THE TECHNOLOGY OF TEACHING ENGLISH PRONUNCIATION FOR PRIMARY SCHOOL PUPILS

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Abstract. *This thesis examines effective technologies for teaching English pronunciation to primary school pupils. The study focuses on age-appropriate phonetic exercises, imitation, repetition, songs, games, and interactive activities aimed at developing pupils' pronunciation skills. Special attention is given to the use of modern educational technologies to increase learners' motivation and improve their phonemic awareness, articulation, stress, rhythm, and intonation. The proposed approaches can contribute to more effective and engaging English pronunciation instruction at the primary school level.*

Keywords: *English pronunciation, primary school pupils, pronunciation teaching, teaching technology, phonetic skills, interactive activities, young learners.*

Pronunciation in English is a critical element of learning a foreign language. During primary school, students start to build the phonetic foundation that affects their future speaking and listening abilities. Accurate pronunciation aids students in comprehending spoken English and communicating their thoughts more effectively. Consequently, teaching pronunciation should be implemented methodically from the initial phases of learning English.

Instructing children on pronunciation is different from teaching pronunciation to adult learners. Primary school children possess a limited attention span and typically react favorably to tasks that include sounds, visuals, action, repetition, and playfulness. Consequently, pronunciation exercises need to be brief, diverse, stimulating, and suitable for the learners' age and language proficiency.

Conventional pronunciation teaching typically involves teacher demonstration, repetition, practice drills, oral reading, and phonetic activities. These techniques continue to be helpful, yet contemporary technology can offer extra chances for practice. Chapelle (2001) states that technology can provide learners with chances to engage with language input and gain significant exposure to the target language. In teaching pronunciation, this is especially important since learners require regular chances to hear precise pronunciation examples.

Multimedia materials can integrate sound, visuals, animations, and written content. These resources suit young learners well as children can gather information through multiple channels at the same time. For instance, when presenting a new English sound, an educator may display a picture depicting the focus word, play its

audio, and illustrate how the sound is articulated. The integration of auditory and visual information can assist students in forming deeper links between a sound, its written representation, and its significance.

Engaging digital activities are an additional valuable tool. Pronunciation exercises may encompass listening discrimination, sound recognition, matching tasks, repetition drills, and minimal-pair tasks. For instance, students can hear two words and determine if they have the same or different sounds.

Educational games are particularly suitable for primary school pupils. Game-based pronunciation activities can involve identifying sounds, matching pictures with words, completing pronunciation difficulties, or practicing words according to a particular sound pattern. Games can create a positive learning environment and encourage pupils to participate actively. According to Gee (2003), well-designed games can support learning through active participation and problem-solving. In language education, this principle can be applied to pronunciation practice by transforming repetitive activities into meaningful and motivating tasks.

Songs, rhymes, chants, and rhythm-based digital materials can also be incorporated into pronunciation instruction. They provide natural opportunities for practicing English rhythm, stress, and intonation. Repetition through songs and rhymes can help children remember sound patterns and vocabulary while maintaining their interest in the learning sphere. Murphey (1992) emphasizes the pedagogical potential of songs in language learning, particularly because they provide repeated exposure to language in an enjoyable context.

Another important benefit of technology is the possibility of repeated individual practice. In a traditional classroom, pupils may not have enough time to practice each pronunciation item individually. Digital materials can allow learners to repeat an activity several times and work at their own pace. This can be particularly beneficial for pupils who require additional practice.

At the same time, technology should not replace the teacher's role in pronunciation instruction. The teacher remains responsible for selecting appropriate materials, demonstrating sounds, monitoring pupils' performance, and providing corrective feedback. Digital resources are most effective when they are integrated into a carefully organized pedagogical process.

A pronunciation lesson augmented by technology might consist of various interrelated tasks. Initially, students may hear a pronunciation example. Additionally, they are capable of recognizing or differentiating the target sound. Third, they can individually and collectively repeat the sound or word. Fourth, they can engage with the target item using an interactive game or online activity. Ultimately, they can incorporate the recently learned words into brief phrases or interactive tasks. This

progression enables learners to transition from perception to production and subsequently to meaningful language application.

The use of technology in pronunciation teaching is also consistent with the principles of communicative language teaching. Pronunciation should not be taught only as isolated sounds; learners should gradually apply pronunciation features in words, phrases, sentences, and simple communicative situations. Celce-Murcia et al. (2010) emphasize the importance of integrating pronunciation instruction with broader communicative language development.

For primary school pupils, the successful use of technology depends on several factors. Materials should be age-appropriate, linguistically accessible, visually clear, and sufficiently interactive. Activities should also have a clear pronunciation objective. For example, a digital exercise may focus specifically on distinguishing /ɪ/ and /iː/, practising final consonants, identifying word stress, or reproducing a particular intonation pattern. Clear objectives help teachers use technology as a pedagogical tool rather than simply as an additional classroom resource.

The effective use of these resources should be combined with teacher guidance, systematic practice, and communicative activities. A balanced integration of technology and traditional pronunciation techniques can contribute to the development of pupils' phonemic awareness, articulation, stress, rhythm, intonation, and overall communicative competence.

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