ordering,” “Identifying,” “Categorizing,” “Odd One Out,” “Game,” “Communicative

Practice," and "Song," are present but in much smaller numbers, ranging from 1 to 2 activities each. This distribution suggests a significant focus on repetitive LR exercises in the *MORE!* series.

The instances of pronunciation practice that were found are mostly decontextualized activities placed at the end of a unit. The authors neither include any pre- or post-tasks to reinforce the target sounds in various ways nor connect these activities to other tasks, such as listening exercises. On rare occasions are the activities thematically connected to the unit it can be found in. Additionally, in most activities the communicative aspect and explanations or rules provided on how a specific sound is produced are also largely absent. On certain occasions, a picture accompanies the activity, but this visual support does little to enhance understanding. Figure 8 illustrates this issue by presenting three different exercises detected in *MORE!* 1 and 2 that clearly demonstrate the lack of pre- and post-tasks as well as communicative purpose in the pronunciation activities.

SOUNDS RIGHT /ɪd/ /d/ /t/

2/23 **6** Which is the odd one out? Listen and check.

1 arrived / landed / planned 2 looked / started / barked 3 asked / walked / visited

SOUNDS RIGHT /ð/

3/22 **11** Listen and repeat.

This blue shirt and these green socks –
I can put them in this box!
Those black trousers, this red sweater –
in the drawer? Yes, that's better!



SOUNDS RIGHT Days of the week

1/36 **8** A chant. Listen and repeat.

Monday, Tuesday, Wednesday – cool.
Thursday, Friday – no more school!
Saturday and Sunday – great!
Tomorrow's Monday – don't be late!



Figure 8. Examples of explicit pronunciation activities in *MORE!* 1 and 2

In a nutshell, the analysis of the *MORE!* EFL coursebook series reveals a strong emphasis on practicing segmental features and a reliance on repetitive LR tasks, which reflects broader trends of pronunciation instruction as identified in previous research.

This lack of diversity in task formats and the limited focus on suprasegmental features suggest that pronunciation is not a primary concern for the *MORE!* coursebook authors. This approach to pronunciation training may limit students' ability to develop broader communicative competencies. To enhance the effectiveness of pronunciation instruction, future publications should strive to incorporate a wider range of activities that balance the practice of both segmental and suprasegmental features and integrate pronunciation tasks more meaningfully within the broader context of language learning.

6.4.1.2. Progression of activities

The second research question focuses on the progression of pronunciation activities in the *MORE!* student's books from Year 1 to Year 4. More specifically, RQ 2 aims to determine whether the coursebooks follow a bottom-up or top-down method to pronunciation training. To address this, the pronunciation tasks were examined across all four years, allowing for a comparison of how these activities evolve throughout the series.

First and foremost, the focus has been on the number of pronunciation activities included in each year of the *MORE!* series. To illustrate this, Figure 9 below presents the progression of these activities across the four books in the series.

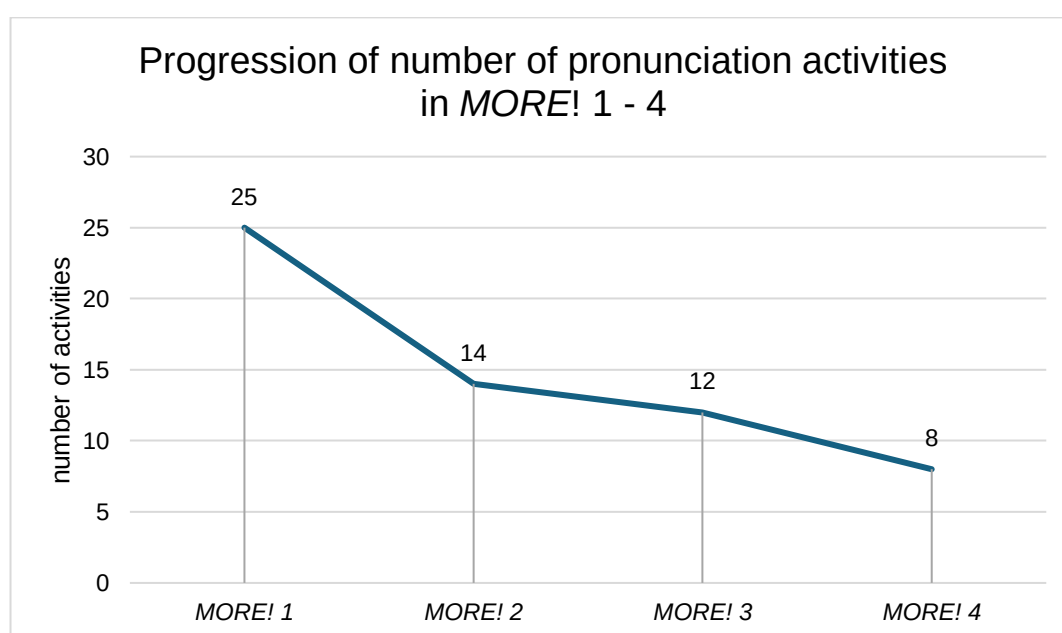


Figure 9. Progression of number of pronunciation activities in *MORE!* 1-4

As depicted in Figure 9, a clear decline in the number of pronunciation activities across the *MORE!* series can be detected. *MORE!* 1 contains the highest number of activities, with 25 dedicated exercises. This number decreases significantly in *MORE!* 2, which includes 17 activities and *MORE!* 3, which has 14 activities. Lastly, *MORE!* 4 includes only 8 explicit pronunciation exercises. This progression indicates a diminishing focus on explicit pronunciation practice as students advance through the series. Such a trend may suggest that the initial emphasis on pronunciation in *MORE!* 1 is intended to establish a strong foundation, which is then gradually reduced in the subsequent levels.

In order to provide a more profound understanding of the progression in pronunciation tasks and to determine whether a bottom-up or top-down approach has been employed, it is important to go beyond merely counting the number of exercises. Figure 10 offers a detailed summary of the focus of all pronunciation activities across the four levels of the *MORE!* series, categorizing them by segmental, suprasegmental, word-level, and spelling-related features.

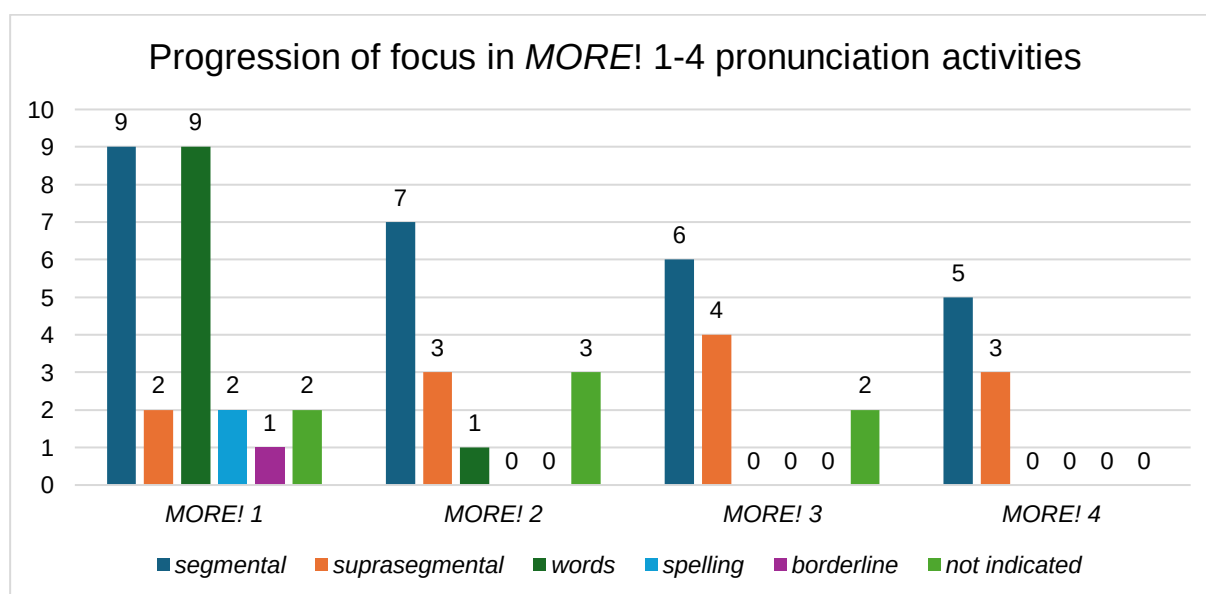


Figure 10. Progression of focus in *MORE!* 1-4 pronunciation activities

As Figure 10 clearly shows, the progression of pronunciation activities across the four books in the *MORE!* series reveals a shift in emphasis over time. Despite an overall shift of focus, segmental features consistently receive the highest attention throughout all four books, with a notable peak in *MORE!* 1, where nine activities target this aspect.

However, this focus gradually declines in subsequent years as the pronunciation exercises targeting segmental features in *MORE!* 4 are reduced to five. Suprasegmental features, on the other hand, maintain a steady presence or even seem to gain significance in the student's books of Year 3 and 4. In contrast, activities focusing on specific words are only integrated in *MORE!* 1 and *MORE!* 2. Notably, activities related to spelling and borderline cases are rare and mostly absent as the series progresses. Taken together, the data suggests that while segmental features dominate the focus over all four years, there is a gradual diversification in the types of pronunciation features addressed. More precisely, suprasegmental features are practiced rather at the end of lower secondary whereas specific words are only targeted at the beginning.

Overall, the *MORE!* series appears to lack coherence and progression in its approach to pronunciation exercises. This becomes evident because most tasks do not have a corresponding exercise in subsequent coursebooks, which may indicate either a limitation in available space within the textbooks or a low priority placed on phonological instruction by the authors. However, certain features are practiced across multiple books. Repeatedly practiced individual sounds include /æ/, /ʌ/, /w/, /v/, /p/, /b/, /z/, /t/, /d/, /θ/, and /ð/ - many of which are particularly challenging for German learners of English due to differences in sound systems (see Chapter 5.2. for further details). Additionally, word stress is addressed in two of the books, namely in *MORE!* 3 and 4. Nonetheless, the *MORE!* series tends to prioritize revision over progression in these pronunciation activities. For example, the sound /w/ is covered three times over the four years in *MORE!* 1, 2, and 3, but on each occasion, it is presented in a LR exercise without any progression or development in difficulty. In essence, this suggests that while the series acknowledges certain phonological challenges, it falls short of providing a structured and developmental approach to pronunciation instruction.

In conclusion, the progression of pronunciation activities in the *MORE!* series reveals a pattern of inconsistency regarding the integration of pronunciation exercises and a tendency towards a bottom-up approach, with a predominant focus on segmental features. While there is a slight shift towards incorporating suprasegmental features in later books, the overall lack of progression of activities is evident as the series appears to prioritize revision over progression, which may limit students' opportunities for

phonological development. This approach, while not uncommon in EFL coursebooks, suggests a missed opportunity to provide a more structured and integrated method of pronunciation instruction that could better support learners' long-term intelligibility and fluency.

6.4.1.3. Model accent

This subchapter seeks to address RQ3 and examines the model accent selected in the *MORE!* series. More precisely, it aims to determine whether the series shows a preference for (a) certain model accent(s), and if so, which one(s). Thereby, the accents taken into consideration were RP and GA (reasons for this choice are elaborated in Chapter 3.3.). With this objective in mind, each of the 59 explicit pronunciation exercises in the series was analyzed in detail. The analysis focused on whether the targeted feature of each activity corresponds to a specific sound or suprasegmental feature unique to RP or GA. Additionally, when whole words were practiced, the investigation sought to determine whether they were intended to be pronounced in a British or American manner.

A significant majority of the explicit pronunciation activities in *MORE!*, 48 in total, do not include any phonetic features of a specific model accent, which means they could apply to either GA or RP. For instance, exercises focusing on sounds like /p/ as in "paper" or /t/ as in "top" are „neutral“ and common to both accents. Therefore, they do not practice only one particular model accent. Of the activities that do suggest a model accent, 11 target RP, while no pronunciation exercise in *MORE!* practice features that are specific to GA. This distribution highlights a predominant reliance on RP when a model is indicated, but it also suggests that most pronunciation activities in the series practice sounds or words that are the same in GA and in BE. Figure 11 exemplifies how RP is targeted in the 11 exercises.

Sounds right /a:/ vs. /ʌ/

17 Listen and tick.

	/a:/	/ʌ/		/a:/	/ʌ/
1 dance	✓		4 just		
2 luck		✓	5 son		
3 bar			6 guitar		

SOUNDS RIGHT /ɜ:/

8 Listen to the poem. Then repeat it.

Does Bert wear a shirt?
Does Bert wear a skirt?
He does. They're from Scotland,
and they tickle and they hurt.



Figure 11. Examples of exercises targeting RP pronunciation in *MORE!* 1-4

As illustrated in Figure 11, certain sounds introduced in the series are typically part of the RP sound inventory. Whether students are asked to listen and tick the correct sound as in exercise 17 or listen and repeat a poem as in exercise 8, these activities focus on sounds included in the RP sound inventory (/ɑ:/ or /ɜ:/) but not in the GA inventory. However, there is no explicit information provided about which accent students are expected to replicate, nor are there examples of how other accents, such as GA, would pronounce those words.

