

Abstract

The theoretical part of the thesis scrutinizes the principles of awareness raising and noticing in language teaching. Furthermore, it focuses on their implementation in pronunciation teaching and examines the possible limitations to these approaches imposed by learners' age and level of cognitive development. The practical part presents a research which consists of designing a battery of pronunciation activities promoting noticing and awareness raising, followed by their pilotage in five different groups of elementary school pupils. The aim of the research is to determine whether the piloted activities result in young learners noticing the target pronunciation features. The results of the research suggest positive impact of the noticing and awareness raising activities even among the pupils at lower stage of cognitive development.

Key words: young learners, teaching pronunciation, consciousness raising, noticing, cognitive development, learners' involvement