THE ROLE OF TECHNOLOGY IN TEACHING PRONUNCIATION AMONG PRIMARY SCHOOL LEARNERS

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Abstract:This study explores the role of technology in enhancing pronunciation skills among primary school learners. With the growing integration of digital tools in education, pronunciation instruction has evolved beyond traditional methods to include interactive software, mobile applications, speech recognition systems, and multimedia resources. This paper examines how these technologies support young learners in acquiring accurate pronunciation through immediate feedback, engaging interfaces, and individualized learning paths. Drawing on recent research and classroom practices, the study highlights the effectiveness of technology in increasing learner motivation, improving listening and speaking accuracy, and promoting autonomous learning. The findings suggest that when appropriately implemented, technological tools can significantly enhance pronunciation teaching in primary education, making it more effective, inclusive, and enjoyable for both teachers and students.

Key words: Digital tools, educational technology, primary school learners, phonetics instructions

Introduction

In today's digitally driven world, technology has become an integral part of the educational landscape, transforming the way teaching and learning occur across all levels. In language education, particularly for primary school learners, the integration of technology has opened new avenues for improving key language skills, including

pronunciation. Accurate pronunciation is a foundational component of effective communication, yet it is often one of the most challenging skills for young learners to acquire, especially in second language contexts. Traditional pronunciation instruction, which often relies on repetition and teacher-led drills, may not fully engage young learners or address their individual needs. With the advent of educational technologies such as language learning apps, interactive software, and speech recognition tools, teachers now have powerful resources to enhance pronunciation instruction. These tools offer immediate feedback, personalized learning experiences, and multimodal content that can cater to different learning styles. For primary school learners, who are typically more receptive to interactive and playful learning environments, such technologies can significantly boost motivation and pronunciation accuracy.

Literature Review

The teaching of pronunciation has long been recognized as a critical component of second language acquisition, yet it often receives limited attention in primary language education (Celce-Murcia et al., 2010). Traditional methods, such as teacher modeling and repetition drills, have proven effective to some extent but often lack the engagement and individualized support needed for young learners (Gilakjani, 2012). In recent years, technology has emerged as a promising tool for enhancing pronunciation instruction, offering interactive, engaging, and learner-centered approaches. Several studies highlight the benefits of integrating technology into pronunciation teaching. Chun (2016) emphasized the role of Computer-Assisted Pronunciation Training (CAPT) systems, which utilize visual feedback, repetition, and speech analysis to help learners improve their articulation and intonation. These systems are particularly beneficial for young learners, as they provide immediate, non-judgmental feedback, allowing for repeated practice in a safe environment (Neri et al., 2008). Mobile applications such as Duolingo, BBC Learning English, and Speechling have also gained popularity in primary education due to their gamified elements and interactive exercises. Research by Munday (2016).

Method

This study adopted a qualitative approach to explore how technology supports pronunciation instruction among primary school learners. The research aimed to examine the types of technological tools used, the ways in which they are implemented in the classroom, and their perceived effectiveness from the perspective of teachers and learners.

Research Design

A case study design was employed to gain in-depth insights into real classroom environments where technology is integrated into pronunciation instruction. This design allowed for detailed observation and analysis of teaching practices and learner engagement.

Participants

The study involved five primary schools that actively use technology for English language instruction. Participants included 10 English language teachers and 50 learners aged 7–11 years. Schools were selected using purposive sampling to ensure that participants had relevant experience with technological tools in pronunciation teaching.

Data Collection Methods

Data were collected through three primary methods:

1. Classroom Observations: A total of 15 English lessons were observed across the participating schools. The focus was on identifying the types of technological tools used, how they were integrated into pronunciation instruction, and learner interaction with these tools.

2. Semi-Structured Interviews: Teachers participated in individual interviews to discuss their experiences, challenges, and perceptions of using technology to teach pronunciation. Interviews were audio-recorded and transcribed for analysis.

3. Learner Focus Groups: Group discussions with learners provided insights into their attitudes toward learning pronunciation through digital tools, their preferences, and their perceived improvement in pronunciation skills.

Data Analysis

Thematic analysis was used to analyze qualitative data. Transcripts from interviews and focus groups, along with field notes from observations, were coded and categorized to identify recurring themes related to the effectiveness, benefits, and challenges of using technology in pronunciation instruction.

Ethical Considerations

Permission was obtained from school authorities and informed consent was collected from teachers and parents of participating students. Anonymity and confidentiality were maintained throughout the study, and participation was voluntary