To sum up, the analysis of the *MORE!* series reveals a clear preference for RP as the model accent in the limited instances where a specific accent is emphasized. However, given the increasing exposure of European learners to GA through media and the growing preference for GA among teacher trainees, this singular focus on RP may no longer be sufficient. Consequently, there is a compelling case for coursebook developers to reconsider their approach and incorporate a more diverse range of English accents in future editions. By doing so, they can better prepare students for the globalized world of English communication and offer a more comprehensive understanding of the language's pronunciation variants.

6.4.1.4. Teachers' views

As outlined in Chapter 6.2., research question 4 extends beyond the quantitative evaluation of the coursebook data by incorporating a qualitative dimension into the study. The aim is to identify and describe the practices and perspectives of practicing EFL teachers who use the Austrian coursebooks analyzed in this research project. Specifically, this section seeks to explore whether and how teachers use the *MORE!* series to teach pronunciation and to gauge their satisfaction with the provided activities. Additionally, teachers' suggestions for improvement and other innovative ideas for teaching pronunciation that they might have offer valuable insights, not only for publishers but also for fellow English teachers.

To this end, interviews were conducted with two teachers who actively use the *MORE!* coursebook. These interviews were recorded, transcribed, and analyzed using QCA to identify common themes and patterns. The most notable findings from these interviews will be presented in the following paragraphs.

The interviews with the two teachers who use the *MORE!* coursebook series revealed several similarities in their opinions and experiences with pronunciation exercises. First of all, both teachers work in middle schools and agree that pronunciation should be incorporated into the EFL classroom, though they believe it should not be the primary focus of a lesson. According to them, much of pronunciation learning occurs implicitly through regular listening and speaking activities. However, they mentioned that also explicit pronunciation teaching should be part of teaching. Secondly, both teachers expressed overall satisfaction with the *MORE!* series but agreed that it contains too much content overall to cover in a single school year. Lastly, the interviewees noted that the pronunciation exercises in *MORE!* are limited in variety, tend to be repetitive, and could potentially become boring for some students and teachers. Teacher 3 summarized this sentiment by stating, "I miss variety" (T3). These shared perspectives highlight the need for a more balanced approach to pronunciation teaching that includes both implicit and explicit methods, while also addressing the demand for more diverse and engaging activities within *MORE!*.

Focusing on individual perspectives, Teacher 3 tends to include the pronunciation exercises from the *MORE!* series most of the time when they appear in a unit and if time permits. Additionally, she mentioned that she regularly incorporates the songs and chants provided by *MORE!* into her lessons, given her love for music, and that she frequently uses the LR activities offered because they are "quick and easy" (T3). However, Teacher 3 is not entirely satisfied with the listening and pronunciation activities provided in the coursebook, as she would like more real-life situations in the pronunciation exercises, such as asking for directions or ordering in a restaurant. To improve the coursebook further, she also suggests adding a wider range of accents in the pronunciation activities, not just focusing on RP, and including videos that show how lips, tongue and mouth move when producing certain sounds.

In contrast, Teacher 4 does not frequently use the pronunciation exercises in the *MORE!* series, because of their limited and repetitive nature. Instead, he uses an alternative method - the "interactive reader", a software integrated into OneNote, where students can practice pronunciation and receive immediate feedback on fluency and accuracy. Teacher 4 finds this tool "simple and user-friendly" and makes it a point to practice pronunciation with his students at least once a week. Additionally, he

addresses pronunciation problems during lessons when they hinder communication and advocates for integrating pronunciation practice within actual communication scenarios. He believes, just like Teacher 3, that if the coursebook's pronunciation activities were more closely tied to real communication, students would better understand and accept them, and he would be more inclined to use them in his teaching.

In conclusion, the interviews with practicing teachers that utilize the *MORE!* student's books revealed a need for more engaging and realistic pronunciation activities that reflect real-life communication scenarios. Additionally, Teacher 3 and 4 also reported a desire for a broader representation of English accents within explicit pronunciation activities. These findings not only echo existing research but also point to the potential benefits of revising course materials to better support teachers and meet the evolving needs of learners. By addressing these areas, educators and publishers alike can enhance the effectiveness of pronunciation instruction, ensuring that it is both relevant and engaging for students in today's globalized world.

6.4.2. easy

After discussing the findings from the *MORE!* coursebook series, the analysis turns to the *easy* student's kits and their accompanying booklets. The series, designed for lower secondary school with one student's kit + additional material per year, is published by Veritas and authored by Teresa Banick, Christina Klose, Ingrid Preedy, and Anibal Munoz. Before starting with the specifics of the pronunciation exercises in the *easy* textbooks, a detailed description of the series will be provided as a coursebook's emphasis on pronunciation is often influenced by elements like the publishing house, the total length of the books, and the number of units, as already mentioned. Moreover, this step facilitates comparability with the *MORE!* series. For this reason, the most important information is comprised in Table 10.

Table 10. Information about *easy* coursebooks

	easy 1. Student's Kit + vocab & sounds Lehrplan NEU	easy 2. Student's Kit + vocab & sounds Lehrplan 2023	easy 3. Student's Kit + vocab & sounds	easy 4. Student's Kit + vocab & sounds

No. of units	15 + 1	15 + 1	15 + 1	12 +1
No. of pages	170 + 50	168 + 57	137 + 74	139 + 50
Publishing house	Veritas	Veritas	Veritas	Veritas
Year of publication	2023	2024	2021	2023

As can be seen in Table 10, the *easy* series is published by Veritas and consists of four parts, one for each schoolyear. However, due to the limited scope of this paper, only the “student’s kits” as well as the “vocab and sounds” (VS) booklets will be taken into consideration. Similar to the *MORE!* series, *easy 1* and *easy 2* are already designed to align with the 2023 curriculum, whereas *easy 3* and *easy 4* are not updated yet, which is also reflected in their different layouts. This differing layout might also explain why *easy 3* and *4* have significantly fewer pages. Nevertheless, the number of units remains consistent across the series, with 15 units and an additional extra unit in each book. However, in the fourth-grade book, only 12 (+1) units are included.

In addition to explicit pronunciation exercises that will be analyzed in the following four subchapters, the *easy* series includes various methods to enhance students' phonetic awareness. One such technique is the inclusion of an English phonetic chart in the VS booklet, which presents the RP IPA symbols alongside example words. This chart may serve as a reference point for students before they engage in specific pronunciation exercises or when learning new vocabulary from the wordlist. Moreover, the VS booklet contains wordlists for each unit. These include phonetic transcription for selected words, particularly those that are challenging to pronounce or whose pronunciation differs significantly from their spelling. Interestingly, the majority of these transcriptions show RP pronunciation, while there are some instances where the American /r/ is noted in brackets, as can be seen in Figure 12.

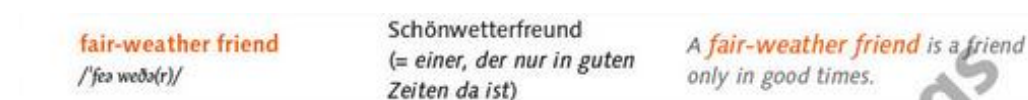


Figure 12. Example of RP Transcription with American Variant in *easy 3*

As shown in Figure 12, the phonetic transcription for the phrase “fair-weather friend” in the VS booklet in *easy 3* is given as /'feə weðə(r)/, with the American /r/ sound noted

in brackets for comparison. This approach may reflect the series' primary focus on British English while still acknowledging American pronunciation. By including both, the coursebook might help students develop a more comprehensive understanding of English phonetics and may better prepare them for diverse linguistic contexts.

6.4.2.1. Pronunciation task types

This subchapter is dedicated to answer RQ1, which focuses on the types of explicit pronunciation tasks that can be found in the *easy* student's books and the VS booklets. However, this does not only entail which and how many types of activities can be found, but also which type of focus each pronunciation activity has, whether the targeted feature is a sound, a word, a prosodic element or the correspondence between spelling and pronunciation.

To address this question, the *easy* coursebooks were thoroughly analyzed, with each instance of pronunciation practice being categorized based on two criteria: the focus of the pronunciation practice and the task format. For clarification, specific markers were used to identify explicit pronunciation activities in the coursebook series. In the student's book, pronunciation exercises were identifiable by a small orange mouth symbol placed next to them or by instructions that utilized metalanguage such as "listen and repeat." In the VS booklet, all pronunciation exercises were found after the wordlists, with one exercise following another, making them easy to locate.

In the *easy* series a total of 129 explicit pronunciation activities were identified. Notably, 27 of these exercises were found in the main student's books and the remaining 102 are part of the VS booklets, where the focus is only vocabulary and pronunciation training. In the first step, these activities were categorized based on their focus of pronunciation training. For illustration, Figure 13 shows that the activities were grouped into five distinct categories: segmental features, suprasegmental features, word-level focus, spelling-related exercises, and a group of borderline cases that could not be assigned to just one category.

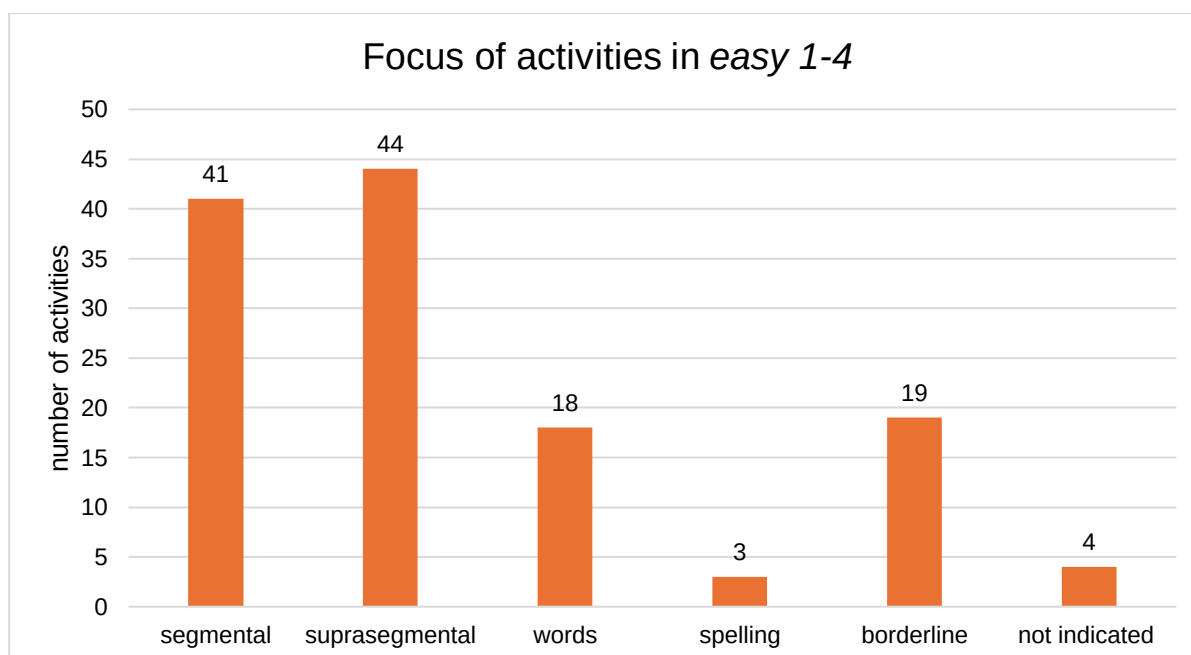


Figure 13. Focus of activities in easy 1-4

As can be seen very clearly, the *easy* series does not focus exclusively on a single feature in its pronunciation activities. However, the chart above reveals that suprasegmental and segmental features are practiced the most, with 44 and 41 instances, respectively, suprasegmental features being slightly more prominent. Activities that focus on the pronunciation of individual words are less common, with 18 instances, while spelling-related activities are minimal, appearing only three times. Notably, there are 19 borderline cases that do not fit just single category. For example, exercises involving songs or chants frequently fall into this gray area, as they target both the pronunciation of specific words and suprasegmental features, such as rhythm and intonation. As a result, these activities were categorized as borderline cases, given their dual focus. Taken together, these findings suggest that the *easy* authors aim to include a variety of activities, yet they still prioritize segmental and suprasegmental features in the pronunciation practice exercises.

The types of pronunciation activities were also examined in addition to their focus. Figure 14 presents the different task formats identified in the *easy* coursebook series and indicates how often each format appears.

