

**ADVANCING EFL PRONUNCIATION PEDAGOGY: INSIGHTS FROM PRESERVICE  
TEACHERS' CLASSROOM INTERVENTIONS**

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## Abstract

This study investigates English as a Foreign Language (EFL) pronunciation pedagogical strategies in Colombian schools by analyzing 15 action research theses from the Universidad Pedagógica Nacional (UPN) repository (2020-2024). Employing a qualitative documentary research approach, the research characterizes the most frequently used strategies, their focus on pronunciation components (segmentals, suprasegmentals, syllable structure, and connected speech processes), and their impact on learners, guided by Brown's (2014) framework. Findings reveal a predominance of Early Communicative Language Teaching (CLT) strategies - such as Task-Based Learning, Project-Based Learning, and phonics instruction - tailored to primary and secondary settings, with segmentals universally targeted and suprasegmentals emphasized in 60% of studies, prioritizing intelligibility over nativelikeness. Most theses (13/15) report positive impacts, enhancing pronunciation accuracy and fluency, assessed through diverse methods like embedded feedback and performance tasks. The study highlights a shift toward learner-centered, communicative approaches, offering insights for refining pronunciation pedagogy in EFL contexts while suggesting a more balanced focus on suprasegmentals and advanced features for optimal intelligibility.

**Key words:** EFL pronunciation, Pedagogical strategies, Colombian schools, Pronunciation components, Intelligibility, Pre-service teachers.

## **Resumen**

Este estudio examina las estrategias pedagógicas de enseñanza de la pronunciación en inglés como lengua extranjera (EFL) en escuelas colombianas mediante el análisis de 15 tesis de investigación-acción del repositorio de la Universidad Pedagógica Nacional (UPN) (2020-2024). Utilizando un enfoque cualitativo de investigación documental, la investigación caracteriza las estrategias más utilizadas, su enfoque en los componentes de la pronunciación (segmentales, suprasegmentales, estructura silábica y procesos de habla conectada) y su impacto en los estudiantes, guiada por el marco de Brown (2014). Los hallazgos muestran una predominancia de estrategias de la Enseñanza Comunicativa del Lenguaje (CLT) temprana - como el Aprendizaje Basado en Tareas, el Aprendizaje Basado en Proyectos y la instrucción fonética - adaptadas a contextos de primaria y secundaria, con los componentes de pronunciación segmentales abordados universalmente y los suprasegmentales destacados en el 60% de los estudios, priorizando la inteligibilidad sobre la pronunciación nativa. La mayoría de las tesis (13/15) reportan impactos positivos, mejorando la precisión y fluidez en la pronunciación, evaluados mediante métodos diversos como retroalimentación integrada y tareas de desempeño. El estudio resalta un cambio hacia enfoques comunicativos y centrados en el estudiante, ofreciendo perspectivas para perfeccionar la pedagogía de la pronunciación en contextos EFL y sugiriendo un enfoque más equilibrado en suprasegmentales y características avanzadas para optimizar la inteligibilidad.

**Palabras clave:** Pronunciación EFL, Estrategias pedagógicas, Escuelas colombianas, Componentes de la pronunciación, Inteligibilidad, Profesores en formación.

## **Chapter 1. Pronunciation in Colombian EFL policies**

This section provides an overview of the educational landscape surrounding the teaching of pronunciation in English as a Foreign Language (EFL) within Colombian schools, with a specific focus on pedagogical practices of pre-service students from the Universidad Pedagógica Nacional (UPN). The section explores the complexities of pronunciation teaching EFL context, drawing on Levis's (2005) analysis of historical, ideological, and practical influences and analyzes national and local educational policies, such as those from the Ministry of National Education (MEN, 2006) and the District Education Secretary (SED, 2015) of Bogotá, alongside UPN's role in pre-service teacher education, to identify gaps in pronunciation instruction. By focusing on these policies and institutional frameworks, it highlights the disconnect between theoretical recognition of pronunciation's importance and its practical implementation, setting the stage for the research problem and the subsequent qualitative analysis of UPN action research theses.

### **1.1. Contextualization**

Levis (2005) examines the historical and ideological factors influencing pronunciation teaching in English as a Foreign Language (EFL) context. A primary concern originates from the inconsistent prioritization of pronunciation across teaching methodologies. Levis (2005) notes that approaches such as the reformed method and audiolingualism elevated pronunciation to a central role, whereas the cognitive movement and early communicative language teaching marginalized it, favoring grammar and communication strategies (Celce-Murcia, Brinton, & Goodwin, 1996, cited in Levis, 2005). This variability stems from a reliance on ideology and teacher intuition rather than empirical research, as pronunciation's importance has often been determined without evidence-based guidance (Derwing & Munro, cited in Levis, 2005).

Consequently, debates persist regarding which pronunciation features most enhance clarity and are teachable, highlighting the necessity for a systematic, research-driven approach to instruction.

Recent developments in EFL pronunciation teaching emphasize intelligibility over native-like accuracy (See section 3.3). Levis (2005) discusses approaches like the Lingua Franca Core, which prioritizes pronunciation elements critical for understanding in international contexts, such as specific consonant sounds (Jenkins, 2000, cited in Levis, 2005). However, the relevance of such approaches in EFL settings remains contested due to learners' shared L1, which reduces the need for international adjustments (Levis, 2005). Techniques to enhance intelligibility involve training learners to adopt globally understandable pronunciation, but entrenched attitudes and limited exposure to diverse accents hinder progress. Levis (2005) underscores that effective pronunciation teaching in EFL requires balancing linguistic goals with sociocultural factors to align with learners' communicative needs in a globalized world.

In the Colombian EFL context, pronunciation teaching operates within a framework shaped by national and local educational policies. The *Guide 22: Basic Standards of Competencies in Foreign Languages: English* (Ministry of National Education, 2006) establishes communicative competence as a goal, emphasizing knowledge and phonological skills and language use in varied situations (pp. 11–12). Similarly, the *Guidelines for the Integrated Humanities Area - Foreign Language and Second Language for the Implementation of the Full School Day* (District Education Secretariat, 2015) in Bogotá promotes communicative and intercultural capacities through immersion classrooms and task-based learning, aiming to foster interaction with diverse nationalities using authentic tasks (pp. 22, 34). However, both documents lack detailed strategies for pronunciation instruction, omitting guidance on segmental

or suprasegmental features or their integration into activities like games and songs (District Education Secretariat, 2015, pp. 34–35; Ministry of National Education, 2006, pp. 10–14).

At the institutional level, UPN's *Educational Project of the Programs* (PEP) (Universidad Pedagógica Nacional, 2018) outlines a curriculum for pre-service teachers, focusing on communicative and intercultural competencies through learner-centered methods such as project-based learning and authentic tasks like portfolios and debates (p. 117). Aligned with the Common European Framework of Reference (CEFR), it emphasizes high proficiency and preparation for international exams (p. 6). Despite this theoretical recognition of pronunciation's importance, a gap exists between policy and practice, as national guidelines, local policies, and UPN's teacher education programs provide limited practical strategies for pronunciation teaching. This disconnection underscores the need for further research into effective pronunciation instruction, setting the foundation for qualitative analyses of UPN action research theses to examine how pronunciation is addressed in Colombian EFL classrooms.

## **1.2. Research Problem Statement**

Pronunciation constitutes a fundamental aspect of spoken language, enabling intelligibility through components such as segmentals (individual sounds), suprasegmentals (stress, intonation), syllable structure, and connected speech processes (Brown, 2014). In Colombian EFL education, particularly in UPN-influenced settings, the emphasis often lies on vocabulary and grammar over pronunciation, as evidenced by the MEN (2006) and SED (2015) guidelines' focus on communicative competence without specific pronunciation strategies. These documents prioritize communicative competence—including linguistic, pragmatic, and sociolinguistic skills—but omit specific focus on pronunciation, phonology, or phonetics, leaving teachers without strategies to address it. This omission is critical for EFL learners, where

intelligibility ensures mutual understanding due to pronunciation remains essential, as unintelligible speech hinders both production and comprehension, disrupting communication (Levis, 2018).

Teachers serve as the primary pronunciation model for EFL students, who often adopt the teacher's pronunciation and accent over native speaker audio resources (Brown, 2014). Globally, documentary research highlights a rising interest in pronunciation teaching within English as a Foreign Language (EFL) context, though studies often focus on specific methodologies (Fernández & Cuevas, 2023; Salazar, 2023) or regions outside Colombia (Cali, 2019; Min et al., 2022). Within UPN settings, action research theses from 2020 to 2024 document pronunciation pedagogical strategies with notable outcomes, yet no synthesis exists to analyze these approaches, their targeted components, or their impacts. This study employs a qualitative methodology and documentary research approach to characterize these strategies, their focus on pronunciation components, and their impact on learners.

There is a critical need to address the gap in pronunciation pedagogy within Colombian EFL education, where pronunciation remains underexplored despite its essential role in achieving intelligibility and effective communication (Levis, 2018). National and local policies, such as the Ministry of National Education's Guide 22 (2006) and Bogotá's Guidelines (District Education Secretariat, 2015), emphasize communicative competence but provide limited practical guidance on pronunciation instruction, omitting strategies for addressing segmental, suprasegmental, or connected speech features. This disconnect is particularly evident in teacher education at the Universidad Pedagógica Nacional (UPN), where curricula prioritize learner-centered methods but lack specific pronunciation teaching strategies, leaving pre-service teachers underprepared to address this component effectively (UPN, 2018).

The analysis of 15 action research theses from the UPN repository (2020–2024) offers an opportunity to synthesize empirical insights into pronunciation pedagogy as implemented in Colombian schools. These theses document practical strategies and their outcomes, yet no comprehensive study has examined their collective focus on pronunciation components or their impact on learners. Understanding these strategies is vital for refining teacher education and classroom practices. That is why this study's research question is What are the characteristics, focus on pronunciation components, and impacts on learners of EFL pronunciation pedagogical strategies of action research theses from the Universidad Pedagógica Nacional applied in Colombian schools?

### **1.3. Objectives**

**General Objective:** To characterize the EFL pronunciation pedagogical strategies, their focus on pronunciation components, and their impact on learners through a documentary research of action research theses from the Universidad Pedagógica Nacional repository, applied in Colombian schools.

**Specific Objectives:**

- a. To identify the most frequently employed pronunciation pedagogical strategies determining their preferred applications across primary or secondary educational settings.
- b. To evidence the pronunciation components most commonly targeted (segmentals, suprasegmentals, syllable structure, and connected speech processes), verifying whether the focus of these practices emphasizes intelligibility or native-like pronunciation.
- c. To describe the reported impact of pronunciation pedagogical strategies on learners from the theses outcomes, examining the evaluation methods utilized to measure improvements in pronunciation skills.