RESULT
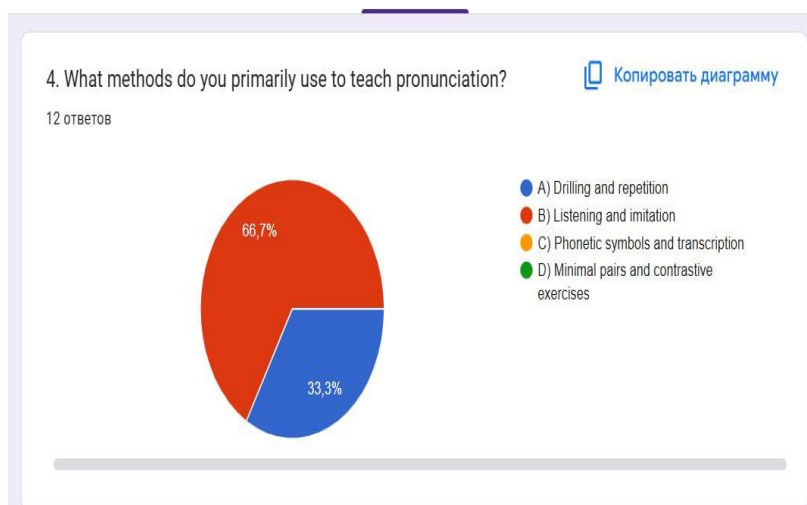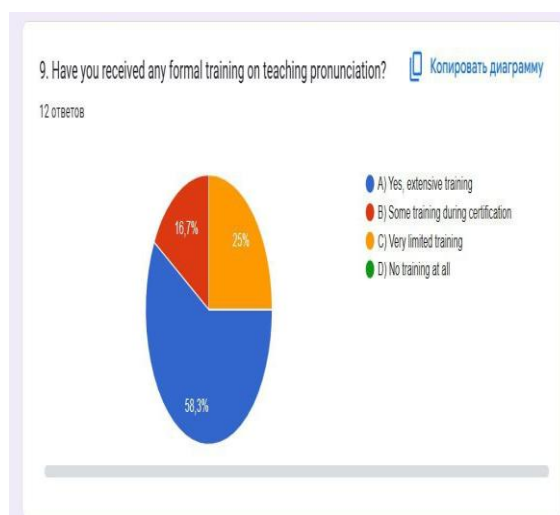
The pie charts illustrate the responses to the question: "How confident do you feel teaching pronunciation in your ESL classroom?" with a total of 12 participants. 66.7% (8 respondents) reported feeling very confident, indicating a strong sense of preparedness and assurance in teaching pronunciation.33.3% (4 respondents) felt somewhat confident, suggesting they are comfortable but may still face occasional challenges. Notably, no respondents selected "Not very confident" or "Not confident at all", which implies that all participants possess at least a moderate level of confidence in teaching pronunciation. Overall, the data suggests that the majority of ESL educators in this group feel well-equipped to teach pronunciation effectively.
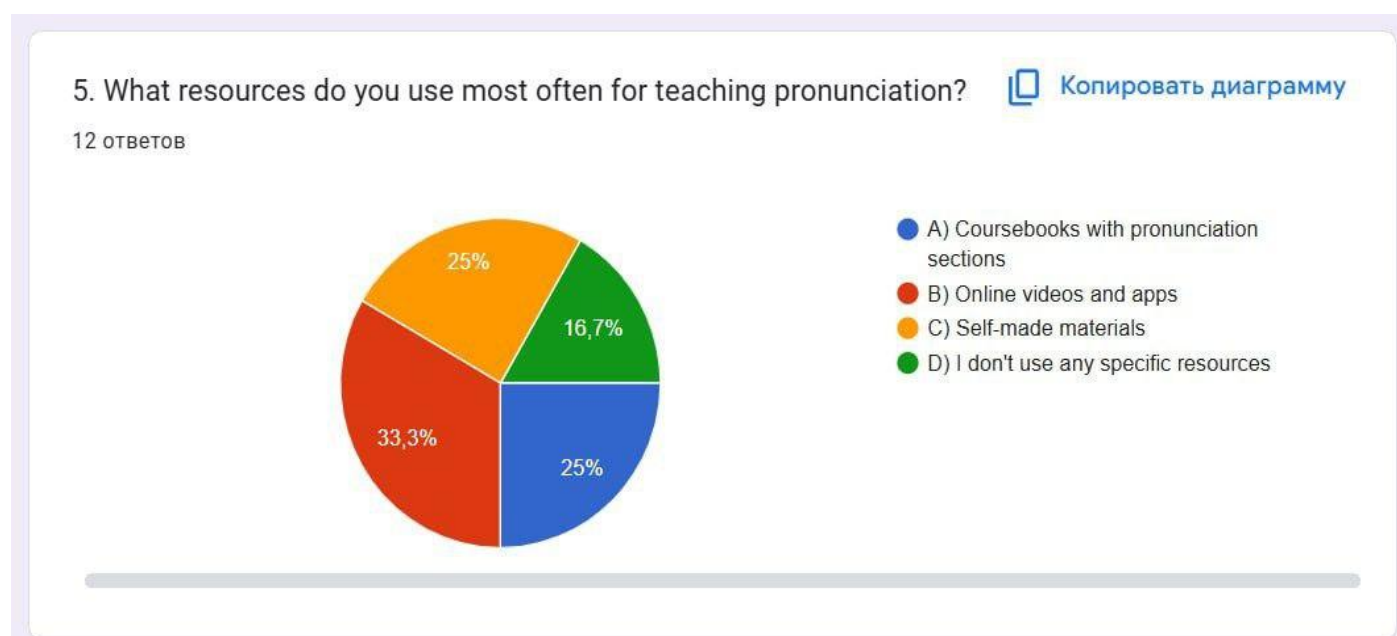
The survey highlights that while digital tools like videos and apps are the most commonly used resources for teaching pronunciation, a significant number of educators also value coursebooks and self-developed materials. Only a small percentage do not rely on specific resources, indicating a general preference for structured or prepared materials in pronunciation teaching.

CONCLUSION

The survey results underscore the diversity in teaching practices when it comes to pronunciation instruction. While online videos and apps are the most frequently used resources, traditional coursebooks and self-made materials also play a significant role in

educators' toolkits. This suggests that teachers value a blend of modern technology and personalized or established methods to address the needs of their learners. The relatively small number of respondents who do not use specific resources points to a general consensus on the importance of having dedicated tools for effective pronunciation teaching. Overall, the findings reflect a balanced integration of innovation and tradition in language education.

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