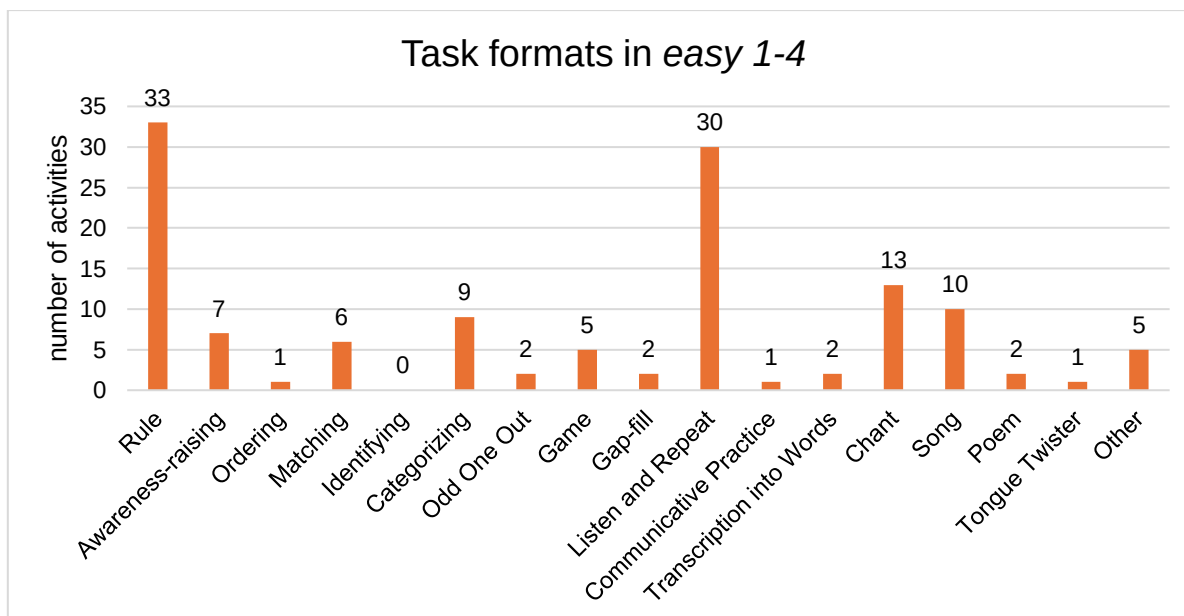


Figure 14. Task formats in easy 1-4

What can be seen here is that the easy series includes a range of pronunciation exercises. By far the most frequently used task formats are "Rule" and LR activities, with 33 and 30 instances respectively. Following these, "Chants" and "Songs" also play a notable role, appearing over 9 times each. Less frequently used formats but still not underrepresented are the task formats "Awareness-raising", "Odd One Out", and "Categorizing", while activities like "Ordering," "Tongue Twisters," and "Communicative Practice" are rare. This distribution indicates the coursebook's focus on rule-based learning and repetition, supplemented by musical and categorization tasks. Overall, the variety of task formats provided is quite impressive, as demonstrated in the following figure, which shows three examples of task formats included in the easy series.

- 10 Den Laut /dʒ/ findest du meistens im Anlaut, also am Wortanfang. Er ist vergleichbar mit dem *dsch* im Deutschen, den du zum Beispiel im Wort *Dschungel* verwendest.

V4 Dieser Laut ist aber stimmhaft, das heißt, dass deine Stimmbänder dabei vibrieren. Wenn du beim Aussprechen die Finger auf den Kehlkopf legst, spürst du die Vibration.

Listen and repeat.

1. January ▪ June ▪ July
2. Jennifer ▪ Jane ▪ Johnson
3. jeans ▪ German ▪ just
4. Jennifer has some jeans.
5. Jennifer Johnson has some jeans.
6. Jennifer Johnson has some German jeans.
7. I like geography and German!

3. Draughts, droughts, thoughts and coughs

Over to you!

Use a(n online) dictionary to help you match the words with the correct phonetic transcription and the correct meaning.

- | | | |
|----------------------------------|----------------------------------|----------------|
| 1) draught ☐ | A) /bruc/ ☐ | a) dachte |
| 2) drought ☐ | B) /rɒf/ ☐ | b) lachte |
| 3) thought ☐ | C) /kɜf/ ☐ | c) Dürre |
| 4) cough ☐ | D) /tɜt/ ☐ | d) durch |
| 5) through ☐ | E) /ʊf/ ☐ | e) schwierig |
| 6) tough ☐ | F) /draʊt/ ☐ | f) Husten |
| 7) rough ☐ | G) /draʊt/ ☐ | g) Zugluft |
| 8) taught ☐ | H) /laʃt/ ☐ | h) zäh |
| 9) laughed ☐ | I) /bɒt/ ☐ | i) beigebracht |

11

Rhythm (Rhythmus)

Rhythmus ist sehr wichtig, um authentisch zu klingen!

The food rhyme

- Listen to the rhyme. Clap your hands with the words in orange.
- Listen and again and speak along.
- Say the rhyme on your own – at first slowly, then faster and faster every time.

- 12 Fish and chips, a piece of cheese,
a piece of cake and lots of peas.
A glass of milk, a cup of tea,
and all of it is just for me!

- 04 When I sit and think it through
It all seems rather tough.
Although I hardly cough at all
Life is pretty rough.

I laughed, 'cause there was quite a draught
At least that's what I thought.
Draughts, not droughts, cause winter colds,
Or that's what I was taught.

Figure 15. Examples of pronunciation activities in easy 1-4

As demonstrated in the examples above, the material not only targets different pronunciation features but also incorporates a variety of task formats. Additionally, the VS booklet offers thorough explanations of many sounds and prosodic features before students engage in the actual practice of these pronunciation elements, as shown in the top left of Figure 15. Interestingly, these explanations frequently focus on specific sounds that are challenging for German learners and are also written in German. Some sounds that are explained in detail are, for example, /θ/ and /ð/ in easy 1 or /dʒ/ as in the first example of Figure 15. This approach may help students better grasp the production of the respective features, particularly if students are not yet familiar with the vocabulary in English. However, using German for explanations does pose a challenge for students whose L1 is not German and potentially excludes them.

In a nutshell, the analysis of the *easy* coursebooks reveals a thoughtful and varied approach to pronunciation practice, with a notable emphasis on both segmental and suprasegmental features. More specifically, the series contains a wide range of task formats, including rule-based exercises, repetition activities, or musical tasks like chants and songs, which together establish a comprehensive framework for pronunciation training. However, while the focus on rules and explicit instruction is beneficial, the reliance on the L1 of the majority, particularly in the VS booklet, could potentially present challenges for learners from diverse linguistic backgrounds in multilingual classrooms. Overall, the *easy* series demonstrates commendable progress in addressing various aspects of pronunciation, yet it still holds potential for improvement in creating a more inclusive learning environment for all students.

6.4.2.2. Progression of activities

The second RQ investigates how pronunciation activities progress in the *easy* series from Year 1 to Year 4. Specifically, RQ 2 seeks to determine whether the coursebooks adopt a bottom-up or top-down method to pronunciation instruction. To explore this, pronunciation tasks across all four years were analyzed to compare how these activities develop throughout the series.

The primary step has been on the number of pronunciation activities included in each year. To demonstrate this, Figure 16 below shows the progression of these activities across the four books in the *easy* series.

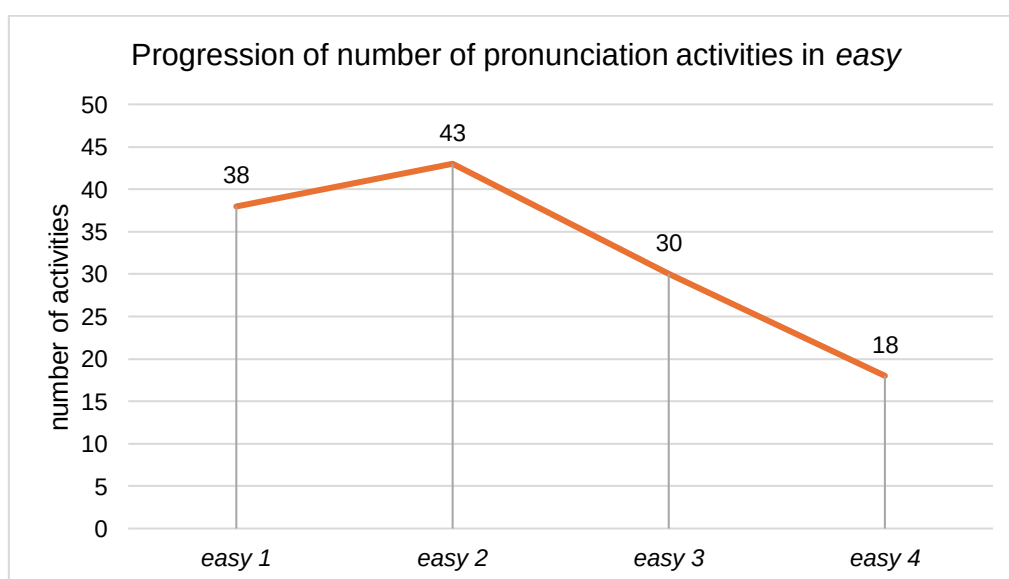


Figure 16. Progression of number of pronunciation activities in *easy* 1-4

As illustrated in Figure 16, the progression of pronunciation activities in the *easy* series shows a varying trend over the four years. In the first year, 38 pronunciation exercises have been included in the student's kit and the VS booklet. However, *easy 2* contains even more pronunciation exercises, 43 in total. From Year 3 onward, there is a noticeable decline, with the number of activities dropping to 30, and further decreasing to 18 by Year 4. This development suggests that the *easy* authors put a considerable emphasis on pronunciation especially in the first two years, which gradually diminishes as the coursebook series progresses.

To gain a deeper insight into the progression of pronunciation tasks and to identify whether a bottom-up or top-down approach has been utilized, it is essential to look beyond just the number of exercises. Figure 17 provides a comprehensive overview of the focus of all pronunciation activities across the four levels of the *easy* textbook series, categorizing all exercises into segmental, suprasegmental, word-level, and spelling-related focus.

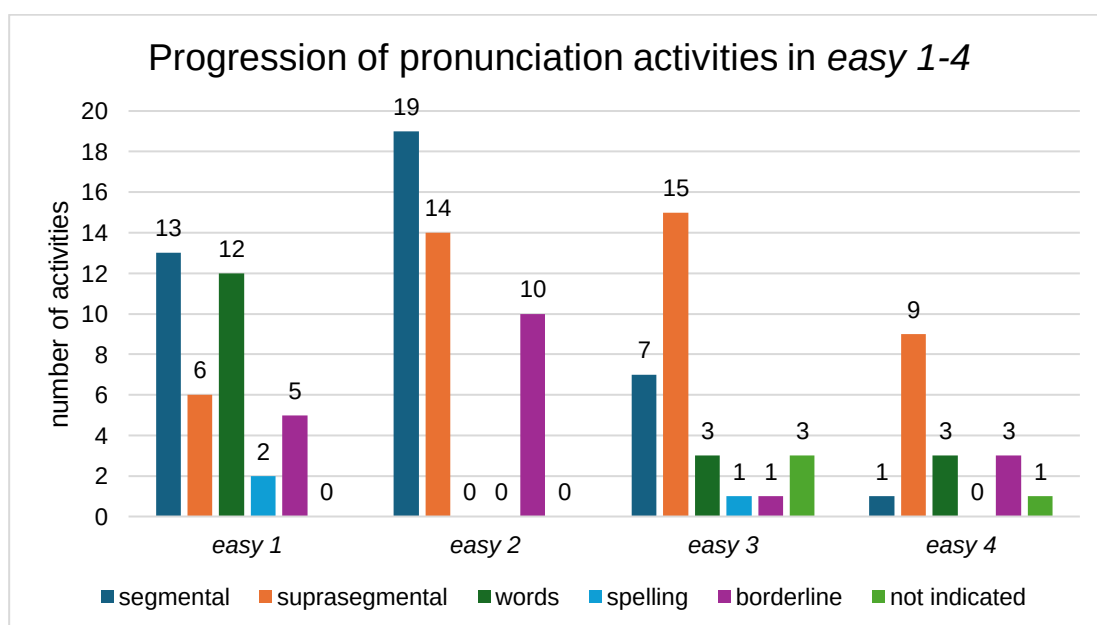


Figure 17. Progression of pronunciation activities in *easy 1-4*

As illustrated in the bar chart above, the focus of pronunciation activities in the *easy* series varies significantly across the four levels, not only in number of items but also in the focus of the activities. In *easy 1*, there is a notable emphasis on segmental

features, with 13 activities, and words, with 12 activities. By Year 2, the focus shifts predominantly to segmental features, with a sharp increase to 19 activities, while suprasegmental activities also gain significance. In Year 3, suprasegmental features take precedence. Finally, in Year 4, the emphasis on suprasegmental features decreases to 9 activities, while the activities with focus on segmental, word-level, and spelling-related features remain low and relatively stable compared to previous years. This progression highlights a dynamic shift in focus from segmental to suprasegmental features as the course advances.

The overall progression or connectedness of the pronunciation exercises varies depending on which activities are considered. The exercises in the student's kit do not build on each other or relate to the exercises in the VS booklet. However, the activities in the VS booklet are more interconnected, with exercises often building on previous ones. For instance, a segmental feature introduced in one year is revisited and practiced in different ways in subsequent years. The sound /θ/, for example, is first introduced in Year 1 through a rule and a LR exercise. By the third year, the same sound is reinforced through more engaging activities like a tongue twister and a sound maze. Additionally, VS Year 4 serves as a revision and summary of the features that were practiced in the previous three years and focuses primarily on the prosodic features. In summary, while the exercises in the student's kits do not progress or build on each other, the VS booklet's exercises are more cohesively structured and build progressively on each other. This is likely because in the VS booklets, the pronunciation exercises are alongside each other, making it easier to connect and reinforce these concepts. In contrast, in the main student's kits, the pronunciation activities are separated across different units, making it harder for authors to establish connections between the exercises.