## Chapter 2. Conceptual Framework

This chapter establishes the theoretical foundation for investigating EFL pronunciation pedagogical strategies in Colombian schools, offering a structured lens through which to interpret the research. It delves into the study object—pronunciation—by exploring definitions from authors. It also explores the pronunciation’s components, alongside a critical discussion of intelligibility versus nativelikeness, based on Munro and Derwing (1995), Levis (2005), and Brown (2014). Additionally, the chapter traces the evolution of pedagogical strategies from pre-CLT to early CLT eras, highlighting historical shifts toward pronunciation teaching. This framework is vital as it anchors the research in a robust theoretical base, enabling a systematic analysis of current pedagogical strategies, their focus on pronunciation components, and their impact on learners.

### 2.1. Research Background

This section reviews previous documentary research studies pertinent to EFL pronunciation pedagogical strategies. The literature search utilized databases, including Google Scholar, ResearchGate, Dialnet, and local university repositories, with keywords such as *EFL pronunciation documentary research*, *oral production documentary research*, and *systematic review* in English and Spanish. Inclusion criteria encompassed (a) documentary or systematic literature reviews addressing pronunciation teaching in EFL contexts and (b) publications from 2020 to 2024. No restrictions on methodology, population, or country were applied, ensuring a comprehensive overview of global trends in EFL pronunciation pedagogical strategies, components, and impacts to inform the current study.

**Table 1.***Research Background*

No.	Título	Year	Names of authors	Institution of publication
1	What Characterizes Comprehensible and Nativelike Pronunciation Among English-as-a-Second-Language Speakers? Meta-Analyses of Phonological, Rater, and Instructional Factors	2021	Kazuya Saito	TESOL Quarterly
2	Estado del arte: La lectura en voz alta y el desarrollo de las competencias comunicativas	2021	Gustavo Raúl Vásquez Zavala	Pontificia Universidad Católica del Perú, Facultad de Educación
3	Las herramientas digitales como complemento de los aprendizajes del idioma inglés: una revisión de la literatura	2022	María Lourdes Bernedo-Soto Tony Angel Murillo-Ticona	593 Digital Publisher CEIT (Centro de Estudios e Investigación Tecnológica)
4	Empirical Studies on Phonics in Mainland China: A Systematic Review	2022	MinJie Chen Soo Ruey Shing Wong Wei Lun Norhayati Yusoff Chuah Kee Ping Mohamad Syafiq Ya Shak	<i>Frontiers in Economics and Management</i> (Academic journal)
5	Aprendizaje del idioma inglés a través de herramientas digitales en educación superior: revisión sistemática	2023	Patricia Valera Yataco Martha Ysabel Torres Castro María Isabel Vásquez Valdivia Galia Susana Lescano López	Centro de Estudios Transdisciplinarios, Bolivia
6	El mobile learning en el aprendizaje del inglés en la Educación Superior: una revisión sistemática	2023	Andrea Gobantes Salazar	RiITE Revista Interuniversitaria de Investigación en Tecnología Educativa
7	A Systematic Literature Review of the Research on Phonics in the English-speaking World and in Spain	2023	Javier Fernández-Molina María Tabuenca Cuevas	Universidad de Alicante (University of Alicante)
8	Learning English as a second language with artificial intelligence for prospective teachers: a systematic review	2024	Beatriz Peña-Acuña Rosana Corga Fernandes Durão	Frontiers in Education (Journal)

9	Music and English Language. State of Art about their connection through Prosody	2024	Nicolás Fraga-González Rocío Chao-Fernández Pilar Couto-Cantero	Journal: <i>European Public &amp; Social Innovation Review</i> (EPSIR)
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Building on this foundation, the 2021 journal article *What Characterizes Comprehensible and Nativelike Pronunciation Among English-as-a-Second-Language Speakers? Meta-Analyses of Phonological, Rater, and Instructional Factors*, published in TESOL Quarterly, by Kazuya Saito, examines factors influencing comprehensible and nativelike pronunciation in English-as-a-Second-Language (ESL) speakers through two meta-analyses.

The study investigates how phonological features (segmentals, prosody, fluency), listener backgrounds, and instructional methods shape pronunciation assessment and acquisition.. Study 1 analyzed 37 listener studies, revealing comprehensibility as equally tied to segmentals, prosody, and fluency, while accentedness predominantly relates to segmental accuracy, with expert listeners emphasizing phonological precision. Study 2 reviewed 17 intervention studies, showing instruction significantly enhances comprehensibility, particularly through fluency and prosody training, but demonstrates limited impact on accentedness. These results indicate comprehensibility involves diverse phonological elements, while nativelikeness depends on segmental mastery and resists change. Saito's distinction between comprehensibility and nativelikeness aligns with this study's objective to verify whether UPN theses prioritize intelligibility or nativelike pronunciation, guiding the analysis of pronunciation components.

Similarly, in 2021, Gustavo Raúl Vásquez Zavala conducted a documentary analysis titled *Estado del arte: La lectura en voz alta y el desarrollo de las competencias comunicativas* at the Pontificia Universidad Católica del Perú, exploring the relationship between reading aloud

and the development of communication competencies (oral expression, text comprehension, and text writing) as outlined in the Peruvian National Curriculum. The study reviewed 29 sources from Iberoamerica spanning 20 years, establishing that reading aloud supports all three competencies: it improves oral expression through enhanced listening, vocabulary growth, and active participation, increases text comprehension by demonstrating reading strategies and advancing literal and inferential levels, and aids text writing by promoting understanding of text structure and textual resources. Pronunciation appears as a paralinguistic component modeled during reading aloud to improve oral expression.

Results confirm support for all three competencies, with text comprehension showing the strongest evidence due to extensive literature, while effects on oral expression, including pronunciation, and writing appear less documented due to limited research. Vásquez Zavala's findings on reading aloud as a pronunciation strategy support this study's aim to identify pedagogical approaches prompting examination of whether similar oral-focused methods target pronunciation components like segmentals or suprasegmentals.

In addition, the 2022 article *Las herramientas digitales como complemento de los aprendizajes del idioma inglés: Una revisión de la literatura* by María Lourdes Bernedo-Soto and Tony Angel Murillo-Ticona investigates the impact of digital tools on English language acquisition through a systematic literature review of 31 studies from 2018 to 2021. The study examines how these tools enhance communicative competence and computer skills, reporting improvements in reading (61.2%), speaking (51.61%), listening (45.16%), and writing (45.16%), alongside social and computational skills. Pronunciation benefits from digital tools, indicating support for oral skills development. Published in *593 Digital Publisher CEIT*, this review establishes the role of digital resources in EFL contexts, presenting data on their educational

impact. This evidence of digital tools supporting pronunciation informs this research exploration, encouraging analysis of whether Colombian educators use similar technologies and how these address pronunciation components or intelligibility.

Moreover, the 2022 systematic review *Empirical Studies on Phonics in Mainland China: A Systematic Review*, published in *Frontiers in Economics and Management*, by MinJie Chen, Soo Ruey Shing, Wong Wei Lun, Norhayati Yusoff, Chuah Kee Ping, and Mohamad Syafiq Ya Shak, analyzes empirical research on phonics in China from 2012 to 2021, focusing on trends, findings, theoretical frameworks, and study limitations. The review examines 42 Master's theses from the China National Knowledge Infrastructure (CNKI), noting that phonics instruction, primarily in primary school settings, enhances EFL students' word recognition ability, spelling ability, learning motivation, phonemic awareness—a skill linked to pronunciation through sound recognition—and overall language proficiency. The study noted gaps in teacher training and unclear phonics approaches. This lack of teacher preparation informs this study's analysis, prompting exploration of whether Colombian educators face similar challenges in implementing pronunciation strategies.

Furthermore, the systematic review *English Language Learning through Digital Tools in Higher Education* by Patricia Valera Yataco and colleagues (2023) examines the relationship between digital tools and English language learning among higher education students, identifying effective tools for this purpose. The study reviews 14 scientific articles published between 2018 and 2022, sourced from Scopus and ERIC databases, showing that digital tools improve oral skills, writing, listening comprehension, and pronunciation, with the Voki application noted for enhancing pronunciation skills through interactive methods. The findings highlight the role of tools such as Kahoot, Freerice, Voki, and WhatsApp in fostering interactive

and motivating learning experiences, while noting the importance of digital literacy among educators and students for effective implementation. The success of tools like Voki in enhancing pronunciation supports this research, prompting investigation into whether Colombian schools adopt similar technologies.

Likewise, the 2023 article *El mobile learning en el aprendizaje del inglés en la Educación Superior: Una revisión sistemática*, published in *RiITE Revista Interuniversitaria de Investigación en Tecnología Educativa*, by Andrea Gobantes Salazar, analyzes whether mobile learning (m-learning) facilitates English as a foreign language (EFL) learning in higher education between 2018 and September 2022. The review covers 38 studies, reporting that m-learning enhances communicative competences—listening, speaking, reading, and writing—as well as linguistic competences, including vocabulary, grammar, and pronunciation. Eight studies addressing pronunciation confirm positive outcomes, with tools like Spaceteam ESL and English Pronunciation Tutor improving this skill through interactive repetition and assisted training. Results show consistent benefits for listening, speaking, vocabulary, and pronunciation, while grammar and writing exhibit variability, suggesting areas for further research. The study attributes m-learning’s effects to increased motivation, adaptability, and student engagement. This success encourages this study to explore whether UPN theses report similar technology-driven strategies and outcomes.

In a related vein, the 2023 article *A Systematic Literature Review of the Research on Phonics in the English-speaking World and in Spain* by Javier Fernández-Molina and María Tabuenca Cuevas, both from the University of Alicante, evaluates the role of Phonics in English literacy instruction through a review of global and Spanish academic contributions, noting Spain’s later research start compared to English-speaking regions. The systematic literature

review analyzes 119 papers from the English-speaking world and 14 from Spain, indicating global research supports Phonics, while Spanish studies, though fewer and more recent, also endorse its use in EFL contexts, emphasizing adaptation for non-native speakers. Spanish researchers identify pronunciation as a precursor to reading and writing, reinforcing its role in literacy pedagogy. The findings reflect growing Spanish interest in Phonics, with a need for additional research and teacher training to address local educational contexts. It supports this research, encouraging examination of whether phonics-based strategies appear in Colombian primary schools and how they address pronunciation.

