INTERACTIVE METHODS FOR TEACHING ENGLISH PRONUNCIATION IN PRIMARY SCHOOLS

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Abstract. *Teaching English pronunciation at primary school level is an essential part of developing learners' communicative competence. Young learners can develop sensitivity to English sounds, word stress, rhythm, and intonation when pronunciation is introduced through regular and meaningful practice. However, pronunciation activities in primary classrooms are sometimes limited to repetition and imitation, which may reduce learners' motivation and opportunities for communication. This paper focuses on interactive methods for teaching English pronunciation to primary school learners, including songs and chants, pronunciation games, storytelling, role-play, pair work, shadowing, movement-based activities, and digital resources. The integration of interactive pronunciation activities can therefore create a more active and supportive learning environment for young English language learners.*

Keywords: *English pronunciation, primary school, young learners, interactive methods, pronunciation games, songs, role-play, phonological awareness, EFL.*

Pronunciation is a vital component of oral communication because learners need to recognize English sounds when listening and produce them clearly when speaking. At primary school level, pronunciation teaching includes individual consonant and vowel sounds as well as syllables, word stress, rhythm, and intonation. Because young learners generally respond well to activities involving movement, music, repetition, visual materials, and interaction, pronunciation can be effectively integrated into communicative classroom activities. Gezer (2021) emphasizes the usefulness of songs, storybooks, and games in early English literacy development. Such activities provide young learners with repeated exposure to English while maintaining their attention and motivation. Games can transform pronunciation practice into an active learning experience. Suitable activities include *Sound Bingo*, *Odd One Out*, *Sound Detective*, *Minimal-Pair Race*, and *Guess the Word*. These activities can be adapted to different ages and levels. For example, in *Sound Bingo*, the teacher pronounces words containing a target sound and pupils identify the corresponding words on their cards. In *Odd One Out*, learners listen to three or four words and identify the word that contains a different sound. Minimal-pair games can help learners distinguish between similar sounds.

The educational value of pronunciation games depends on their clear linguistic purpose. Games should encourage learners to listen carefully, recognize sounds, pronounce words, and interact with classmates rather than simply provide

entertainment. Kim (2023) reports the use of role-play, songs, chants, games, shadowing, listening and repetition, and corrective feedback in primary pronunciation instruction. These techniques demonstrate that pronunciation can be integrated with communicative activities rather than being limited to mechanical repetition. Rice et al. (2022), in a meta-analysis of phonemic-awareness instruction, found evidence supporting explicit phonemic-awareness instruction for early learners. Their work also highlights the potential role of technology and different instructional approaches in supporting early phonological development.

Interactive methods can provide primary school learners with regular, meaningful, and enjoyable opportunities to develop English pronunciation. Songs, chants, games, storytelling, role-play, pair work, shadowing, movement, and digital resources allow learners to hear and produce English sounds repeatedly while participating actively in classroom communication.

Effective pronunciation teaching at primary level should be age-appropriate and supportive. Teachers should combine clear pronunciation models with meaningful practice and should focus on features that contribute to intelligible communication. Pronunciation should not be limited to individual sounds; learners should gradually develop awareness of stress, rhythm, and intonation as well.

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