To sum up, the analysis of pronunciation activities in the easy series reveals an approach to instruction that transitions from a strong focus on segmental features in the initial years to a greater emphasis on suprasegmental features as students progress. This shift indicates a predominantly bottom-up approach to pronunciation training, with initial foundational work followed by more advanced aspects over time. Especially the approach taken in the VS booklet is deemed advantageous as exercises build progressively and interconnect to reinforce pronunciation skills. The student's

kits, however, lack progression, which highlights the need for a more consistent and cohesive approach to pronunciation instruction that might also connect all pronunciation exercises to one another.

6.4.2.3. Model accent

This section seeks to answer RQ3 by analyzing the model accent(s) featured in the *easy* series. Specifically, it seeks to identify whether the series exhibits a preference for a particular model accent and, if so, which one is favored. However, due to the limited scope of this thesis, the major focus is on the two most widely known English accents, RP and GA. To achieve this goal, all 129 explicit pronunciation activities in the series were analyzed. The analysis focused on identifying whether each activity targeted specific sounds or suprasegmental features characteristic of RP or GA. Furthermore, when entire words were practiced, the analysis aimed to determine whether they were intended to be pronounced using British or American pronunciation.

The vast majority of explicit pronunciation exercises in the *easy* series, 116 to be precise, do not target a specific model accent, which means they can be applied to either GA or RP. For instance, exercises focusing on sounds like /p/ as in "pen" or /t/ as in "top" are common to both accents. However, among the activities that do target a sound or word specific to a certain model accent, 13 aim at RP, while none feature GA. This pattern indicates a preference for RP when a model accent is used. Figure 18 exemplifies how RP is targeted in the 11 exercises that practice features of this specific English accent.

6 Linking two words (zwei Wörter verbinden) with /r/ + vowel (Selbstlaut) easy book 2, Unit 6

In den folgenden Wörtern wird im britischen Englisch das /r/ am Ende nicht ausgesprochen: *four* /fɔ:/, *player* /ˈpleɪə/, *your* /jɔ:/, *Beginnt aber das nächste Wort mit einem Selbstlaut, wird das /r/ ausgesprochen, um die Wörter zu verbinden.*

10 Listen and repeat.

1. Four /r/ of them.
2. He's the best player /r/ in the team.
3. Bring your /r/ own broomstick.
4. After /r/ a while, they came back.
5. We cooked soup over /r/ a fire.

7 Linking with /w/ (Laute verbinden mit /w/) easy book 3, Unit 7

Wenn ein Wort auf den Laut /əʊ/ *go* /əʊ/ *how, plough* /u:/ *do, through* endet und das nächste Wort mit einem Vokal (a, e, i, o, u) anfängt, dann spricht man zwischen den Wörtern einen /w/-Laut, um die Wörter zu verbinden.

05 Listen and repeat.

V2

1. Just go /w/ outside!
2. How /w/ are you today?
3. I'll do /w/ anything!

Figure 18. Examples of exercises targeting RP pronunciation in *easy 1-4*

As shown in Figure 18, certain sounds introduced in the series align with the RP sound inventory. For example, students are instructed not to pronounce the /r/ sound at the end of words, a characteristic of British pronunciation, as demonstrated in exercise 6 above. Additionally, some activities concentrate on sounds that are present in the RP inventory but absent in the GA inventory, such as the /əʊ/ sound featured in exercise 7. In some cases, like in exercise 6, the specific accent being practiced is clearly indicated. However, in other activities, there is no explicit explanation on which accent students are practicing, nor are there comparisons with how other accents, such as GA, might pronounce those words. Despite this, as previously noted, most exercises focus on pronunciation features without emphasizing a particular model accent.

In conclusion, the analysis of the *easy* series reveals a clear preference for RP when a specific model accent is targeted, although most pronunciation exercises do not emphasize any particular accent. This aligns with the traditional focus on RP in Austrian EFL textbooks, as noted in previous research. However, given the increasing exposure of European learners to GA and other English accents through media and global influences, the strong emphasis on RP may no longer be entirely relevant. Moving forward, coursebook developers might consider incorporating a broader range of English accents into their materials.

6.4.2.4. Teachers' views

In order to answer RQ 3, the data gained by the analysis of coursebooks does not suffice which is why a qualitative aspect was introduced to the study. The qualitative data was gained through interviews and reveals the perspectives of EFL teachers who use the Austrian coursebooks *MORE!* and *easy*. This section specifically aims to explore whether and how teachers utilize the *easy* series for teaching pronunciation and to assess their level of satisfaction with the provided activities. Additionally, teachers' suggestions for improvement and any innovative ideas they may have for teaching pronunciation are discussed. To achieve this, interviews were conducted with two teachers who use the *easy* coursebooks in their teaching. These interviews were recorded, transcribed, and analyzed using QCA to uncover any common themes and patterns.

Overall, both teachers appreciate the content and structure of the *easy* coursebooks. However, they expressed dissatisfaction with the separation of materials into multiple smaller booklets. This organizational choice discourages them from using the activities provided in the VS booklet, as “there are too many single books for young students to carry and to get track of” (Teacher 2). Consequently, the teachers primarily focus on the regular units in the student’s kit and only utilize the pronunciation exercises included in there. Notably, only 27 out of 129 pronunciation exercises are found in the main student’s book and the remaining 102 are part of the VS booklets, which are largely ignored by the two teachers interviewed. As a result, the teachers effectively use only about a quarter of the available exercises. Most of these are songs and chants that lack variety and do not progress over time. This essentially means that the VS booklets, which contain the more advanced pronunciation exercises that build on each other, are largely overlooked due to the teachers’ preference for the main student’s kits. This is why the authors of *easy* should consider revising the materials, as Teacher 1 reported that “we would also use the [pronunciation] exercises more if they were incorporated into the main book. (T1)”

Moreover, both teachers reported that they rely on the assumption that students naturally acquire pronunciation skills through exposure and implicit learning, which is why they do not do any additional pronunciation practice and do not use the VS booklets for pronunciation training. Teacher 2 added that if teachers “only speak English in the lessons”, “provide listening activities, watch films, listen to podcasts that are spoken by native speakers” (T2), students will naturally learn pronunciation through this implicit exposure. Which is also why both teachers appreciate that the *easy* books introduce a variety of English accents through their characters, including Turkish, American, British, and Austrian accents, so that students are exposed to a variety of English accents. This essentially means that students become familiar with different English accents in an implicit manner, aligning with the teachers’ belief in the effectiveness of exposure-based learning.

To sum up, the interviews with EFL teachers who use the *easy* series reveal that three quarters of the pronunciation exercises in the *easy* series are not used, largely due to separation of the main student’s kits and the VS booklets and the teachers’ belief in

implicit pronunciation teaching. However, research highlights the importance of complementing implicit learning with explicit instruction, as it has been shown to significantly improve language learners' pronunciation. Therefore, to better support teachers and students, it may be beneficial for the authors of *easy* to integrate more explicit pronunciation exercises directly into the student's kits, which teachers actually use on a regular basis.

6.4.3. *MORE!* or *easy*? Discussion of similarities and differences

In the teaching of English pronunciation in Austrian lower secondary schools, the selection of appropriate course materials plays a crucial role in shaping students' learning experiences. That is why, after stating the findings of each coursebook individually, this chapter compares and contrasts *MORE!* and *easy*. Besides, insights from relevant empirical research discussed in previous chapters will be integrated to assess each series' approach to pronunciation instruction. The overarching aim of this chapter is to highlight the key differences of the coursebooks and assess their implications for learners and teachers.

Both textbook series include explicit pronunciation exercises; however, the *easy* series includes 129 exercises, whereas *MORE!* offers less than 50% of that, namely only 59. Despite the higher number of activities in *easy*, it is important to note that three-quarters of these exercises are not used by the interviewed teachers because they are not part of the main student's book, as discussed in Chapter 6.4.2. This finding suggests that neither *MORE!* nor *easy* offer sufficient pronunciation training in their main coursebooks. These results align with previous research, which indicates that pronunciation training is not a primary focus for many textbook publishers. Hasenberger's (2012) analysis of four secondary school coursebooks - two designed for Austrian EFL learners and two for international learners - further supports this view, concluding that "pronunciation is not one of the authors' main concerns," a fact reflected by the limited number of exercises provided.

In terms of task variety, *MORE!* and *easy* differ significantly. In *MORE!*, the limited number of activities primarily consists of LR exercises, chants, or songs, making them somewhat repetitive. As noted by Hasenberger (2012: 92), “one could get the impression that the pronunciation activities in *MORE!* [...] were only added to some units of the books to fill empty spaces on the pages rather than to attain any overall linguistic or curricular aim.” This observation is supported by the findings of this study. Similarly, Pointner (2022: 80), Tergujeff (2010: 202), and Jones (1997: 103) all highlight that EFL coursebook pronunciation exercises often rely on imitation, LR drills, and reading aloud, with little variation. In contrast, *easy* offers greater variety and creativity by incorporating a wider range of pronunciation tasks and providing more detailed explanations for producing specific sounds or prosodic features correctly, something *MORE!* lacks. However, it is important to note that these more innovative activities and explanations are predominantly found in the supplementary VS booklets, which are less frequently used since they are not part of the main coursebook. Additionally, both textbooks tend to treat pronunciation in isolation, with no pre- or post-tasks that would foster a deeper understanding of the subject. To address this, the textbook authors of both series should consider integrating a wider range of pronunciation exercises into the main student’s book and could embed them as subtasks within listening exercises, allowing pronunciation practice to be more contextually relevant rather than isolated and repetitive.

The targeted pronunciation features differ significantly between *MORE!* and *easy*. *MORE!* primarily focuses on segmental features, a finding consistent with previous research on pronunciation teaching. Empirical studies have frequently observed that coursebooks tend to emphasize segmental features. For example, LaScotte and Tarone (2022: 744) note that most textbooks begin with exercises targeting the smallest linguistic units, often neglecting suprasegmental aspects altogether. Similarly, Tergujeff (2010: 202), in an analysis of sixteen general EFL textbooks used in secondary classrooms, found that the few pronunciation activities included were largely centered on segmental features. However, researchers such as Jones (1997: 103) argue that textbooks should move beyond focusing narrowly on individual sounds. Instead, they should incorporate broader, communicative aspects of connected speech to enhance learners' overall intelligibility and communicative competence. This is the

approach taken by the *easy* series, which includes a more balanced selection of pronunciation exercises, addressing both segmental and suprasegmental features.

The second research question investigates whether and how the pronunciation exercises progress over time. Overall, both coursebook series demonstrate a decline in the number of activities as the years advance. Interestingly, while the *easy* series features the most pronunciation exercises in the second year, *MORE!* places the greatest emphasis on pronunciation in the first year. Notably, the *easy* series attempts to build upon previous exercises, particularly in the VS booklet, whereas *MORE!* shows little evidence of progression, often repeating the practice of certain sounds without further development of the task. These findings align with prior studies that reveal a similar lack of progression in EFL coursebooks (see Chapter 4.4.). For instance, Hasenberger (2012: 79) observed that "the *MORE!* series seems to focus on revision rather than progression when it comes to pronunciation activities. Most of the tasks do not have a corresponding exercise in the succeeding coursebook." Likewise, Derwing, Diepenbroek, and Foote (2012) conducted an analysis of 12 EFL coursebook series from major publishers and found that many lacked a structured, progressive approach to pronunciation activities - *MORE!* being no exception. This underscores the need for pronunciation exercises that build on one another and practice various features in different ways, particularly in the *MORE!* series.

The analysis further revealed that both textbooks adopt a bottom-up approach to pronunciation instruction, starting primarily with segmental features in the first years. Although the *easy* textbooks incorporate more exercises on suprasegmental features, it too begins with segmentals. This pattern is quite common in EFL coursebooks, as previous research indicates. For example, Pointner's (2022: 86) empirical study, which analyzed and compared Austrian EFL coursebooks for lower secondary students with books for adult learners - including an older version of *MORE!* 1 - found that these textbooks not only prioritize segmental features at the outset but often neglect suprasegmental elements altogether. Similarly, LaScotte and Tarone (2022: 744) observed that most coursebooks introduce pronunciation practice with the smallest linguistic units, often providing decontextualized phoneme practice. Moreover, the absence of integration into communicative contexts further reflects the adherence to a bottom-up approach, as opposed to a more communicative, top-down method (Dalton

& Seidlhofer, 1994; LaScotte et al., 2021). Despite increasing advocacy for a 'top-down' approach that emphasizes suprasegmental features, discourse, and meaning, many EFL materials continue to rely on a bottom-up approach (LaScotte & Tarone, 2022: 745). As a result, both textbooks would benefit from adopting top-down methods that focus on communication, starting with prosodic features and incorporating individual sounds as needed.