Additionally, the 2024 article *Learning English as a second language with artificial intelligence for prospective teachers: a systematic review* by Beatriz Peña-Acuña and Rosana Corga Fernandes Durão examines the role of artificial intelligence (AI) tools in English as a second language (ESL) learning for pre-service teachers, focusing on tools used and their impact on skill development. The systematic literature review analyzes 11 documents (2019–2024), addressing the question: What AI tools do pre-service teachers use in second language learning interventions, and how do these tools affect skill development? The results show AI tools like ChatGPT, Duolingo, and Elsa Speak enhance personalized learning, with Elsa Speak correcting intonation and rhythm and Pimsleur improving pronunciation retention. Additional benefits appear in grammar, vocabulary, writing, and intercultural understanding, though longitudinal effectiveness and equitable access remain underexplored, indicating AI's potential in teacher training. The use of AI tools informs this study's investigation of whether UPN theses include innovative technologies.

Finally, the 202 research article *Music and English Language. State of Art about their connection through Prosody* by Nicolás Fraga-González, Rocío Chao-Fernández, and Pilar

Couto-Cantero, published in the *European Public & Social Innovation Review*, investigates the research gap in studying prosodic elements of English in relation to music's sound qualities and assesses the benefits of integrating music into English as a Foreign Language (EFL) teaching in Spanish-speaking contexts. The systematic PRISMA-based review of 14 studies from 2006–2022 confirms a limited number of publications address this intersection, despite evidence of music's positive impact on EFL learning, including pronunciation skills. Results indicate 92.86% of analyzed studies report beneficial outcomes, such as enhanced motivation, phonemic accuracy, and pronunciation competence, though prosody's link to physical sound qualities remains underexplored, suggesting a need for further investigation into aural-vocal education in EFL contexts. This evidence of music's role in pronunciation supports this study, encouraging exploration of whether Colombian educators employ music-based strategies in primary or secondary schools and how these target pronunciation components.

In summary, the reviewed studies collectively highlight global trends in EFL pronunciation pedagogy, documenting strategies such as phonics, digital tools, mobile apps, AI tools, reading aloud, and music-based methods. These studies demonstrate positive impacts on segmentals, suprasegmentals, and intelligibility, assessed through methods like expert judgments and pre/post evaluations. Notably, none directly examine Colombian school contexts or UPN action research theses, underscoring the need for localized insights. The systematic reviews of phonics, AI, and music-based approaches, alongside other strategies, provide a comparative lens for this documentary analysis of UPN theses, encouraging exploration of whether Colombian educators employ phonics, technology-driven, or creative methods to enhance pronunciation. These insights support the selection of Brown's (2014) framework for its focus on intelligibility and comprehensive pronunciation components, guiding this study's methodology to prioritize

strategies, components, and outcomes relevant to Colombia's EFL challenges, adopting a teacher-oriented perspective suited to the local landscape.

## **2.2 Theoretical Framework: Pronunciation**

This section provides a comprehensive definition of the study object, *pronunciation*, and an overview of how it is understood and defined by various scholars, with a particular focus on its role in language teaching and communication. By comparing different perspectives, this section sets the foundation for the documentary research, which contrasts these theoretical viewpoints with findings from the corpus presented in the Analysis chapter. The goal is to establish a clearer understanding of pronunciation's significance and its impact on language instruction.

### **2.2.1. Pronunciation: Some Definitions**

Pronunciation, as outlined by Christiane Dalton and Barbara Seidlhofer in their book *Pronunciation*, can be understood in two primary ways: first, as the distinct sounds that form a specific language code, such as those in English, French, or Thai, focusing on the production and perception of these speech sounds; and second, as the meaningful use of these sounds in communication, where they combine with other elements to convey meaning in practical contexts like speaking. Moreover, the authors emphasize that pronunciation encompasses both the physical aspects of sound production relevant to discourse and its role in facilitating social interaction and meaning making (Dalton & Seidlhofer, 1994).

In contrast, John M. Levis, in *Intelligibility, Oral Communication, and the Teaching of Pronunciation*, describes pronunciation as encompassing the phonological and phonetic aspects of spoken language, including segmental elements such as vowels and consonants, and suprasegmental elements such as stress, rhythm, and intonation. Additionally, this concept serves

as a foundational component of oral communication, directly impacting speech intelligibility—defined as the degree to which a listener understands a speaker’s message—and comprehensibility, which refers to the effort required for that understanding, thus functioning as an integral skill that supports other linguistic components, such as vocabulary and grammar, in achieving effective communication. It involves the production and perception of sounds, governed by shared phonological and phonetic norms between speakers and listeners, and influences the ability of language learners to express meaning and interpret others’ speech, with its significance lying in its critical role in ensuring intelligibility, particularly through features carrying high functional load or occurring in stressed syllables (Levis, 2018).

Similarly, Adam Brown, in *Pronunciation and Phonetics: A Practical Guide for English Language Teachers*, defines pronunciation to the process of producing the sounds of a language, encompassing both segmental features, such as individual vowel and consonant sounds, and suprasegmental features, including voice quality, intonation, stress, and rhythm (Brown, 2014, pp. 5-6). This process involves the use of vocal organs to articulate speech sounds, which combine to form syllables, words, and utterances, and is influenced by factors like syllable structure and connected speech processes (Brown, 2014, pp. 6-8).

Brown (2014) emphasizes in the pronunciation pedagogical process through which teachers guide learners in producing the sounds of a language. This process integrates phonetic and phonological knowledge to distinguish learner challenges, develop classroom and independent sound activities, and support the acquisition of an intelligible accent, while also extending beyond segmental elements to include suprasegmental aspects, reflecting a holistic framework for speech production and comprehension in language teaching.

Brown advocates for integrating pronunciation teaching with other language skills—listening, speaking, and nonverbal communication—to create a holistic learning experience that enhances overall communicative competence (Brown, 2014, pp. 166-170, 219-230). This approach recognizes that pronunciation does not exist in isolation and that combining it with related skills can improve learner outcomes and engagement. teachers can address multiple skills simultaneously, making lessons more efficient and relevant (Brown, 2014, p. 166).

While Dalton and Seidlhofer, Brown, and Levis all provide valuable perspectives on pronunciation, emphasizing its phonetic, phonological, and communicative dimensions, this research focuses specifically on Adam Brown's point of view. Brown's approach offers a synthesis of the definition while encompassing the components with a practical and teacher-oriented framework that integrates phonetic and phonological knowledge with pedagogical strategies, addressing learner challenges and promoting intelligible pronunciation through a holistic consideration of its elements. This perspective is particularly relevant for this study, as it aligns with the goal of characterizing EFL pronunciation pedagogical strategies, their focus on pronunciation components, and their impact on learners; it offers a clear lens for evidencing the targeted pronunciation components, such as segmentals, suprasegmentals, syllable structure, and connected speech processes, while determining whether the focus leans toward intelligibility or native-like pronunciation.

### **2.2.2. Pronunciation Components**

Examining the works of various authors, it becomes clear that pronunciation cannot be fully understood without exploring its constituent components. Therefore, to provide a clearer and more comprehensive insight, this section examines these essential elements, highlighting their roles and significance in shaping spoken language.

Harmer (2008) and Levis (2018) both explore key elements of pronunciation that shape communication, though with different frameworks. Harmer highlights three interconnected areas—sounds (phonemes), stress, and pitch/intonation—emphasizing how phonemes differentiate words, stress alters meaning through emphasis, and intonation conveys emotion and intent, such as distinguishing questions from statements. In contrast, Levis categorizes pronunciation into Word-Based features (e.g., segmentals, word stress) that ensure lexical clarity, and Discourse-Based features (e.g., intonation, phrasing, rhythm) that affect broader semantic and pragmatic understanding, offering a modern take rooted in intelligibility research rather than the traditional segmental-suprasegmental divide. For this research the focus is in *Pronunciation and Phonetics: A Practical Guide for English Language Teachers* by Adam Brown, the components of pronunciation encompass segmentals, suprasegmentals, syllable structure, and connected speech processes, each defined with specific characteristics relevant to teaching English pronunciation. Consequently, below is a detailed explanation of each component based on Brown's framework on *Pronunciation and Phonetics: A Practical Guide for English Language Teachers* (2014)..

**Segmentals** refer to the individual vowel and consonant sounds that serve as the fundamental units of speech in English pronunciation. Brown (2014) classifies consonants into voiced sounds, characterized by vocal cord vibration (e.g., /b/, /d/), and voiceless sounds, produced without vibration (e.g., /p/, /t/) (p. 6). Vowels are categorized by length into short vowels (e.g., /ɪ/, /æ/) and long vowels, encompassing long monophthongs (e.g., /i:/, /a:/) and diphthongs (e.g., /eɪ/, /aʊ/) (Brown, 2014, p. 6). This length-based classification underscores shared phonological behaviors in English, diverging from traditional distinctions based on articulatory movement (Brown, 2014, p. 6). Segmentals form the foundational layer of

pronunciation, often emphasized in early language instruction due to their association with spelling, as letters typically represent these sounds (Brown, 2014, p. 6).

**Suprasegmentals** encompass features that extend across multiple segments, significantly influencing the intelligibility of spoken English. Brown (2014) identifies key suprasegmental elements: voice quality, prosody, intonation, metrical analysis (encompassing word stress and rhythm), and temporal features (speed and pausing) (p. 6). Voice quality reflects long-term settings of vocal organs, such as lip protrusion or nasalization, defining a speaker's unique sound profile (Brown, 2014, p. 151). Prosody involves variations in loudness and pitch across extended speech, while intonation uses pitch to convey meaning within tone groups (Brown, 2014, pp. 6, 132–137). Metrical analysis includes word stress, where one syllable in a multisyllabic word is emphasized through loudness, length, or pitch (Brown, 2014, pp. 121–130), and rhythm, described as either stress regularity or vowel length patterns (Brown, 2014, pp. 145–149). Temporal features, such as speech speed and pausing, affect fluency and listener comprehension (Brown, 2014, pp. 114–118). Brown (2014) highlights that suprasegmentals often play a more critical role than segmentals in achieving intelligible speech (p. 8).

**Syllable structure** defines the organization of consonant and vowel segments into syllables, an intermediate unit between individual sounds and suprasegmental features. According to Brown (2014), a syllable consists of an onset, peak, and coda (p. 61). The onset comprises initial consonants, with up to three in English (e.g., /str/ in street), the peak is the vowel sound forming the syllable's core (e.g., /æ/ in cat), and the coda includes final consonants, with up to four possible (e.g., /kts/ in texts) (Brown, 2014, pp. 61–62). The peak and coda together constitute the rhyme, which is crucial for rhyming patterns, as seen in words like cat and hat (Brown, 2014, p. 63). Syllable structure dictates permissible sound combinations in English,

informing pronunciation teaching by addressing challenges such as consonant clusters or accent-specific variations, such as rhoticity (Brown, 2014, pp. 6, 61–67).

**Connected speech processes** describe modifications to individual segments influenced by their phonetic context, facilitating fluency in natural spoken English. Brown (2014) outlines four primary processes: weakening, linking, assimilation, and elision (pp. 91–110). Weakening reduces the articulation of function words, often using the schwa vowel (e.g., *to* pronounced as /tə/ rather than /tu:/) (Brown, 2014, pp. 92–94). Linking ensures smooth word transitions, frequently through intrusive sounds like /r/, /j/, or /w/ (e.g., *car is* as /kɑ:ri:z/) (Brown, 2014, pp. 94–96). Assimilation involves a sound changing due to adjacent sounds (e.g., /t/ in *white mouse* shifting to /p/, resulting in /waɪp maʊs/) (Brown, 2014, pp. 100–102). Elision entails the omission of sounds in certain contexts (e.g., /t/ in *best friend* becoming /bɛs frɛnd/) (Brown, 2014, pp. 102–103). These processes link segmentals and suprasegmentals, reflecting dynamic adjustments essential for teaching learners to achieve natural, fluent speech (Brown, 2014, pp. 8, 91–110).

In conclusion, the components of pronunciation—sounds, stress, pitch, intonation, syllable structure, and connected speech processes—are intricately linked and essential for effective communication, as highlighted by various scholars like Harmer (2008) and Levis (2018). However, for this study, the selected theory is Brown's (2014), which provides a comprehensive framework encompassing segmentals, suprasegmentals, syllable structure, and connected speech processes. Brown's approach stands out for its detailed classification and practical application to teaching, integrating both the micro-level precision of individual sounds and the macro-level dynamics of fluent speech, making it a robust foundation for analyzing and instructing English pronunciation.

### **2.3. Speech Intelligibility vs. Nativelikeness**

To begin with, Munro and Derwing (1995) define intelligibility as how well a listener understands a spoken utterance, focusing on message comprehension. It measures how effectively speech content—words, sentences, or longer segments—is recognized, often tested by listener transcriptions in standard orthography. The accuracy of these transcriptions indicates intelligibility, separate from subjective ease or accent perception. This concept is vital for assessing both, normal and impaired speech, especially in second language (L2) learners, where deviations from native norms might reduce clarity. The document notes intelligibility as one of three L2 speech dimensions—alongside comprehensibility and accentedness—emphasizing its independence, as speech can be intelligible despite a strong accent (Munro & Derwing, 1995, pp. 290-291). Thus, intelligibility underpins communication success by prioritizing the listener's ability to decode meaning over delivery impressions.

Similarly, Levis (2005) contrasts the nativeness and intelligibility principles in pronunciation teaching. The nativeness principle holds that native-like pronunciation is achievable and ideal, promoting accent reduction—a view prevalent pre-1960s but questioned by research showing age-related biological limits (Levis, 2005, pp. 370-371). On the other hand, the intelligibility principle values effective communication, accepting noticeable accents and targeting pronunciation features that boost understanding, not native mimicry (Levis, 2005, pp. 370-372). Levis highlights their tension: nativeness lingers in learner goals and some teaching, fostering unrealistic aims, while intelligibility emerges as a practical, research-backed focus, responsive to context and needs. This shift moves pronunciation teaching from an idealized native standard to functional mutual understanding.

Similarly, Brown (2014), presents intelligibility as the degree to which a speaker's pronunciation enables effective communication, focusing on how well listeners can comprehend the intended message. In this context, Brown ties intelligibility closely to the practical goals of pronunciation teaching, suggesting it is not about eliminating accents or mimicking native speaker norms but about ensuring clarity in real-world interactions. Additionally, he emphasizes its relevance in assessing how specific pronunciation features—such as segmental sounds or suprasegmental elements impact understanding, particularly for learners of English as a second or foreign language.

To elaborate on this perspective, Brown further highlights that intelligibility varies depending on context, listener familiarity, and the communicative setting, such as interactions between native and nonnative speakers or among nonnative speakers using English as a lingua franca. He also points out that research since the 1980s has underscored the critical role of suprasegmentals in achieving intelligibility, though segmentals remain significant, positioning it as a measurable outcome influenced by both linguistic and situational factors (Brown, 2014, pp. 8, 40-41, 77-78, 158-159, 162). As a result, this definition aligns with Brown's broader aim to equip teachers with tools to prioritize pronunciation elements that enhance comprehension over aesthetic or prescriptive ideals.

In conclusion, the concept of intelligibility is pivotal to this research because it serves as a lens to evaluate the pronunciation components most commonly targeted—segmentals, suprasegmentals, syllable structure, and connected speech processes—while verifying whether pedagogical strategies emphasize intelligibility or native-like pronunciation, as outlined in the study's objective. Across Munro and Derwing (1995), Levis (2005), and Brown (2014), intelligibility emerges as a practical, listener-centered measure of communication success,

distinct from the nativeness ideal, which focuses on accent elimination. By highlighting its independence from accentedness and its dependence on context and specific pronunciation features, intelligibility provides a framework to assess whether current practices prioritize functional understanding—crucial for EFL learners in diverse communicative settings—or cling to an outdated native-speaker model, thus offering evidence-based insights into effective pronunciation teaching strategies.

#### **2.4. Pedagogical Strategies for Teaching Pronunciation in EFL Classrooms**

In this section, known pedagogical strategies for teaching pronunciation in EFL classrooms are listed, providing an overview of existing theory before examining the current teaching situation. This section is entirely based on *Pronunciation Teaching in the Pre-CLT Era* by Amanda A. Baker and *Pronunciation Teaching in the Early CLT Era* by John Levis and Sinem Sonsaat (*The Routledge Handbook of Contemporary English Pronunciation*, 2018).

Pronunciation teaching in English as a Foreign Language (EFL) classroom has evolved significantly from the pre-Communicative Language Teaching (Pre-CLT) era to the early CLT period, reflecting changes in linguistic understanding and pedagogical priorities. In the pre-19th century classical approaches (first wave), instruction was teacher-centered and prescriptive, relying heavily on oral repetition, imitation, and reading aloud. Learners mimicked teachers' pronunciation through rote practice—seen in examples like Shakespeare's *Henry V* (1599), where a French princess repeats words like *hand* (Baker, p. 250-251)—with little focus on phonetics or individual needs. These strategies aimed to instill correct pronunciation through habit, using the teacher as the sole model, though they lacked systematic grounding due to the era's limited linguistic knowledge.

The late 19th to early 20th century brought the reform movement (second wave), introducing a scientific shift in pronunciation teaching. Advances in phonetics led to methods like ear training, where learners honed auditory discrimination (e.g., Palmer's 1921 focus on minimal pairs like ship vs. sheep) (Baker, p. 258-259), and the use of the International Phonetic Alphabet (IPA), popularized by figures like Sweet (1899) to teach sound systems explicitly (Baker, p. 256-257). Emphasis shifted toward intelligibility—producing understandable speech rather than perfect imitation—as seen in Catford's (1950) phonetic hierarchies (Baker, p. 261-263). Pronunciation was also integrated with other skills through situational dialogues (e.g., Palmer's Oral Method) (Baker, p. 258-259), marking a move toward practical, contextualized learning that balanced theory and application.

Despite these innovations, pre-CLT methods had limitations, such as neglecting learner autonomy and communicative intent, which the early CLT era (emerging in the 1970s) began to address. Building on reform movement techniques, early CLT integrated pronunciation into speaking skills, prioritizing intelligibility over native-like accuracy (Levis & Sonsaat, pp. 272-273). Teachers retained tools like minimal pair drills and IPA transcription but used them less frequently (Levis & Sonsaat, pp. 270, 277-278), favoring contextualized practice through dialogues, role-plays, and authentic materials like recordings (Levis & Sonsaat, pp. 278-279). Repetition and imitation persisted, now embedded in meaningful tasks—e.g., repeating a sentence in a restaurant role-play—rather than isolated drills (Levis & Sonsaat, pp. 269-270), reflecting CLT's communicative focus.

In the early CLT era, error correction became selective, targeting only pronunciation errors that hindered understanding, unlike the systematic corrections of audiolingualism (Levis & Sonsaat, pp. 271-272). There was also a growing focus on suprasegmentals—stress, rhythm, and

intonation—over individual sounds, as these were deemed critical for natural communication (e.g., practicing sentence stress in *Where are you going?*) (Levis & Sosaat, pp. 273, 278). Learner-centered activities, such as pair work, encouraged autonomy and interaction (Levis & Sosaat, p. 279), though textbooks often retained stand-alone pronunciation exercises (e.g., /θ/ vs. /ð/ drills) as a legacy of earlier methods (Levis & Sosaat, pp. 277-278). Teachers continued modeling pronunciation but provided feedback tied to communicative goals rather than rigid standards (Levis & Sosaat, pp. 270, 278).

The transition from pre-CLT to early CLT highlights a progression from rigid, teacher-led strategies to flexible, learner-focused approaches. The classical and reform periods laid a foundation with repetition, phonetic tools, and intelligibility (Baker), which early CLT adapted into a communicative framework (Levis & Sosaat). However, pronunciation's prominence waned as fluency took priority, and research on its teaching remained sparse, as noted in journals like *TESOL Quarterly* (Levis & Sosaat, pp. 274-277). This blend of tradition and innovation shaped modern EFL pronunciation pedagogy, where echoes of minimal pairs and IPA persist alongside technology and communication-driven methods.

Together, these eras illustrate a pedagogical journey: from imitation-based drills in the pre-CLT period (Baker) to a communicative integration in early CLT (Levis & Sosaat), responding to learners' practical needs in a globalized world. While pre-CLT methods built technical scaffolding, early CLT reframed pronunciation as a tool for meaning, setting the stage for today's diverse, adaptive strategies in EFL classrooms. Although these pedagogical strategies exist, the purpose of this research is not just to find documents that only focus on them but to look for the real panorama of the pedagogical strategies that are currently used even if they are not included in this section.

## **2.5. The assessment method**

The assessment method for evaluating pronunciation according to Levis & Nagle, 2024 emphasizes a structured, empirically grounded approach that prioritizes intelligibility and comprehensibility over native-like pronunciation. The authors argue that eachers should offer students clear and approachable feedback on their pronunciation to help them recognize issues and improve (Levis & Nagle, 2024). This method is designed to support both learners and teachers by offering actionable insights into progress and instructional effectiveness.