The third research question examines the use of model accents in the coursebooks. Neither *easy* nor *MORE!* explicitly state which English accent they prioritize, and most pronunciation activities avoid features tied to a specific accent. However, both include a few exercises with sounds and words that clearly align with RP. Specifically, *MORE!* includes 11 such activities, while *easy* features 13. This preference for RP mirrors findings from previous studies on teaching materials in Austrian schools (discussed in Chapter 4.4.). For instance, Hasenberger (2010: 56) found that all four EFL textbooks he analyzed focused on RP, while Pointner (2022: 51) similarly noted a strong preference for RP in her examined coursebooks. However, the continued emphasis on RP appears progressively outdated, as learners across Europe increasingly encounter GA through media and the internet, driven by the global influence of the United States (Richter & Weissenböck, 2022: 91). Furthermore, many teacher trainees seem to now opt for GA as their model accent in university (Richter & Weissenböck, 2021), suggesting that coursebook developers may need to diversify their pronunciation models. Notably, teachers using *easy* reported that students are exposed to a variety of accents through recurring characters, each with a distinct English accent. In contrast, teachers using *MORE!* did not mention exposure to different accents. This suggests that, while both series mainly use RP, *easy* provides a more varied and implicit pronunciation training, offering students broader exposure to different accents than *MORE!*.

The interviews revealed that the four lower secondary teachers who use *MORE!* and *easy* share a similar approach to teaching pronunciation, with all of them stating that it is not a major focus in their classrooms. These findings align with previous research on pronunciation teaching. For instance, Schaefer (2023) conducted a mixed-methods study on the perceptions and teaching practices of 76 in-service EFL teachers in Austrian lower secondary schools, concluding that pronunciation is often deprioritized.

A key reason for this, according to Schaefer, is the insufficient quality of pronunciation materials in textbooks. She argues that "a greater selection of meaningful and contextualized pronunciation activities in coursebooks" would likely encourage teachers to place more emphasis on pronunciation (Schaefer, 2023: 74). The interviews support this conclusion, as the teachers expressed a strong desire for more realistic pronunciation activities that reflect real-life communication scenarios.

Moreover, all four teachers reported using pronunciation activities when they appeared in a unit but only when time permitted. Notably, those using *easy* mentioned that they do not use the pronunciation exercises in the VS booklets, which contain three-fourths of the available activities. As a result, the majority of the innovative material that *easy* offers goes unused. These findings stress the need for both coursebooks to offer more varied and practical pronunciation exercises in the main student's books that align better with real-life communication needs, ensuring that teachers can effectively engage students in meaningful pronunciation practice without the use of any additional material.

7. Conclusion

This master's thesis aimed to investigate the pronunciation exercises in the Austrian lower secondary coursebook series *MORE!* and *easy*. By employing a triangulation method that included analyzing the main student's books as well as additional material, alongside conducting interviews with four in-service EFL teachers, the study offers unique insights into the implementation of pronunciation training in these coursebooks and the perspectives of practicing EFL teachers. Specifically, this thesis examined the explicit pronunciation exercises in these coursebooks, the pronunciation features targeted, and the task formats used. In addition, it explored whether and which model accents are practiced in these activities. Finally, the study sought to understand how EFL teachers utilize these exercises and their level of satisfaction with them.

The results of this study confirm previous research findings that pronunciation indeed seems to only play a marginal role in EFL coursebooks. More specifically, the analysis of the two coursebook series, *MORE!* and *easy*, reveals that both of them lack communicative purpose and contextualization in their exercises of the main student's

books. While *easy* incorporates a range of different activities and explanations of sound production to practice pronunciation, most of these are found in the accompanying VS booklet, which teachers do not use. With regard to the progression of the pronunciation activities, both coursebooks follow the bottom-up method, which means that they start with introducing segmental features. As the years progress, there is a noticeable shift towards fewer exercises but an increased emphasis on suprasegmental features such as intonation, stress, and rhythm, especially within the *easy* series. In addition, *easy* does show progression within some of the exercises, as certain features are practiced differently throughout the four years and activities build on each other, which *MORE!* does not. Another commonality among the coursebook series is the use of RP as their model accent, as evidenced by the inclusion of sounds specific to the British English sound inventory. Lastly, the interviews with the four teachers indicated that pronunciation is not a top priority in their teaching. Most of them believe students learn pronunciation effectively mainly through imitation and exposure. Consequently, they use the pronunciation exercises included in the main coursebooks when they appear throughout a unit and if they have time left but tend to avoid additional materials, such as the *easy* VS booklet. Furthermore, the teachers long for exercises that prepare students for real-life situations and are not as repetitive.

In conclusion, this thesis makes a valuable contribution to the expanding research on pronunciation instruction by providing a detailed examination of Austrian EFL coursebooks and insights from in-service teachers who use them. Given the limited research on pronunciation exercises in Austrian EFL coursebooks, the findings of this study play a crucial role in deepening the understanding of English pronunciation teaching in the Austrian context. Consequently, the findings of this study have significant implications for coursebook authors, practicing teachers, and researchers in the field of EFL pronunciation instruction.

8. Limitations and outlook

The findings presented in this thesis naturally come with a number of limitations that ought to be discussed in the following chapter. First and foremost, there are constraints related to the data size as the analysis is restricted to only main student's books and one additional resource of two lower secondary EFL coursebooks series. This narrow

scope limits the generalizability of the results to all Austrian EFL coursebooks. Furthermore, the sample size for the interviews is restricted to just four teachers, with two using *MORE!* and the other two using *easy*, which further limits the validity of the conclusions drawn. To address these limitations, future research should aim to broaden the analysis to include a wider array of EFL coursebook series, potentially extending to upper secondary or primary school levels. Additionally, increasing the number of interview participants from a more diverse range of schools and regions would provide a more comprehensive understanding of how pronunciation instruction is implemented across various educational contexts. Although expanding the scope was way beyond the limits of this master's thesis, it could be pursued in future studies.

Another limitation lies in the reliance on self-reported data from the interviewed teachers, which introduces the possibility of social desirability bias. The teachers may have unintentionally provided information that does not fully reflect their actual classroom practices or the effectiveness of the activities they described. To mitigate this bias, future research could include classroom observations to cross-verify teachers' self-reported practices. Additionally, incorporating quantitative data, such as student performance metrics, would allow for a more objective evaluation of the efficiency of the pronunciation exercises in the coursebooks than solely the teachers' opinions thereof. Moreover, gathering students' perspectives on the pronunciation training and coursebook exercises could also provide valuable insights and a different angle on the effectiveness of these methods.

Despite these limitations, the study's findings remain valuable and create opportunities for further empirical research to broaden the understanding of pronunciation teaching in the Austrian EFL context. While this thesis sheds light on the pronunciation activities found in EFL coursebooks, it would also be worthwhile to explore the potential of interactive software, AI, and other digital tools in enhancing pronunciation instruction. Moreover, future research should focus on how pronunciation teaching can be more effectively integrated into authentic and meaningful activities that resemble real-life communication. By pursuing these research directions, a more comprehensive understanding of pronunciation teaching and its impact on English language learners may be developed.

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10. Appendix

10.1. Interview guideline questions

1. Teaching Experience

- Are you a teacher in lower secondary school? Have you taught English before?
- What type of lower secondary school do you teach at? (AHS or middle school)

2. Importance of Pronunciation

- How important do you believe it is to teach pronunciation to EFL (English as a Foreign Language) students? Why?

3. Coursebook Usage

- Which coursebook do you/does your school use for teaching English?

3. Utilization of Coursebook Pronunciation Exercises

- Do you use the pronunciation exercises provided in your coursebook? Yes or no? Why?
 - If yes, which specific exercises do you use? (e.g., all of them, Listen and repeat, songs, chants, transcription exercises etc.)
 - If yes, how frequently do you incorporate these exercises into your lessons? (daily, weekly, monthly, never, whenever the unit includes one)
 - If yes, how satisfied are you with these exercises in terms of quality and effectiveness?
 - If yes, how do your students react to these exercises?

4. Suggestions for Improvement

- How could the pronunciation exercises in your coursebook be improved?

6. Model Accent

- Should coursebooks focus on one particular model accent, such as British English or American English? Why or why not?
- Do you know which model accent your coursebook uses?

7. Pronunciation Issues of Austrian English Learners

- Do you focus on the specific pronunciation challenges faced by Austrian English learners when teaching pronunciation? (e.g. “th” sounds, /v/ vs. /w/, ...)

8. Additional Resources

- Do you use additional materials or techniques to teach pronunciation? If so, which ones?

10.2. Categorization of coursebook activities

- Material: Is the activity part of the student's book or of additional material?
 - *MORE!*: Student's Book (SB)
 - *Easy*: Student's Kit: Book (SB) and vocab & sounds (VS)
- Unit and page of the activity
- Task Focus: Does the activity practice a segmental feature, a word, suprasegmentals, or a mix?
 - **Segmental**: Task focuses on the individual sound level (i.e. vowels, and consonants, as well as their respective qualities; including consonant clusters)
 - **Suprasegmental**: Task focusing on larger segments like syllables or prosodic features
 - **Whole word**: Task focusing on the pronunciation of entire words rather than on specific features
 - **Spelling**: Task focusing on the complex relation between pronunciation and spelling, usually involves phonetic transcription and/or metalanguage (e.g. <letter>)
 - **Borderline case**: Task in which the focus is doubtlessly put on pronunciation, yet the specific phonetic area remains unclear; task in which multiple areas are equally targeted (e.g. both segmentals and suprasegmentals, etc.)
- Target: Which specific feature(s) is (are) practiced in the activity?
- Type of activity: What kind of activity is it? I utilize Pointner's (2022: 49/50) categorization of tasks and make adaptations if necessary.
 - **Rule (R)**
 - usually involving questions targeting meta-knowledge; sometimes concerned with particular examples; sometimes targeting general rules
 - examples: quiz, tick the correct rule, answering meta-questions, info box
 - **Awareness-raising (AR)**
 - attention is drawn towards a certain feature; usually involving bold print or underlining
 - examples: listening to target (sometimes a question is subsequently added), listening and noticing target X, listening and practicing the target sounds
 - **Ordering (O)**
 - ordering items according to their sequence of appearance on a recording
 - Examples: numbering words/sounds
 - **Matching (M)**
 - Matching A to B
 - Examples: matching words to their transcribed forms
 - **Identifying (I)**
 - Identifying sounds/stress/intonation/words comprising certain feature, often, one out of two given forms has to be selected
 - Examples: identifying the target (e.g. main stress in questions), identifying (and ticking) words that comprise a certain feature, marking the target (e.g. underlining, circling, etc.) either A or B (e.g. sound A or sound B, stressed or unstressed, raising or falling intonation, etc.)
 - **Categorizing (C)**
 - adding words to the corresponding column
 - Examples: adding words to a column in accordance with the (usually marked) sounds they comprise
 - **Odd one out (OOO)**
 - identifying the item that differs from all other items, usually, a list of approx. three items is given

- Example: identifying the odd word out (normally the 'odd' word encompasses a different sound)
- **Game (G)**
 - Task with elements of play
 - Examples: sound bingo
- **Gap-fill (GF)**
 - filling gaps in words or texts, usually, answer options are provided
 - Example: filling gaps with letters, sounds or words
- **Listen and Repeat (LR)**
 - immediate imitation of a recording, the repetition generally has to be made in-between the items/utterances
 - Examples: listening and repeating words or sentences; listening, repeating, and reading aloud sentences
- **Communicative practice (CP)**
 - generally succeed other formats; usually added as a final stage, have a communicative focus, no immediate listening phase before the productive stage, often prompt the application of previously learned knowledge in freer speech, frequently involve minor alternations or new examples of previously targeted phrases/dialogues
- **Transcription into words (TW)**
 - transforming phonetic transcription into their written form, rather than selecting from given options, the answers have to be actively produced by the students
 - Examples: transforming transcriptions into words or letters
- **Chant (CH)**
 - rhythmic and repetitive speaking or singing of words or sounds, typically involve the repetition of phrases or sentences with a steady beat, helping learners internalize the patterns of the language
 - Examples: listen and repeat with several sentences often targeting rhythm or stress
- **Song (S)**
 - musical composition with lyrics, intended to be sung; fun and engaging way to reinforce language patterns and sounds, as well as to expose learners to natural language use in a memorable format
 - Examples: valuable tools for practicing pronunciation, rhythm, intonation, and fluency
- **Poem (P)**
 - piece of writing that expresses ideas, experiences, or emotions in a vivid and imaginative style, characterized by the use of meter, rhyme, and other stylistic elements
 - Examples: poems can be used to help students focus on the sounds, stress patterns, and intonation of English.
- **Tongue Twister (TT)**
 - sequence of words or phrases that are designed to be difficult to articulate quickly and correctly, often due to similar sounding consonants or vowels placed in close proximity
 - Example: Reading tongue twisters as fast as possible. → gamification and competition
- **Other (OT)**
 - phases of tasks that do not fit into any other category, occur too infrequently to form a proper category
- **RP or GA:** Does the activity practice a sound that exists exclusively in RP or GA? Does the activity focus on words that are typically British or American? Does the activity specifically target RP or GA pronunciation?
 - RP

- GA
 - XX = no specific model accent is targeted
- AU: Typical feature for Austrian learners: Does the targeted feature address an area where Austrian learners particularly struggle?
 - No
 - Yes (Why)
- Notes: Are there any other interesting aspects worth mentioning?