The authors highlight that effective pronunciation assessment depends on understanding the factors that impact intelligibility and comprehensibility in the second language (Levis & Nagle, 2024). For instance, they note that word stress strongly predicts comprehensibility in English. Additionally, features with high functional load—those distinguishing many minimal pairs—are prioritized, as supported by Munro and Derwing (2006), because they are critical for clear communication.

### **2.5.1. Variety of Assessment Types**

In their chapter *Pronunciation Assessment in Classroom Contexts*, Daniel R. Isbell and Mari Sakai explore various methods for assessing pronunciation within classroom-based assessment (CBA) frameworks. They emphasize the importance of aligning assessment practices with pedagogical goals, prioritizing intelligibility over nativeness, and adapting assessments to diverse classroom needs. Below is a synthesis of the pronunciation assessment methods they propose, organized by the six key options they outline, along with their characteristics and practical applications.

### a. Diagnostic Language Assessment (DLA)

- **Purpose:** Identifies individual learners' strengths and weaknesses, particularly at the beginning of a course, to inform tailored instruction.
- **Characteristics:** Formative, proficiency-oriented, analytic, formal, and can use both discrete and integrated tasks.
- **Method:** Involves targeted tasks to assess specific phonological features (e.g., phonemes, stress, intonation). An example is a picture naming task, where learners name objects in pictures, and teachers judge the intelligibility of phoneme production (e.g., Isbell's Korean phoneme diagnostic). Spontaneous speech tasks, like monologues or paired activities, can also pinpoint intelligibility lapses.
- **Application:** Supports needs analysis for curriculum development, helping teachers adjust syllabi and lessons based on learners' pronunciation profiles.

### b. Achievement Testing

- **Purpose:** Measures what students have learned after a unit or course, often contributing to grades.
- **Characteristics:** Summative, curriculum-tied, formal, and can be analytic or holistic, typically integrated.
- **Method:** Assesses pronunciation features explicitly taught, using tasks like read-aloud passages or oral responses (e.g., Lappin-Fortin and Rye's French phoneme test with a rubric scoring nasal vowels and prosody). Rubrics weight features based on instructional emphasis (e.g., word stress over individual phonemes if prioritized in teaching).

- **Application:** Ensures assessment aligns with course objectives, providing detailed feedback on mastery and areas needing improvement, while avoiding penalizing untaught features.

### c. Performance Assessment

- **Purpose:** Evaluates pronunciation within authentic, communicative tasks linked to curriculum goals.
- **Characteristics:** Summative, blends curriculum and proficiency orientations, integrated, mostly holistic, and formal.
- **Method:** Uses tasks like oral presentations, role plays, or debates, scored with rubrics focusing on comprehensibility (e.g., Isaacs et al.'s pronunciation subscale). Teachers assess overall effectiveness rather than specific features unless multiple aspects are targeted.
- **Application:** Offers a practical way to assess pronunciation in context, providing feedback on how well it supports communication, adaptable to various proficiency levels via scales like the CEFR.

### d. Progress Tests and Quizzes

- **Purpose:** Checks ongoing learning and supports formative adjustments mid-instruction.
- **Characteristics:** Curriculum-linked, formative, discrete, analytic, and slightly informal.
- **Method:** Employs brief, targeted tasks like multiple-choice sound discrimination quizzes to assess specific features. Immediate results guide instructional shifts.

- **Application:** Encourages retrieval practice and quick feedback, helping students and teachers address difficulties before high-stakes assessments.

#### e. Self-Assessment

- **Purpose:** Raises learner awareness and supports formative learning through self-reflection.
- **Characteristics:** Formative, proficiency-based (or curriculum-tied), flexible (holistic or analytic, integrated or discrete), and informal.
- **Method:** Uses tools like checklists, scales, or reflective prompts. Dłaska and Krekeler's German phoneme self-assessment involves learners comparing their recorded pronunciations to native speaker models, fostering awareness of phonetic details.
- **Application:** Practical for large classes, it empowers students to identify difficulties, though accuracy may vary, making it most effective alongside other assessments.

#### f. Embedded Assessment

- **Purpose:** Integrates assessment seamlessly into instructional activities for real-time feedback.
- **Characteristics:** Formative, curriculum-tied, analytic, integrated, and highly informal.
- **Method:** Incorporates pre-planned corrective feedback during activities (e.g., Gooch et al.'s recasts or prompts targeting English /ɪ/ for Korean learners in debates or games). Teachers monitor specific features and adjust responses based on intelligibility.
- **Application:** Enhances learning without disrupting activities, aligning feedback with curricular targets and student needs.

Isbell and Sakai frame these methods within five assessment dimensions (summative-formative, curriculum-proficiency, holistic-analytic, integrated-discrete, formal-informal), encouraging teachers to select methods based on purpose. They advocate for an intelligibility standard, using tools like *Functional Load* to prioritize impactful pronunciation features, and warn against over-reliance on read-aloud tasks due to orthographic influences. Isbell and Sakai emphasize that teachers should adjust pronunciation assessment judgments to account for familiarity biases and balance intelligibility with comprehensibility, tailoring their approach to align with specific assessment goals.

In summary, Isbell and Sakai propose a diverse, flexible set of pronunciation assessment methods for classroom contexts, rooted in CBA principles. These methods range from formal diagnostics to informal embedded feedback, all designed to enhance teaching and learning by focusing on intelligible, contextually relevant pronunciation outcomes.

### **Chapter 3. Methodology**

This chapter outlines the methodological framework employed to investigate EFL pronunciation pedagogical strategies in Colombian schools through the analysis of action research theses from the UPN repository (2020–2024). Grounded in a qualitative research methodology, the study uses a documentary research approach and document analysis method to examine pedagogical strategies, targeted pronunciation components (e.g., segmentals, suprasegmentals, syllable structure, connected speech processes per Brown, 2014), and their effects on learners. Tools such as the frequency matrix and reading sheet operationalize these concepts by systematically categorizing strategies, identifying their focus on Brown's pronunciation components, and assessing their impact on intelligibility or native-like

pronunciation, ensuring alignment with the conceptual framework. This approach prioritizes depth to explore the meanings, experiences, and impacts of pronunciation interventions as documented by pre-service teachers in natural educational settings, aligning with the study's descriptive scope to provide a detailed depiction of pronunciation pedagogy within the Colombian EFL context, supported by purposive sampling and iterative analytical processes.

### **3.1 Research Focus: Qualitative Research Methodology**

Qualitative research, as defined by Hernández Sampieri et al. (2014), is an iterative process that seeks to understand phenomena in their natural settings by exploring the meanings, experiences, and perspectives of participants holistically (p. 358). This approach prioritizes depth, often using methods like observation, interviews, and document analysis to capture the complexity of social phenomena (p. 7, 365). Ahmed (2010) complements this view, describing qualitative research as a means of creating new knowledge, frequently through documentary methods (p. 1-2), while Bowen (2009) emphasizes the need for robust data collection techniques and iterative processes—such as skimming, reading, and interpretation—treating documents as socially organized social facts.

This methodology suits the current study, which investigates EFL pronunciation pedagogical strategies in Colombian schools through action research theses, as it enables a detailed depiction of these practices, their targeted components, and their effects on learners, aligning with the descriptive scope outlined by Hernández Sampieri et al. (2014, p. 92). Although the study uses a qualitative approach, frequency counts were used to identify tendencies without seeking statistical generalization (Hernández Sampieri et al., 2014)

**Documentary Research Approach** involves analyzing documents containing information about the phenomenon under study, offering a rich, non-intrusive source of pre-existing data (Hernández Sampieri et al., 2014, p. 416). Bowen (2009) notes that documents provide contextual data and remain reliable due to their non-reactive nature (p. 29, 31). To ensure validity, documents must represent the full scope of relevant materials (Hernández Sampieri et al., 2014, p. 415). This approach justifies the study's analysis of UPN action research theses from 2020 to 2024, selected via purposive sampling, to explore EFL pronunciation interventions in Colombian schools. These documents offer authentic insights into pedagogical strategies and outcomes, supporting the study's descriptive aim of detailing attributes and traits (Hernández Sampieri et al., 2014, p. 92).

**Document Analysis Method** is a systematic procedure for reviewing documents to extract meaning and develop empirical knowledge, involving skimming, thorough reading, and interpretation (Hernández Sampieri et al., 2014, p. 417). Bowen (2009) describes it as a blend of content and thematic analysis to identify patterns and categories (p. 32), while Ahmed (2010) emphasizes its iterative nature through coding and data display (p. 6-7). This method is chosen to analyze UPN theses, using a reading sheet with predefined categories—Pronunciation Pedagogical Strategies, Pronunciation Components, and Impact on Learners—to code and synthesize data. To ensure credibility and mitigate potential biases, findings are cross-checked across multiple theses for consistency, and limitations—such as potential gaps in empirical rigor—are acknowledged in the analysis. This process identifies prevalent practices, targeted components, and reported effects, aligning with the study's descriptive goal.

### 3.2. Data Collection

**Source of Data:** The study draws on action research theses from the UPN repository, a digital archive of academic works documenting EFL classroom interventions in Colombian schools from 2020 to 2024. This aligns with the documentary research approach, which analyzes documents relevant to the phenomenon under study (Hernández Sampieri et al., 2014, p. 416). Ahmed (2010) notes that such institutional sources provide a rich vein for analysis (p. 2), while Bowen (2009) lists organizational reports and theses as suitable for document analysis (p. 29). These theses offer contextual insights into pronunciation pedagogical strategies, supporting the qualitative methodology's focus on depth and meaning (Hernández Sampieri et al., 2014, p. 358).

**Sampling Procedure:** A purposive sampling strategy is used to select theses from the UPN repository, guided by specific inclusion and exclusion criteria to ensure relevance to the study's focus on EFL pronunciation pedagogical strategies in Colombian schools. Inclusion criteria include: (a) action research studies conducted in Colombian schools explicitly addressing EFL pronunciation pedagogical strategies or improvements, defined as theses that describe pronunciation-focused interventions in their methodology sections (e.g., teaching techniques, tools, or activities targeting pronunciation components like segmentals or intonation) and report measurable outcomes related to pronunciation in their results sections (e.g., improved intelligibility, segmental accuracy, or learner confidence in oral production); (b) full-text availability from 2020 to 2024; and (c) authorship by UPN pre-service teachers. Exclusion criteria strengthen the rationale by omitting: (a) theses lacking empirical data (e.g., purely theoretical discussions); (b) non-action research studies (e.g., literature reviews); (c) theses outside the 2020–2024 timeframe; (d) theses that do not report outcomes related to pronunciation; and (e) theses that do not mention pronunciation at all. An initial keyword search

(e.g., EFL pronunciation, phonetics teaching, oral skills) identified 22 theses, which were evaluated using a preselection matrix (Appendix 1) with fields like Title, Objective, and Key Word. Fifteen theses were selected, ensuring representativeness of primary and secondary settings (Hernández Sampieri et al., 2014, p. 416) and prioritizing quality over quantity (Bowen, 2009, p. 33), as supported by Ahmed (2010, p. 4). This sample supports the study's aim to comprehensively analyze pronunciation pedagogical strategies and their impacts within the qualitative framework.

**Table 2.**

*Documents selected for the research*

N°	Title	Year	Names of authors	Pedagogical strategies
1	Explicit and systematic phonics instruction : an adventure with English vowel sounds.	2020	Mendivelso Parada, Yessenia Paola	Explicit and Systematic Phonics Instruction
2	The words and sounds of children's picture books and poetry : a strategy to enhance oral production skills.	2024	Suárez Bautista, Laura Marcela	children's picture books and poetry - Literary texts
3	Gamification : a tool to improve speaking skill through the TBL approach.	2024	Almanza Molina, Ana Lucia	Gamification
4	The creation of audio stories to improve oral production.	2023	Linares Rivera, Jeimy Tatiana	Audio Stories
5	Cultural speaking experience in an EFL Classroom through Whatsapp™ Videos.	2020	Alba Díaz, Lizeth Carolina Betancur Ceballos, Miguel Angel	WhatsApp videos
6	Enhancing EFL oral skills through ECO 2.0 Kids : a culturally situated perspective.	2024	Guerrero Diaz, Nisi Jireh	ECO 2.0 Kids
7	How the Grinch taught English : Improving communicative skills in primary school students with Dr. Seuss's books.	2024	Sánchez Díaz, Juan Camilo	Children's literature and authentic material in EFL
8	CUMT to develop speaking skills through TPR in an EFL classroom.	2024	Celedón Gómez, Nicolás	controlled used of the mother tongue (CUMT)

9	Storytelling Techniques to Foster Students Productive Skills within a Reflective Process in an EFL Classroom	2020	Herrera Rubiano, Ivonne Daniela	Storytelling
10	The power of voices : boosting EFL speaking through intrapersonal and interpersonal podcasts.	2024	Novoa Cucuma, Laura Daniela	Podcasts
11	Developing EFL high school students' oral performance through entrepreneurship projects using partial instruction CLIL at a private school.	2022	Triana Barrero, Sergio Alonso	Content and integrated language learning
12	Theater as PBL and its implications in the development of spoken language.	2023	Torres Rodriguez, Jennifer Ximena	Theater in Education
13	Intervention to strengthen fourth-grade students' oral production in English through Emotional Pedagogy.	2024	Ramírez Cruz, Lilia Johanna	Emotional pedagogy
14	Developing fifth graders' oral fluency through task-based learning at Magdalena Ortega de Nariño School.	2021	Bohórquez Carlos, Angy Natalia	Task-Based Learning (TBL)
15	A task-based learning approach to foster oral communication skills.	2023	López Bernal, Jorge Iván	Task-based learning and meaningful learning

### 3.3. Data Analysis Method

Data analysis employs document analysis method within the documentary research approach, systematically coding (indicators) and categorizing thesis data to address the study's objectives: identifying pronunciation pedagogical strategies, their components, and their impacts. This aligns with Hernández Sampieri et al.'s (2014) definition of document analysis as a systematic process to elicit meaning (p. 417), supported by Bowen's (2009) iterative skimming, reading, and interpretation (p. 32) and Ahmed's (2010) emphasis on data reduction and display (p. 6-7). This structured process captures the meanings and significance of educational practices (Hernández Sampieri et al., 2014, p. 358).

### 3.3.4. Analysis Instruments

Three instruments guide the analysis, each operationalizing the study's objectives: a preselection matrix (Appendix 1) for metadata categorization, a reading sheet (Appendix 2, adapted from González, 2004) for data extraction, and a frequency matrix (Appendix 3) for visualizing trends. These align with Hernández Sampieri et al.'s (2014) systematic procedure (p. 417), Ahmed's (2010) data display focus (p. 7), and Bowen's (2009) use of predefined categories (p. 32), ensuring a structured approach to detailing pronunciation practices and outcomes.

- **Preselection Matrix:** This tool filters theses based on metadata (e.g., Title, Objective, Key Word), operationalizing Objective A by identifying documents that address pronunciation pedagogical strategies in their stated aims or methods. It ensures initial relevance to the study's focus on UPN-influenced settings. (Appendix 1)
- **Reading Sheet:** Adapted from González (2004), The reading sheet is a structured instrument designed to systematically summarize and analyze the documents, facilitating easier access and understanding of their content. Organized in a standardized tabular format, it consolidates key information into three categories aligned with the objectives: (a) Pedagogical Strategies (Objective A), capturing methodologies, strategies, and didactic approaches; (b) Pronunciation Components (Objective B), identifying focus on Brown's (2014) framework—segmentals, suprasegmentals, syllable structure, or connected speech processes; and (c) Impact on Learners (Objective C), documenting reported outcomes and evaluation methods. This tool provides detailed qualitative data for subsequent synthesis. (Appendix 2)
- **Frequency Matrix:** This instrument quantifies patterns extracted from the reading sheets, operationalizing all objectives through occurrence counts —e.g., the frequency of

strategies (Objective A), the prevalence of targeted components (Objective B), and the recurrence of outcomes (Objective C). Aligned with Brown's (2014) framework, it visually represents trends, facilitating thematic analysis. (Appendix 3)

**Table 3.**

*Frequency matrix - Category, subcategory and indicators (the results are in the Analysis chapter)*

Frequency Matrix		
Category	Subcategory	Indicators
Teaching Practice	Pronunciation teaching practice used	Phonics and Language Foundations
		Literary and Narrative-Based Approaches
		Technology and Media Integration
		Interactive and Play-Based Learning
		Emotional
		Task-Oriented and Meaningful Learning
	Population's level of education targeted on the theses	Primary
		Secondary
Object of study	Pronunciation Components addressed	Segmentals
		Suprasegmentals
		Syllable Structure
		Connected Speech Processes
	Pronunciations focuses on Intelligibility	Yes
	No	
Outcomes	practice's Impact on Learners	Positive
		Neutral
		Negative
	Assessment Types	Diagnostic Language Assessment
		Achievement Testing
		Performance Assessment
		Progress Tests and Quizzes
		Self-Assessment
	Limitations Noted by the author	Embedded Assessment
		Yes
	No	

\*Own elaboration.

Together, these tools provide a scaffold for systematically organizing information, ensuring the identification and categorization of key elements align with the objectives of characterizing strategies, components, and impacts.

### 3.3.5. Coding and Categorization

A coding framework using indicators, informed by EFL pronunciation pedagogy and the study’s objectives, organizes data into three categories: Objective A: Pedagogical Strategies, Objective B: Pronunciation Components, and Objective C: impact on learners. Extracted via the reading sheet, this framework aligns with Hernández Sampieri et al.’s (2014) use of predefined categories (p. 417). These are reviewed using the reading sheet, with relevant sections, this process, supported by Bowen’s (2009) focus on pertinent passages (p. 32), refines categories over time to reflect the data accurately.

**Table 4.**

*Categories of analysis*

Category	Subcategory	Details
<b>Category 1: Pronunciation Pedagogical Strategies</b>	Subcategory 1.1: Classification of Pronunciation Teaching Practices	Pre-CLT Era (Classical)
		Pre-CLT Era (Reform)
		Early CLT Era (Communicative)
	Subcategory 1.2: Preferred Applications Across Educational Settings	Primary Education Settings
Secondary Education Settings		
<b>Category 2: Focus on Pronunciation Components</b>	Subcategory 1.2: Targeted Components	Segmentals
		Suprasegmentals
		syllable structure
		connected speech processes
	Subcategory 2.2: Emphasis of Focus	Intelligibility
Nativeness		
<b>Category 3: Impact on Learners</b>	Subcategory 3.1: Reported Outcomes	Positive Impact
		Neutral Impact
		Negative Impact

	Subcategory 3.2: Evaluation Methods	Diagnostic Language Assessment (DLA)
		Achievement Testing
		Performance Assessment
		Progress Tests and Quizzes
		Self-Assessment
		Embedded Assessment

**3.4. Ethical Considerations**

This study upholds ethical principles in analyzing 15 action research theses from the Universidad Pedagógica Nacional (UPN) repository (2020–2024) through a qualitative documentary research approach, ensuring integrity, transparency, and respect for the original works. Guided by Bowen’s (2009) view of documents as social facts and Hernández Sampieri et al.’s (2014) emphasis on credibility, the following ethical considerations ensure a fair and reliable analysis of EFL pronunciation pedagogical strategies in the UPN students practice context.

Responsible data use is prioritized by preserving the original intent and context of each thesis. Proper attribution is maintained through accurate citations of authors (e.g., Mendivelso Parada, 2020; Suárez Bautista, 2024), avoiding plagiarism and honoring intellectual contributions. Although the theses are publicly accessible, no personal or sensitive information beyond what is reported is disclosed, aligning with ethical standards for documentary research (Bowen, 2009).

To mitigate researcher bias and enhance objectivity, the analysis employs structured tools, including predefined categories in reading sheets (e.g., Pedagogical Strategies, Pronunciation Components, Impact on Learners) and a frequency matrix, as detailed in Part 3.3 (Data Analysis Method). These tools systematize data extraction and interpretation, anchoring findings in the

theses' content and ensuring replicability. Transparency is upheld by justifying methodological choices, such as purposive sampling and the exclusion of non-empirical theses, and by acknowledging potential gaps in the empirical rigor of the original documents, ensuring conclusions remain evidence based.

The variability in measurement tools across the theses (e.g., audio recordings, field notes, self-assessments) poses challenges for standardized comparisons, as noted in Segment 3.2 (Evaluation Methods). To address this, the study relies on systematic categorization to synthesize findings, transparently reporting inconsistencies to avoid speculative conclusions. Additionally, the analysis respects the novice status of pre-service teacher authors, framing findings constructively to inform pedagogy without criticizing individual efforts.

These measures ensure that the characterization of EFL pronunciation strategies, their focus, and their impact on learners is grounded in a credible, objective, and ethically sound analysis, providing a robust foundation for educational insights in Colombian EFL contexts.