10.3. Overview of coursebook data

MORE! - Helbling

Material	Unit page	Task focus	Target	Type of activity	RP GA	AU	Notes
<i>MORE!</i> 1 Student's Book Lehrplan 2023							
SB	1;9	spelling	alphabet	LR → Listen and repeat the alphabet	XX	No	letters are pronounced, not sounds
SB	1,9	spelling	alphabet	I → Listen and circle the correct letters	XX	No	letters are pronounced, not sounds
SB	1,15	segmental	/z/	LR → Listen and repeat	XX	Yes (not in Austrian German sound inventory)	-
SB	3,23	segmental	/p/	LR → Listen and repeat	XX	Yes (frequent lack of differentiation between p and b)	-
SB	4,33	words	days of the week	CH → A chant. Listen and repeat	XX	No	-
SB	5/41	words	can/can't	S → Listen and repeat	RP /kɑ:nt/ (GA /kænt/	No	-
SB	5/41	words	possessives	CH → A chant. listen and repeat	XX	No	Grammar chant
SB	6/48	segmental	/w/	LR → Listen and repeat	XX	Yes (insufficient lip rounding)	-
SB	7/52	segmental	/tʃ/	CH → A chant. Listen and repeat	XX	Yes (not in Austrian German sound inventory)	-
SB	8/62	suprasegmental	present simple questions	CH → A chant. Listen and repeat.	XX	No	Grammar chant → intonation & stress

SB	8/62	segmental	/ɜ:/	P → Listen to the poem. Then repeat it.	RP (GA /ɜr/)	Yes (not in Austrian German sound inventory)	-
SB	9/72	segmental	/æ/	LR → Listen and repeat	XX	Yes (not in Austrian German sound inventory)	-
SB	10/76	words	numbers	I → Listen and tick. Then listen and repeat.	XX	No	Vocabulary
SB	10/80	segmental	/ð/	LR → Listen and repeat	XX	Yes (not in Austrian German sound inventory)	-
SB	12/92	segmental	/θ/	LR → Listen and repeat	XX	Yes (not in Austrian German sound inventory)	-
SB	12/92	words	10 th	LR → Listen and repeat	XX	No	-
SB	12/93	words	months and dates	LR → Listen and repeat	XX	No	-
SB	12/93	words	months and dates	LR → Listen and say the dates	XX	No	-
SB	12/93	words	months and dates	CP → Work in pairs. Say the dates	XX	No	-
SB	12/96	borderline case (words+ supra)	was/were	CH → A chant. Listen and repeat.	XX	No	-
SB	13/103	segmentals	/t/, /d/, /ɪd/	LR → Listen and repeat	XX	Yes (frequent lack of differentiation between t and d)	-
SB	14/113	not indicated	not indicated	P → Listen to the poem. Then read it	XX	No	target not indicated
SB	14/117	suprasegmental	stress time	LR → Listen and repeat	XX	No	-
SB	15/119	not indicated	not indicated	P → Listen to the poem. Then read it	XX	No	target not indicated
SB	15/119	words	going to	CH → A chant. Listen and repeat.	XX	No	grammar chant
MORE! 2 Student's Book Lehrplan 2023							
SB	1/12	not indicated	not indicated	P → Listen to the poem. Then read it.	XX	No	target not indicated

SB	2/19	segmental	/w/	LR → Listen and repeat	XX	Yes (insufficient lip rounding)	esp. wh-questions
SB	3/29	not indicated	not indicated	P → Listen to the poem. Then read it	XX	No	target not indicated
SB	4/34	segmental	/ɔ̯/, /t̥/	LR → Listen and repeat	XX	Yes (not in Austrian German sound inventory)	-
SB	6/49	suprasegmental	have to	LR → Listen and repeat	XX	No	linking
SB	7/55	words	going to	CH → A chant. Listen and repeat.	XX	No	Grammar chant
SB	7/56	suprasegmental	going to → gonna	LR → Listen and repeat	XX	No	linking
SB	8/64	segmentals	/t/, /d/, /ɪd/	OOO → Which is the odd one out? Listen and check	XX	Yes (frequent lack of differentiation between t and d)	3 items of verbs in the past form
SB	11/85	segmentals	/ju:/, /ʊ/	P → Listen and say the poem.	RP (GA /u:/)	No	-
SB	12/93	segmentals	/p/, /b/, /æ/, /e/	LR → Listen and repeat	XX	Yes (frequent lack of differentiation between p and b + /æ/ not in Austrian German sound inventory)	-
SB	12/97	suprasegmental	I've, She's (Present Perfect)	CH → A chant. Listen and repeat.	XX	No	Grammar chant → linking
SB	13/106	segmental	/l/	O → Listen. Number the sentences as you hear them.	XX	No	-
SB	14/112	segmentals	/ɔ:/ /əʊ/	OOO → Which is the odd one out? Listen and check	RP (GA /ɑ/ /oʊ/)	Yes (/ɔ:/ Less lip rounding in German /əʊ/ not in Austrian German sound inventory)	-
SB	14/112	not indicated	not indicated	P → Listen to the poem. Then read it	XX	No	target not indicated

MORE! 3 Student's Book Enriched Course							
SB	2/20	not indicated	not indicated	P → Read and listen to the poem	XX	No	target not indicated
SB	2/21	segmentals	/w/, /v/	LR → Listen and repeat the words	XX	Yes (/w/ → Insufficient lip rounding /v/ → lack of vibration)	danger of confusion
SB	4/39	not indicated	not indicated	P → Listen to the poem. Then read it	XX	No	target not indicated
SB	4/39	suprasegmental	word stress	C → Put the words in the correct column. Then listen, check and repeat.	XX	No	-
SB	5/44	segmentals	/θ/, /ð/	AR → Listen and tick.	XX	Yes (both are not in Austrian German sound inventory)	-
SB	5/44	segmentals	/θ/, /ð/	LR → Listen and repeat.	XX	Yes (both are not in Austrian German sound inventory)	-
SB	6/54	suprasegmental	sentence stress	AR → Listen to the sentences and mark the stressed words. Then say the sentences yourself	XX	Yes (Austrian EFL learners often overuse stress or place it incorrectly)	-
SB	8/70	segmentals	/ɒ/, /ɔ:/	AR → Listen and tick.	RP (GA /a/)	Yes (/ɔ:/ → less lip rounding in German)	-
SB	8/70	segmentals	/ɒ/, /ɔ:/	LR → Listen and repeat.	RP (GA /a/)	Yes (/ɔ:/ → less lip rounding in German)	-
SB	9/80	suprasegmental	weak forms	AR → Listen and repeat the sentences. Pay attention to the weak sound of the underlined parts.	XX	Yes (Weak forms are uncommon in German)	-
SB	10/87	segmental	/p/	borderline (LR + G) → Practice the sound 'p' – listen, then say the sentence as fast as you can	XX	Yes (frequent lack of differentiation between p and b)	-

SB	11/96	suprasegmental	intonation	AR → Listen again and repeat the questions. Does the voice go up or down at the of each question? Circle the correct arrows.	XX	No	-
MORE! 4 Student's Book Enriched Course							
SB	1/10	suprasegmental	elision	AR → Listen to the dialogue. Pay attention to the underlined parts. Then listen and repeat	XX	No	-
SB	2/22	segmentals	/ɑ:/, /ʌ/	AR → Listen and tick.	RP dance = /dɑ:ns/	No	-
SB	2/22	segmentals	/ɑ:/, /ʌ/	LR → Listen and repeat.	RP dance = /dɑ:ns/	No	-
SB	4/34	segmental	/ə/	AR → Listen. Pay attention to the underlined sounds	RP waiter = 'wertə	Yes (Fewer weak vowels in German)	-
SB	4/34	segmental	/ə/	LR → Listen again and say the rhyme	RP waiter = 'wertə	Yes (Fewer weak vowels in German)	-
SB	5/43	segmentals	/ʌ/, /æ/, /e/	LR → Listen again and say the rhymes	XX	Yes (/æ/ not in Austrian German sound inventory)	-
SB	13/113	suprasegmental	word stress	AR → Listen and mark the stress in the words	XX	No	-
SB	13/113	suprasegmental	word stress	LR → Listen again and repeat.	XX	No	-

Additional info:

1. List of English sounds is provided (IPA symbols with example words, RP sounds presented) before the wordlist

2. Phonetic transcription is included in the wordlist → RP pronunciation
3. Instructions changed between new and old versions (e.g. old = Read and listen to the poem, new = Listen to the poem. Then read it.)

Easy - Veritas

Material	Unit page	Task focus	Target	Type of activity	RP GA	AU	Notes
easy 1. Student's Kit. Lehrplan 2023 book + vocab & sounds							
SB	0/9	words	vocabulary	CH → Listen to the chant and repeat.	XX	No	-
VA	0/45	segmentals	10 different segmentals	G : Look at the picture on p.8 of your easy book. Listen to the sound and shout out what you think the word is. Then listen to the correct pronunciation and repeat. Get together in groups. You get 1 point for the correct word and 1 point for the correct pronunciation.	XX	No	activity is not entirely clear to me
SB	1/15	spelling	alphabet	CH → Listen to the chant and repeat.	XX	No	-
SB	2/23	words	colors	CP → Look at the picture on page 22. Say a colour. Your partner points at something that colour.	XX	No	-
SB	2/29	words	colors	S → Listen to the melody and sing along.	XX	No	-
VS	2/45	suprasegmental	asking and answering questions	LR → Listen and repeat.	XX	No	Intonation, Stress, ...
VS	3/45	segmental	/æ/	R → Manche Laute spricht man im Englischen anders als im Deutschen. Ein Bsp. Dafür ist der Laut /æ/ den du unter anderem im Wort cat findest. Das /æ/ spricht man nicht wie da ä im Deutschen	XX	Yes (/æ/ not in Austrian German sound inventory)	Rule explained in German

VS	3/45	segmental	/æ/	LR → Listen and repeat	XX	Yes (/æ/ not in Austrian German sound inventory)	individual words and sentences
SB	4/47	words	body parts	S: → Listen to the song and sing along	XX	No	-
SB	4/49	words	body parts	TW → Try to read the body parts and write them down.	RP /'fɪŋgə/	No	-
VS	4/46	segmental	/θ/, /ð/	R → Die Laute /θ/ und /ð/ gibt es im Deutschen nicht. Geschrieben werden diese als th – also zum Beispiel bei teeth oder these. Bei der Aussprache ist es wichtig, dass die Zungenspitze die oberen Zähne berührt. Wenn man in den Spiegel schaut, sollte man die Zungenspitze sehen können.	XX	Yes (both are not in Austrian German sound inventory)	Rule explained in German (visual aid would be helpful)
VS	3/46	segmental	/θ/, /ð/	LR → Listen and repeat.	XX	Yes (both are not in Austrian German sound inventory)	individual words and sentences
SB	5/57	words	clothing	CH → Listen to Mira's chant and repeat.	XX	No	-
VS	5/46	spelling	random words	D → Listen to the words and write them down.	XX	No	-
VS	6/46	segmental	/ɔ:/	R → Der Laut /ɔ:/ is sozusagen ein langes o. Du findest ihn oft bei Wörtern, bei denen zum Beispiel ein -or oder -our vorkommt (for, four, ...). Wichtig ist, dass du wirklich das o lang machst und nicht - wie es im Deutschen passieren würde – am Ende zu einem a gleitest. Also: nicht oa sagen!	RP	Yes (/ɔ:/ → less lip rounding in German)	Rule explained in German (visual aid would be helpful)

VS	3/46	segmental	/ɔ:/	LR → Listen and repeat.	RP	Yes (/ɔ:/ → less lip rounding in German)	individual words and sentences
SB	7/79	words	pets	S → Listen to the song and sing along.	XX	No	-
VS	7/47	borderline case (spelling, words)	rhyming pairs	M → First listen and write down the words you hear (1-9). Then find the rhyming words from the box and put them together.	XX	No	-
SB	8/87	words	furniture + preposition of place	S → Listen to the song and sing along.	XX	No	-
VS	8/47	suprasegmental	word stress	R → Es ist wichtig, dass du beim Sprechen immer auf die Betonung achtest. Manche Wörter werden ganz am Anfang betont, andere mittendrin oder am Ende.	XX	No	Rule explained in German (visual aid would be helpful)
VS	8/47	suprasegmental	word stress	LR → Listen and repeat.	XX	No	-
VS	8/47	suprasegmental	word stress	C → Write the words into the correct box.	XX	No	Each category consist of a word stress pattern, visualized through big and small circles
VS	9/48	segmental	/dʒ/	R → Den Laut /dʒ/ findest du meistens im Anlaut, also am Wortanfang. Er ist vergleichbar mit dem dsch im Deutschen, den du zum Beispiel im Wort Dschungel verwendest. Dieser	XX	Yes (/dʒ/ → not in Austrian German sound inventory)	Rule explained in German