#### **Chapter 4. Analysis and Findings**

This chapter examines pronunciation pedagogical strategies, targeted components, and learner outcomes in 15 theses from preservice teachers at Universidad Pedagógica Nacional (UPN) in Colombian EFL classrooms. Organized into three categories, each with two subcategories, the chapter characterizes pronunciation teaching practices, identifies prioritized pronunciation components, and evaluates the impact of these strategies on learners. It highlights a shift from traditional, accuracy-driven methods to communicative, learner-centered approaches that prioritize intelligibility and contextual relevance across primary and secondary educational

settings. The analysis draws data from the frequency matrix (see Table 4 or Appendix 3) and reading sheets (Appendix 2).

**Table 5.**

*Frequency matrix -Results*

Frequency Matrix			Documents															Frequency	
Category	Subcategory	Indicators	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Teaching Practice	Pronunciation teaching practice used	Phonics and Language Foundations	x							x									2
		Literary and Narrative-Based Approaches	x						x	x									3
		Technology and Media Integration			x	x	x					x							4
		Interactive and Play-Based Learning		x										x					2
		Emotional														x			1
		Task-Oriented and Meaningful Learning												x			x	x	3
	Population's level of education targeted on the theses	Primary	x	x		x		x	x		x					x	x		8
		Secondary			x	x				x	x	x	x				x		7
Object of study	Pronunciation Components addressed	Segmentals	x	x	x	x	x	x	x	x	x		x	x		x	x	13	
		Suprasegmentals			x	x	x	x	x	x	x	x				x		9	
		Syllable Structure		x															1
		Connected Speech Processes				x							x						2
	Pronunciations focuses on Intelligibility	Yes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
No																		0	
Outcomes	practice's Impact on Learners	Positive	x	x	x	x	x	x		x	x	x	x		x	x	x	13	
		Neutral								x					x				2
		Negative																	0
	Assessment Types	Diagnostic Language Assessment		x						x			x		x			x	5
		Achievement Testing			x	x	x												3
		Performance Assessment					x	x					x		x				4
		Progress Tests and Quizzes																	0
		Self-Assessment				x								x		x	x		4
		Embedded Assessment	x	x	x				x	x		x				x			7
	Limitations Noted by the author	Yes		x	x	x	x	x	x	x		x	x	x					10
No		x										x			x	x	x	5	

#### 4.1. Category 1: Pronunciation Pedagogical Strategies

This category focuses on identifying the most frequently employed pronunciation pedagogical strategies in the UPN preservice teaching practices, determining how these approaches are tailored to the specific needs and contexts of different educational levels.

##### 4.1.1. Subcategory 1.1: Classification of Pronunciation Teaching Practices

Based on *Pronunciation Teaching in the Pre-CLT Era* by Amanda A. Baker and *Pronunciation Teaching in the Early CLT Era* by John Levis and Sinem Sonsaat (*The Routledge*

*Handbook of Contemporary English Pronunciation*, 2018) a classification of the 15 theses is presented in this section.

The pedagogical approaches outlined in the practices generally reflect shifts in English language teaching, evolving from traditional methods to more communicative, learner-centered practices. In the **Pre-CLT Era (First and Second Waves)**, there was a focus on explicit instruction, such as phonetic transcription and minimal pair drills, as seen in Mendivelso Parada's (2020) *Explicit and Systematic Phonics Instruction* and Triana Barrero's (2022) *Entrepreneurship Projects (PBL/CLIL)*. These methods emphasized precision and accuracy in pronunciation, often in controlled, teacher-led environments. The **Early CLT Era (Third Wave)** introduced more integrated and contextualized practices, where pronunciation was embedded in broader communicative tasks. This shift is evident in practices like Herrera Rubiano's (2020) *Storytelling (Communicative Approach)*, Torres Rodriguez's (2023) *Theater (PBL)*, and Linares Rivera's (2023) *Audio Stories (Project-Based Learning)*, all of which emphasize interaction, fluency, and the use of authentic materials. The focus moved toward intelligibility and the holistic development of language skills.

The integration of authentic materials and real-life contexts is a key characteristic of the **Early CLT Era (Third Wave)**. For example, practices like the use of Dr. Seuss books in Sánchez Diaz's (2024) *Language-Based Approach*, WhatsApp videos in Alba Diaz & Betancur Ceballos's (2020) *Blended Learning*, and audio stories in Linares Rivera's (2023) *Project-Based Learning* provide students with exposure to language in contexts that mirror real-world use. These materials, combined with communicative tasks such as podcasts in Novoa Cucuma's (2024) *ICT Approach* or horror-themed gamified narratives in Almanza Molina's (2024) *Task-*

Based Learning (TBL), foster learner autonomy and allow for the practice of both segmental and suprasegmental pronunciation features, such as intonation, stress, and rhythm.

Additionally, the development of fluency and confidence has become increasingly central, with methods like Ramirez Cruz’s (2024) Emotional Pedagogy and Guerrero Diaz’s (2024) ECO 2.0 Kids (Situated Language Learning) emphasizing emotional engagement and cultural relevance. These approaches underscore the learner-centered nature of modern language teaching, where pronunciation practice is contextualized within tasks that encourage interaction, reflection, and personal expression. This transition reflects a broader pedagogical shift from precision to communication, making intelligibility the primary goal.

**Table 6.**

*Summary of Classifications*

Thesis	Pre-CLT Era (Classical)	Pre-CLT Era (Reform)	Early CLT Era (Communicative)	Key Features
<b>1. Mendiavelso Parada (2020)</b>		X	x	Systematic phonics with songs and stories; primarily reform-based, with communicative tasks added.
<b>2. Suárez Bautista (2024)</b>	X		x	Reading aloud poetry/books, primarily classical, integrated with communicative speaking/prosody.
<b>3. Almanza Molina (2024)</b>			X	Gamified tasks linking pronunciation to fluency, fully communicative and interactive.
<b>4. Linares Rivera (2023)</b>			X	Audio story creation focusing on intonation and student production, entirely communicative.

<b>5. Alba &amp; Betancur (2020)</b>			X	WhatsApp videos with role-plays and feedback, emphasizing communication and real-life input.
<b>6. Guerrero Diaz (2024)</b>			X	Culturally relevant audio capsules and role-plays, communicative with authentic materials.
<b>7. Sánchez Diaz (2024)</b>	X		x	Dr. Seuss books with reading aloud, primarily classical, tied to communicative speaking/prosody.
<b>8. Celedón Gómez (2024)</b>			X	TPR with contextual repetition and modeling, focused on communicative intelligibility.
<b>9. Herrera Rubiano (2020)</b>			X	Storytelling with songs, fully communicative, linking pronunciation to oral competence.
<b>10. Novoa Cucuma (2024)</b>			X	Podcasts emphasize student-led production and intonation, modern communicative approach.
<b>11. Triana Barrero (2022)</b>		X	x	Projects with minimal pairs and role-plays, primarily reform-based, with communicative goals added.
<b>12. Torres Rodriguez (2023)</b>			X	Theater performances focusing on expression and collaboration, purely communicative.
<b>13. Ramirez Cruz (2024)</b>			X	Emotional workshops with role-plays and songs, communicative with a prosody focus.
<b>14. Bohórquez Carlos (2021)</b>			X	Family-themed tasks integrating pronunciation with fluency, fully communicative.
<b>15. López Bernal (2023)</b>			X	Task-based activities linking pronunciation to accuracy and fluency, communicative focus.

Most theses (3-15, with some overlap in 1, 2, 7, 11) align with Third Wave strategies, particularly *Contextualized Practice* (13 theses), *Integration with Speaking Skills* (11 theses), *Learner-Centered Activities* (9 theses), and *Prosody and Suprasegmental Focus* (7 theses). Other CLT strategies like *Use of Authentic Materials* (6 theses) and *Repetition and Imitation (Contextualized)* (3 theses) also appear frequently.

The analysis of the 15 UPN preservice teaching theses reveals a clear evolution in pronunciation pedagogical strategies, transitioning from the Pre-CLT Era's explicit, accuracy-driven methods (e.g., phonetic transcription, minimal pair drills) to the Early CLT Era's communicative, contextual, and learner-centered approaches that prioritize intelligibility and real-world applicability. Most theses align with Third Wave strategies, emphasizing contextualized practice, integration with speaking skills, prosody focus, and learner autonomy, leveraging authentic materials (e.g., Dr. Seuss books, WhatsApp videos), technology (e.g., podcasts), and creative methods (e.g., theater, gamification) to extend CLT principles into contemporary EFL settings. These innovative practices foster fluency, confidence, and cultural relevance, tailoring pronunciation teaching to the diverse needs of primary and secondary educational settings.

#### **4.1.2. Subcategory 1.2: Preferred Applications Across Educational Settings**

This section explores how pronunciation teaching strategies are adapted to different educational settings within Colombian EFL classrooms, focusing on primary and secondary levels. The selection of instructional approaches reflects the distinct cognitive, social, and linguistic needs of learners at each stage.

#### **4.1.2.1. Primary Education Settings**

From the frequency matrix 8 of 15 documents selected primary educational settings to implement their practice. The strategies in primary education settings prioritize engagement and foundational skills, using songs, authentic materials (e.g., picture books, Dr. Seuss), and kinesthetic activities (e.g., TPR, gamification). Approaches like the Language-Based Approach and Explicit and Systematic Phonics Instruction are prominent, focusing on phonological awareness and contextualized repetition.

**Engagement Through Play and Repetition:** The use of songs, as seen in Theses 1 (Mendivelso Parada, 2020) and 5 (Alba Diaz & Betancur Ceballos, 2020), and gamification (Thesis 3: Almanza Molina, 2024) aligns with research on how young children learn language. According to Celce-Murcia et al. (2010), young learners thrive on fun, repetitive activities that use rhythm and melody to help them internalize phonological patterns. Songs, such as *The Vowel Family* in Mendivelso Parada's study, provide a rhythmic structure that helps children internalize vowel sounds, while gamified narratives (e.g., horror-themed challenges in Thesis 3) create a playful context that sustains attention. This is particularly effective for primary learners, who are at a stage where motivation and engagement are critical for language acquisition.

**Phonological Awareness as a Foundation:** The focus on phonological awareness through approaches like Explicit and Systematic Phonics Instruction (Thesis 1) and the Language-Based Approach (Theses 2 and 7) is supported by research on early language development. Adams (1990) emphasizes, Phonological awareness strongly predicts future reading and speaking success, as it helps children break down and manipulate word sounds. In Mendivelso Parada's phonics approach, the systematic progression from sound recognition to mastery, using minimal pair drills and auditory activities, builds this foundational skill. Similarly,

the use of Dr. Seuss books with tongue twisters (Thesis 7: Sánchez Diaz, 2024) targets syllable structure and stress, helping children develop the ability to distinguish and produce sounds accurately.