				Laut ist aber stimmhaft, das heißt, dass deine Stimmbänder dabei vibrieren. Wenn du beim Aussprechen die Finger auf den Kehlopf legst, spürst du die Vibration.			(visual aid would be helpful)
VS	9/48	segmental	/dʒ/	LR → Listen and repeat.	XX	Yes (/dʒ/ → not in Austrian German sound inventory)	individual words and sentences
VS	10/48	words	difficult words	R → Manche Wörter werden ganz anders ausgesprochen als sie aussehen. Sie sind sozusagen Ausnahmen, die du dir einprägen und merken musst.	XX	No	-
VS	10/48	borderline case (Spelling + words)	difficult words	LR → Look at the words and say them out loud. Then listen, check and repeat.	XX	No	individual words and sentences
SB	11/119	words	food	CH → Listen to the chant and repeat it. Get faster with every new line.	XX	No	-
VS	11/48	suprasegmental	rhythm	O → Listen to the rhyme. Clap your hands with the words in orange.	XX	No	-
VS	11/48	suprasegmental	rhythm	CH → Listen and again and speak along. Say the rhyme on your own -at first slowly, then faster and faster every time.	XX	No	-
SB	12/127	words	food	S → Listen to the song and sing along.	XX	No	-
VS	12/49	borderline case (spelling, words)	rhyming pairs	M → First listen and write down the words you hear (1-12). Then find the rhyming words from the box and put them together.	XX	No	-
SB	13/137	words	hobbies	S → Listen to the song and sing along.	XX	No	-

VS	13/49	segmentals	/w/, /v/	R → Im Gegensatz zum Deutschen spricht man das englische /w/ mit gerundeten Lippen aus. Du findest diesen Laut meistens im Anlaut, also am Wortanfang. Den Laut /v/ hingegen darf man nicht mit gerundeten Lippen aussprechen! Er ist eher vergleichbar mit dem deutschen /w/. Daher musst du bei diesen beiden aufpassen, dass du sie nicht verwechselst.	XX	Yes (/w/ → Insufficient lip rounding /v/ → lack of vibration	Rule explained in German (visual aid would be helpful)
VS	13/49	segmentals	/w/, /v/	LR → Listen and repeat.	XX	Yes (/w/ → Insufficient lip rounding /v/ → lack of vibration	danger of confusion, individual words and sentences
VS	14/50	borderline case (spelling + words)	difficult words	R → Manche Wörter werden ganz anders ausgesprochen als sie aussehen. Sie sind sozusagen Ausnahmen, die du dir einprägen und merken musst.	XX	No	-
VS	14/50	borderline case (Spelling + words)	difficult words	LR → Look at the words and say them out loud. Then listen, check and repeat.	XX	No	individual words and sentences
VS	15/50	segmental	/u:/	R → Der Laut /u:/ ist sozusagen ein langes u. Du findest ihn oft bei Wörtern, bei denen zum Beispiel ein -oo vorkommt (school, ...). Im Deutschen findest du diesen Laut bei Wörtern wie du oder Schuh.	XX	No	-
VS	15/50	segmental	/u:/	LR → Listen and repeat.	XX	No	individual words and sentences
easy 2. Student's Kit. Lehrplan 2023							

book + vocab & sounds							
SB	1/15	borderline (words + suprasegmental)	no target indicated	S → listen to the song and sing along.	XX	No	-
VS	1/48	segmentals	/æ/, /e/	R → Den Laut /æ/ spricht man nicht wie das „ä“ im Deutschen aus. Du findest den Laut /æ/ in den Wörtern back, apple oder Alps. Den Laut /e/ findest du in den Wörtern bed, met, und said. Wichtig ist, dass die Laute /æ/ und /e/ nicht gleich klingen, wenn du sie aussprichst.	XX	Yes (/æ/ → does not exist in Austrian German sound inventory)	Rule explained in German (visual aid would be helpful)
VS	1/48	segmentals	/æ/, /e/	LR → Listen and repeat.	XX	Yes (/æ/ → does not exist in Austrian German sound inventory)	minimal pairs
VS	1/48	segmentals	/æ/, /e/	GF → Listen and fill in the correct word from a).	XX	Yes (/æ/ → does not exist in Austrian German sound inventory)	-
VS	2/48	segmentals	/p/, /b/	R → Wenn ein Wort auf Englisch mit /p/ anfängt, wird der Laut meistens „behaucht“ ausgesprochen. Das heißt: Wenn man ein Blatt Papier vor den Mund hält, bewegt sich das Blatt beim richtigen Aussprechen durch den Luftstrom. Nimm ein Blatt Papier zur Hand und probiere es gleich selbst aus.	XX	Yes (frequent lack of differentiation between p and b)	Rule explained in German
VS	2/48	segmentals	/p/, /b/	LR → Listen and repeat.	XX	Yes (frequent lack of differentiation between p and b)	minimal pairs

VS	2/48	segmentals	/p/, /b/	AR → Highlight all the /p/ sounds in the sentences. Then work with a partner and read out the sentences to each other.	XX	Yes (frequent lack of differentiation between p and b)	pair work
VS	3/49	segmentals	/z/, /s/	R → Im Englischen wird das Plural „s“ als stimmhaftes /z/ ausgesprochen, wenn es nach einem Selbstlaut oder einem stimmhaften Mitlaut folgt. Du spürst eine Vibration, wenn du beim Aussprechen des /z/ die Finger auf deinen Kehlkopf legst.	XX	Yes (frequent lack of differentiation between /z/ and /s/)	Rule explained in German
VS	3/49	segmentals	/z/, /s/	LR → Listen and repeat.	XX	Yes (frequent lack of differentiation between /z/ and /s/)	individual words
VS	3/49	segmentals	/z/, /s/	LR → Listen and repeat.	XX	Yes (frequent lack of differentiation between /z/ and /s/)	minimal pairs
VS	4/49	segmentals	/w/, /v/	R → Den Laut spricht an mit gerundeten Lippen. Er ist z.B. im Wort why. Den Laut /v/ spricht man wie ein „f“. Das heißt, die oberen Zähne berühren leicht die Unterlippe. Der Laut muss stimmhaft sein. Leg deine Finger zur Kontrolle auf die Kehle, wenn du das Wort vampire aussprichst.	XX	Yes (frequent lack of differentiation between /w/ and /v/)	Rule explained in German
VS	4/49	segmentals	/w/, /v/	LR → Listen and repeat.	XX	Yes (frequent lack of differentiation between /w/ and /v/)	individual words

VS	4/49	segmentals	/w/, /v/	AR → Now highlight all the /w/ and /v/ sounds in the sentences below in different colours. Then listen and repeat.	XX	Yes (frequent lack of differentiation between /w/ and /v/)	pair work
VS	5/50	suprasegmental	linking	R → Wir verbinden zwei aufeinander folgende Wörter beim Sprechen, wenn das erste Wort mit einem Selbstlaut endet und das zweite mit einem Selbstlaut beginnt. In den folgenden Beispielen sprechen wir ein /j/, um zwei Wörter miteinander zu verbinden.	XX	Yes (Phenomenon of linking does not exist in German)	Rule explained in German
VS	5/50	suprasegmental	linking	GF → Listen and fill in /j/ in the correct gaps.	XX	Yes (Phenomenon of linking does not exist in German)	-
VS	5/50	suprasegmental	linking	LR → Now listen again and repeat.	XX	Yes (Phenomenon of linking does not exist in German)	-
SB	6/67	borderline (words + suprasegmental)	no target indicated	CH → Listen to the football chant and repeat.	XX	No	-
VS	6/50	suprasegmental	linking	R → In den folgenden Wörtern wird im britischen Englisch das /r/ am Ende nicht ausgesprochen: four /fɔ:/, player /'pleɪə/, your /jɔ:/. Beginnt aber das nächste Wort mit einem Selbstlaut, wird das /r/ ausgesprochen, um die Wörter zu verbinden.	RP	Yes (Phenomenon of linking does not exist in German)	Rule explained in German
VS	6/50	suprasegmental	linking	LR → Listen and repeat.	RP	Yes (Phenomenon of linking does not exist in German)	Linking is highlighted

VS	7/50	borderline case (segmental, words)	voiced consonants at the end of a word	R → Manche Wörter enden mit einem stimmhaften Laut. Leg deine Finger auf die Kehle zur Kontrolle. Bei den folgenden Beispielen ist nicht nur der Selbstlaut am Ende stimmhaft; es wird auch der Mitlaut etwas länger ausgesprochen.	XX	No	Rule explained in German
VS	7/50	borderline case (segmental, words)	voiced consonants at the end of a word	LR → Listen and repeat.	XX	No	Minimal pairs
VS	8/51	segmental	/ə/	R → Der Laut /ə/ - auch Schwa-Laut genannt – kommt nur in unbetonten Silben vor, zum Beispiel in den Wörtern away oder tomorrow. Dieser Laut ist kurz und wird mit entspanntem Mund gebildet: Öffne einfach deine Lippen ein bisschen und lasse – ganz entspannt – ein Wenig Luft herausströmen.	XX	No	Rule explained in German
VS	8/51	segmental	/ə/	LR → Listen and repeat.	XX	No	-
VS	8/51	segmental	/ə/	R → Die Schreibweise eines Wortes alleine machen das Finden von Schwa-lauten oft schwierig; Lautschrift und Betonung (welche ebenfalls in der Lautschrift sichtbar wird) sind hier sehr hilfreich: examples).	XX	No	Rule explained in German
SB	9/95	borderline (words + suprasegmental)	no target indicated	O + S → Listen and sing along. Then put the four song parts into the correct order. Write the numbers (1-4)	XX	No	-

VS	9/51	borderline (spelling words) case +	difficult words	R → Manche Wörter werden anders ausgesprochen als man die schreibt, z.B. biscuit /'bɪskɪt/.	XX	No	Rule explained in German
VS	9/51	borderline (spelling words) case +	difficult words	LR → Listen and repeat.	XX	No	individual words
VS	10/51	suprasegmental	word stress	R → Es ist wichtig, dass du beim Sprechen immer auf die Betonung achtest. Manche werden ganz am Anfang betont, andere in der Mitte oder am Ende. Die Betonungsstriche hier zeigen dir an, dass die Betonung auf der jeweils nachfolgenden Silbe liegt.	XX	No	Rule explained in German
VS	10/51	suprasegmental	word stress	LR → Listen and repeat.	XX	No	individual words
VS	10/51	suprasegmental	word stress	C → Now write the words in the correct box.	XX	No	Each category consist of a word stress pattern, visualized through big and small circles
SB	11/117	borderline (words + suprasegmental)	no target indicated	S → listen to the song and sing along.	XX	No	-
VS	11/52	segmentals	/ɔ:/ /əʊ/ /ɜ:/	R → Beim Laut /ɔ:/ musst du aufpassen. Man darf kein „oa“ sagen! Die Lippen bleiben beim Aussprechen rund, werden nicht weiter geöffnet oder nach hinten gezogen. Bei den Lauten /əʊ/ und /ɜ:/ bleiben die Lippen beim	RP	Yes (sounds do not exist in Austrian German sound inventory)	Rule explained in German

				Aussprechen neutral, also nicht gerundet.			
VS	11/52	segmentals	/ɔ:/ /əʊ/ /ɜ:/	LR → Listen and repeat.	RP	Yes (sounds do not exist in Austrian German sound inventory)	individual words
VS	11/52	segmentals	/ɔ:/ /əʊ/ /ɜ:/	AR → Highlight all the /ɔ:/, /əʊ/ and /ɜ:/ sounds in three different colours in the sentences. Then read out the sentences to a partner. Take turns.	RP	Yes (sounds do not exist in Austrian German sound inventory)	pair work
VS	12/52	suprasegmental	weak forms	R → Manche Wörter – wie z.B. to, at, from, are, of, a – werden, wenn die unbetont sind, anders ausgesprochen, und zwar mit einem /ə/.	XX	Yes (Weak forms are uncommon in German)	Rule explained in German
VS	12/52	suprasegmental	weak forms	LR → Listen and repeat.	XX	Yes (Weak forms are uncommon in German)	Sentences
SB	13/137	borderline (words + suprasegmental)	no target indicated	CH → Listen to the chant and repeat	XX	No	-
VS	13/52	suprasegmental	word stress	LR → Listen and repeat.	XX	No	individual words
VS	13/52	suprasegmental	word stress	C → Now write the words in the correct box.	XX	No	Each category consist of a word stress pattern, visualized through big and small circles
SB	14/145	borderline (words + suprasegmental)	no target indicated	S → listen to the song and sing along.	XX	No	-

VS	14/53	suprasegmental	linking	R → In den folgenden Beispielen endet ein Wort mit deinem Mitlaut; das nächste Wort beginnt mit einem Selbstlaut. Die beiden Wörter werden beim Sprechen verbunden ohne zu pausieren, z.B. an apple.	XX	Yes (Phenomenon of linking does not exist in German)	Rule explained in German
VS	14/53	suprasegmental	linking	LR → Listen and repeat.	XX	Yes (Phenomenon of linking does not exist in German)	Linking is highlighted
VS	15/53	segmental	voiced consonants	G → A word maze. Find the way from Start to Finish. You are only allowed to go XXXX. Only choose words that end with a voiced consonant! Check with your fingers on your voice box (=Kehlkopf)! Then colour in the boxes to show your way through the maze.	XX	No	Maze
easy 3. Student's Kit. book + vocab & sounds							
SB	1/16	suprasegmental	rhythm of If-clauses	CH → Listen to the chant and repeat	XX	No	-
VS	1/68	segmentals	/ð/ - /θ/ /dʒ/ - /tʃ/ /æ/ - /e/ /v/ - /w/	R → Manche Laute werden von Englischlernenden immer wieder verwechselt bzw. nicht klar genug voneinander getrennt ausgesprochen.	XX	Yes	Explained in German
VS	1/68	segmentals	/ð/ - /θ/ /dʒ/ - /tʃ/ /æ/ - /e/ /v/ - /w/	TT → Read out loud the following tongue twisters – get faster and faster	XX	Yes	-
VS	2/68	segmentals	/z/ - /s/	G → A word maze: Find your way through the maze. Use only words	XX	Yes (/z/ does not exist in Austrian German sound inventory)	-

				which have a voiced s (/z/-sound) in the word!			
VS	2/69	segmentals	/z/ - /s/	C → Look at the plural words in b) and put them into the correct column. Listen and check.	XX	Yes (/z/ does not exist in Austrian German sound inventory)	Categories: /s/, /z/, /ɪz/
VS	3/69	segmentals	/ð/ - /θ/	G → A word maze: Find your way thorough the maze. Use only words which have a voiced th (/ð/-sound) in the word!	XX	Yes (/ð/ and /θ/ do not exist in Austrian German sound inventory)	-
VS	4/70	segmentals	voiced final consonants	R → Wie du bereits weißt, werden consonants auf Deutsch Konsonanten oder Mitlaute genannt - darunter versteht man z.B. /k/, /l/, etc. Mitlaute am Ende eines Wortes können im Englischen entweder stimmhaft oder stimmlos ausgesprochen werden.	XX	Yes (differentiation between voiced/voiceless)	Explained in German
VS	4/70	segmentals	voiced final consonants	M → Match the word pairs: one with a voiceless final consonant and one with a voiced final consonant. Then practice pronouncing the words.	XX	Yes (differentiation between voiced/voiceless)	-
VS	5/70	words	rhyming words	M → Can you find twelve pairs of rhyming words in the table? Use an online dictionary to listen to the pronunciation of these words. Then write down the rhyming pairs! Listen and check.	XX	No	-
VS	6/70	suprasegmental	linking with /j/	R → Wenn ein Wort auf den Laut /i:/, /ei/, /ai/, /ɔɪ/ endet und das nächste Wort mit einem Vokal beginnt, dann spricht man zwischen den Wörtern einen /j/-Laut, um die Wörter zu verbinden	XX	Yes (linking does not exist in German)	Explained in German

VS	6/70	suprasegmental	linking with /j/	LR → Listen and repeat.	XX	Yes (linking does not exist in German)	-
SB	6/56	no target indicated	no target indicated	CH → Listen to the chant and sing along.	XX	No	-
VS	7/71	suprasegmental	linking with /w/	R → Wenn ein Wort auf den Laut /ɔɪ/ /əʊ/ /u:/ endet und das nächste Wort mit einem Vokal beginnt, dann spricht man zwischen den Wörtern einen /w/-Laut, um die Wörter zu verbinden	RP	Yes (linking does not exist in German)	Explained in German
VS	7/71	suprasegmental	linking with /w/	LR → Listen and repeat.	XX	Yes (linking does not exist in German)	-
SB	8/66	words	words that are connected to hobbies	TW → Write the correct words under their phonetic transcription	RP	No	-
VS	8/71	suprasegmental	linking with /r/	R → Bei vielen Wörtern wird im britischen Englisch das /r/ zum Schluss nicht ausgesprochen, wie zum Beispiel in folgenden: four, door, your. Wenn aber das nächste Wort mit einem Vokal (a, e, i, o, u) anfängt, wird das /r/ jedoch ausgesprochen, um die Wörter zu verbinden.	RP	Yes (linking does not exist in German)	Explained in German
VS	8/71	suprasegmental	linking with /r/	LR → Listen and repeat.	RP	Yes (linking does not exist in German)	-
SB	9/75	no target indicated	no target indicated	CH → Listen to the chant and sing along.	XX	No	-
VS	9/71	suprasegmental	linking consonant and vowel	R → In den folgenden Beispielen endet ein Wort auf einen Konsonanten; das nächste Wort beginnt mit einem Vokal – z.B. an apple. Wichtig ist es, diese Wörter	XX	Yes (linking does not exist in German)	Explained in German

				zu verbinden und nicht in der Mitte zu „pausieren“.			
VS	9/71	suprasegemental	linking consonant and vowel	LR → Listen and repeat.	XX	Yes (linking does not exist in German)	-
SB	10/87	no target indicated	no target indicated	CH → Listen to the chant and sing along.	XX	No	-
VS	10/71	suprasegmental	linking	C → Read the sentences out loud (and link the words together). Then tick which kind of linking you find in the connected part of the sentence.	XX	Yes (linking does not exist in German)	-
VS	11/72	suprasegmental	word stress	C → Folgende Wörter werden anders betont als im Deutschen. Sieh dir die Betonungsmuster an: Der große Kreis stellt die betonte Silbe dar. Write the adjectives/nouns into the correct line.	XX	Yes (words that are stressed differently in German)	Explained in German Each category consist of a word stress pattern, visualized through big and small circles
VS	12/73	suprasegmental	sentence stress	LR → Listen to the sentences and repeat. Stress the underlined parts.	XX	No	-
SB	13/112	borderline (words + suprasegmental)	no target indicated	O + S → Listen to the song/ Watch the video and put the parts of the song in the correct order.	XX	No	-
VS	13/73	suprasegmental	sentence stress: expressing contrasting opinions	O → Read the sentences and stress the words that show the contrasting opinion. Then underline these words	XX	No	dialogue/role play

VS	14/73	spelling	silent letters	OOO → Look at the letters given and find the odd-one-out (use an online dictionary if you need help): In which of the three words in each line is this letter a silent letter? Write is down. Now listen and check.	XX	No	-
VS	15/74	words	difficult words	AR → Some English words are tricky to pronounce. Can you pronounce all the following words correctly? Use an online dictionary to check. Now listen and repeat.	XX	No	-
VS	15/74	suprasegmental	intonation	R → Unsere Gefühle werden nicht nur durch den Inhalt der Wörter vermittelt, die wir sprechen, sondern auch durch unsere Intonation (=Tonfall, Satzmelodie).	XX	No	Explained in German
VS	15/74	suprasegmental	intonation	O → Choose a person (Mr Slow, Mr Nervos, Mr Angry, etc.) Read out loud! Lies die folgenden Sätze deinem Partner laut vor – und zwar in der Stimmung jener Person, die du oben gewählt hast. Am Schluss darf dein Partner raten, welche Person es war!	XX	No	Instructions in German
easy 4. Student's Kit. book + vocab & sounds							
SB	2/23	segmental	/w/	CH → Listen to the chant and speak along.	XX	Yes (Insufficient lip rounding)	-
SB	4/49	no target indicated	no target indicated	CH → Listen to the chant and sing along.	XX	No	-
SB	C/68	words	Australian slang words	AR → Australians love to shorten words. Guess the meaning of the following underlined Aussie words	AU E	No	-

				and phrases and write them down. For words you cannot guess the meaning of, check on the internet.			
easy 4. Student's Kit. vocab & sounds							
VS	42/1 1+2	segmentals	/ð/ /θ/ /w/ /v/ /z/ /dʒ/ /tʃ/ /æ/ /e/	P → Listen to the following poems. Then try to read them out aloud.	XX	Yes (these sounds are challenging to pronounce for Austrian German learners)	End of activity → Students complete verse with own words
VS	43/1 3	borderline case (words + segmentals)	words with -augh and -ough	M → Use a(n online) dictionary to help you match the words with the correct phonetic transcription and the correct meaning.	XX	No	-
VS	43/1 4	borderline case (words + segmentals)	words with -augh and -ough	M → Use a(n online) dictionary and different colours to match the words with the correct phonetic transcription and the correct meaning.	XX	No	-
VS	44/2 1	suprasegmental	stress and meaning	R → example: permit 1. Silbe betont -> ein Hauptwort 2. Silbe betont -> ein Zeitwort (words used in sentences) → More examples in box	XX	No	-
VS	44/2 1	suprasegmental	stress and meaning	AR → Underline the stressed syllables in the following sentences! Then read the sentences out loud; take care to stress the words correctly.	XX	No	-
VS	45/2 2	suprasegmental	stress and meaning	R → examples in box → how different stress can change the meaning of words	XX	No	-
VS	45/2 2	suprasegmental	stress and meaning	AR → Underline the stressed syllables in the following	XX	No	-

				sentences! Then read the sentences out loud; take care to stress the words correctly.			
VS	45/3	suprasegmental	stress prefixes and suffixes	R → The prefixes con-, com- and pro- are pronounced differently, depending on whether they are stressed or not. If they are unstressed, they are pronounced with a schwa. examples	XX	No	-
VS	45/3 1	suprasegmental	stress prefixes and suffixes	C → Stressed or unstressed? Use an online dictionary to put the words into the correct column.	XX	No	-
VS	45/3 1	suprasegmental	stress prefixes and suffixes	C → Stressed or unstressed? Use an online dictionary to put the words into the correct column.	XX	No	-
VS	46/4 1	words	common abbreviation	P → Listen to the following poems. Then try to read them out aloud.	XX	No	-
VS	47/4 1	words	common abbreviation	O → Now underline the abbreviations in this poem. Write down their meanings.	XX	No	-
VS	47/5 1	suprasegmental	stress	C → Die folgenden Wörter werden anders betont als ähnliche Wörter im Deutschen. Ordner sie dem richtigen Betonungsmuster zu! Wenn du dir nicht sicher bist, wie man einzelne Wörter ausspricht, verwende ein Onlinewörterbuch um dir die Aussprache anzuhören.	XX	Yes (Words with different stress then in German)	Instructions in German Each category consist of a word stress pattern, visualized through big and small circles
VS	48/5 2	suprasegmental	stress	G → Stress maze: Find your way from START to FINISH through the maze by using only words	XX	No	-

				which are stressed on the first syllable. Highlight these words.			
VS	48/5 3	borderline case	rhyme	ooo → In each line, there is one word which doesn't rhyme. Can you find it?	XX	No	-

→ Additional info:

1. English phonetic chart is provided (IPA symbols with example words, RP sounds presented) in vocab and sounds before sound exercises
2. Phonetic transcription is included only for some words in the wordlist in vocab & sounds → RP pronunciation (but american /r/ is sometimes added in brackets, words that are not pronounced how they are spelled are transcribed, esp. in higher grades more words have phonetic transcription given)
3. Exercises in the vocab and sounds are thematically not connected to units in book. → do the teachers actually use the activities? Would make more sense than to have separate lessons on pronunciation? Because activities in VS are connected to one another.
4. Easy several times suggests using online dictionaries to hear the correct pronunciation of some words.
5. Vocab and sounds 4 is a revision and summary of the three other parts and not connected to the units of the student's book

Zusammenfassung

Die Aussprache spielt eine entscheidende Rolle bei der Entwicklung der kommunikativen Kompetenz im Englischunterricht als Fremdsprache (EFL). Dennoch erhält sie oft nur begrenzte Aufmerksamkeit in EFL-Klassenzimmern und insbesondere in EFL-Lehrwerken. Um diesem häufigen Versäumnis entgegenzuwirken, schließt diese Masterarbeit eine Forschungslücke, indem sie die Ausspracheübungen in zwei österreichischen EFL-Schulbuchreihen für die Sekundarstufe, *MORE!* und *easy*, analysiert und die Perspektiven von praktizierenden Lehrkräften zu diesen Übungen untersucht. Die Studie befasst sich speziell mit den Ausspracheübungen in diesen Lehrwerken, indem sie die verschiedenen Aufgabenformate untersucht. Darüber hinaus soll verstanden werden, wie österreichische EFL-Lehrkräfte diese Übungen in ihrer Unterrichtspraxis umsetzen und wahrnehmen. Um diese Ziele zu erreichen, verwendet die Studie eine Datentriangulation, die eine qualitative Inhaltsanalyse der Lehrwerke sowie halbstrukturierte Interviews mit vier österreichischen Lehrkräften, die diese Lehrwerke verwenden, umfasst. Die Ergebnisse zeigen, dass beide Lehrwerksreihen nur begrenzte, dekontextualisierte und teilweise repetitive Ausspracheübungen anbieten, die oft einen praktischen Zweck in den Schulbüchern vermissen lassen. Obwohl die *easy*-Reihe abwechslungsreichere und kreativere Übungen enthält, finden sich die meisten davon in Zusatzmaterialien, die von Lehrkräften häufig vernachlässigt werden. Beide Reihen fördern hauptsächlich britisches Englisch als Modellakzent in den Ausspracheübungen, obwohl *easy* etwas mehr Vielfalt an Akzenten bietet. Insgesamt unterstreichen die Ergebnisse die Notwendigkeit einer stärker kontextualisierten, vielfältigen und kommunikativen Aussprachevermittlung in den EFL-Schulbüchern. Diese Erkenntnisse tragen zur laufenden Diskussion über die Verbesserung des Ausspracheunterrichts im EFL-Bereich bei und weisen auf Möglichkeiten für zukünftige Forschung und pädagogische Entwicklung hin.