**Kinesthetic Learning for Young Children:** Kinesthetic activities, such as Total Physical Response (TPR) in Thesis 8 (Celedón Gómez, 2024), are grounded in theories of embodied learning. Asher (1977), the founder of TPR, states, that linking language to physical movement lowers stress and boosts retention, especially for young learners developing cognitive control. In Celedón Gómez's approach, children mimic physical actions (e.g., clapping to match sounds) while practicing pronunciation, which reinforces sound production through multisensory engagement. This method is especially effective in primary settings, where children learn best through active, hands-on experiences.

**Authentic Materials for Contextual Learning:** The use of authentic materials like picture books (Thesis 2: Suárez Bautista, 2024) and Dr. Seuss books (Thesis 7) aligns with the Communicative Language Teaching (CLT) principle of contextualized practice. Richards and Rodgers (2001) note that authentic materials create meaningful contexts for language use, enhancing relevance and motivation for learners. In Suárez Bautista's study, dialogic reading with picture books encourages children to mimic sounds and rhythms within a story context, fostering both pronunciation and comprehension. This approach ensures that pronunciation practice is embedded in meaningful language use, which is crucial for young learners developing their overall language skills.

**Cultural Relevance in the Colombian Context:** Incorporating culturally relevant content, as in Thesis 6 (Guerrero Diaz, 2024), aligns with Vygotsky's sociocultural theory, which emphasizes the role of cultural context in learning. Vygotsky (1978) argues, "Learning is a social

process mediated by cultural tools and interactions, which are most effective when they resonate with the learner's cultural background" (p. 86). Guerrero Diaz's use of audio capsules on Colombian traditions (e.g., festivals) makes pronunciation practice relevant to primary students' lived experiences, enhancing engagement and motivation in a Colombian classroom setting.

#### ***4.2.2. Secondary Education Settings***

From the frequency matrix 7 of 15 documents selected secondary educational settings to implement their practice. Strategies emphasize communicative competence and learner autonomy, using presentations, role-plays, and theater to foster real-world language use. Task-Based Learning (TBL) and Project-Based Learning (PBL) dominate, reflecting a focus on task-oriented, collaborative learning.

**Communicative Competence for Real-World Use:** The emphasis on presentations (Theses 11, 14, 15), role-plays (Theses 11, 13), and theater (Thesis 12: Torres Rodriguez, 2023) aligns with the goals of Communicative Language Teaching (CLT), which prioritizes functional language use. Hymes (1972), who introduced the concept of communicative competence, states that language teaching should prioritize using language effectively in social contexts, beyond just grammatical correctness. In Triana Barrero's entrepreneurship projects (Thesis 11), students present business ideas, requiring clear pronunciation to convey their message effectively. Similarly, theater performances in Torres Rodriguez's study allow students to practice suprasegmentals like intonation and rhythm in expressive contexts, preparing them for real-world communication scenarios such as academic discussions or professional interactions.

**Learner Autonomy and Collaborative Learning:** Approaches like TBL (Theses 14, 15) and PBL (Theses 11, 12) foster autonomy and collaboration, which are critical for adolescent

learners. Willis (1996), a key proponent of TBL, argues that Task-based learning fosters learner autonomy and problem-solving by encouraging responsibility for their own language use. In López Bernal's study (Thesis 15), students engage in tasks such as guessing hobbies through presentations, collaborating to solve communicative challenges while refining their pronunciation. PBL, as in Torres Rodriguez's theater approach, involves students working together to write and perform plays, fostering peer interaction and self-directed learning, which aligns with Willis's emphasis on learner responsibility on their own learning process.

**Suprasegmental Focus for Expressive Communication:** The focus on suprasegmentals in 5 out of 7 secondary-focused theses (Theses 10, 11, 12, 13) is supported by research on pronunciation pedagogy. Celce-Murcia et al. (2010) note, "For intermediate and advanced learners, suprasegmental features like intonation and stress are crucial for conveying meaning and emotion, often more so than segmental accuracy" (p. 48). In Novoa Cucuma's podcast creation (Thesis 10), students focus on intonation and connected speech while recording, ensuring their speech is natural and expressive. This focus prepares secondary students for nuanced communication, where prosody plays a key role in academic and professional settings.

**Emotional Engagement for Adolescent Learners:** Emotional Pedagogy (Thesis 13: Ramirez Cruz, 2024) addresses the affective needs of secondary students, who often face self-esteem challenges when speaking a foreign language. Krashen's (1982) Affective Filter Hypothesis states that a low affective filter, fostering confidence and motivation, boosts language acquisition, while anxiety or low self-esteem hinders progress. Ramirez Cruz's use of role-plays and songs in workshops creates a supportive environment for pronunciation practice, helping students build confidence. This is particularly relevant for Colombian adolescents, who may feel self-conscious about their English pronunciation.

**Technology for Modern Learners:** The use of technology, as in Novoa Cucuma's ICT approach with podcasts (Thesis 10), aligns with the needs of tech-savvy secondary students. Chappelle (2001) argues, "Technology-enhanced language learning provides opportunities for authentic language production and self-assessment, which are particularly effective for older learners" (p. 3). Creating podcasts allows students to script, record, and listen to their pronunciation, fostering autonomy and reflection. In the Colombian context, where access to technology may vary, this approach can be adapted using widely available tools like mobile phones, ensuring broader applicability.

Preferred Applications Across Educational Settings reveals that pronunciation pedagogy in UPN teaching practices is tailored to learners' developmental stages, with 8 out of 15 documents focusing on primary settings—emphasizing engagement and foundational skills through songs, authentic materials, and kinesthetic activities like TPR, as supported by Celce-Murcia et al.'s (2010) view that engaging and repetitive activities benefit young learners—and 7 documents targeting secondary settings, where strategies like presentations, role-plays, and theater, underpinned by TBL and PBL, foster communicative competence and autonomy, aligning with Hymes's (1972) emphasis on and Willis's (1996) advocacy for learner responsibility (p. 11). Primary approaches, such as the Language-Based Approach and Phonics Instruction, build phonological awareness, as Adams (1990) highlights (p. 80), while secondary methods focus on suprasegmentals (Celce-Murcia et al., 2010, p. 48) and leverage technology (Chappelle, 2001, p. 3), with Emotional Pedagogy addressing affective needs (Krashen, 1982, p. 31) and cultural relevance enhancing motivation in both settings (Vygotsky, 1978, p. 86), ensuring a balanced, contextually appropriate approach to pronunciation teaching.

**Category Conclusion:** it is evident that a diverse range of approaches has emerged, predominantly rooted in the Early Communicative Language Teaching (CLT) Era (Third Wave), with some integration of Pre-CLT techniques. The analysis of Subcategory 1.1 reveals that strategies such as Explicit and Systematic Phonics Instruction (Mendivelso Parada, 2020), Language-Based Approaches (Suárez Bautista, 2024; Sánchez Diaz, 2024), Task-Based Learning (TBL) (Almanza Molina, 2024; Bohórquez Carlos, 2021; López Bernal, 2023), and Project-Based Learning (PBL) (Linares Rivera, 2023; Torres Rodriguez, 2023) are among the most recurrent, reflecting a strong CLT influence that prioritizes intelligibility and communicative competence over native-like precision. Creative extensions like gamification, theater, and technology further enhance engagement, aligning with modern educational trends while building on foundational techniques like minimal pair drills and reading aloud from Pre-CLT eras.

Regarding preferred applications across educational settings, as explored in Subcategory 1.2, the data indicates a slight preference for primary education (8 of 15 theses), where strategies focus on engagement and foundational phonological awareness through songs, authentic materials, and kinesthetic methods catering to young learners' developmental needs. In contrast, secondary settings (7 of 15 theses) prioritize communicative competence and autonomy. This distribution suggests that while primary education leverages playful, repetitive, and multisensory strategies to build early pronunciation skills, secondary education shifts toward task-oriented, expressive, and technology-supported methods, tailoring pedagogy to learners' advancing cognitive and social capabilities in a Colombian EFL context.

#### **4.2. Category 2: Focus on Pronunciation Components**

This category focuses on identifying the pronunciation components most commonly targeted in EFL instruction, including segmentals, suprasegmentals, syllable structure, and

connected speech processes. This section explores whether pronunciation teaching in Colombian primary and secondary schools prioritizes intelligibility or native-like pronunciation, highlighting the predominant instructional focus within these educational contexts.

#### **4.2.1. Subcategory 2.1: Targeted Components**

The frequency matrix and the reading sheets provide a comprehensive overview of the pronunciation components addressed across the 15 studies, categorized according to Adam Brown's (2014) framework: segmentals, suprasegmentals, syllable structure, and connected speech processes. Segmentals are the most commonly targeted component, addressed in 100% of the studies, followed by suprasegmentals in 60% of the studies (9 out of 15). In contrast, connected speech processes (13%, 2 studies) and syllable structure (7%, 1 study) are far less frequently targeted, indicating a clear prioritization of certain pronunciation components over others in these EFL teaching contexts.

**Segmentals** are addressed in all 15 studies, making them the most universally targeted pronunciation component. This aligns with Brown's (2014) observation that segmentals are often the foundational focus in pronunciation teaching due to their direct connection to spelling and early language instruction (Brown, 2014, p. 6). The universal targeting of segmentals reflects their foundational role in pronunciation teaching, as they are essential for basic intelligibility. Errors in segmentals, such as confusing /b/ and /p/ (e.g., bat vs. pat), can lead to significant misunderstandings, making them a critical starting point for EFL learners (Brown, 2014, p. 6).

However, this heavy focus may also suggest a lingering influence of the nativeness principle, as precise sound production can be associated with accent reduction rather than purely functional communication (Levis, 2005, pp. 370-371). While all studies explicitly prioritize intelligibility over nativelikeness (as noted in the matrix), the exclusive focus on segmentals in

some studies (e.g., Documents 1, 5, 6, 8) without addressing suprasegmentals might indicate a traditional approach that overemphasizes sound accuracy, potentially at the expense of broader intelligibility features like stress or intonation.

**Suprasegmentals**, encompassing features such as stress, intonation, rhythm, and prosody, are targeted in 9 out of 15 studies (Documents 2, 3, 4, 7, 11, 12, 13, 14, 15), making them the second most commonly addressed component. Brown (2014) highlights that suprasegmentals are often more critical for intelligibility than segmentals, as they affect the overall structure and meaning of speech (Brown, 2014, p. 8). Research since the 1980s has underscored their importance, particularly in EFL contexts where learners need to convey meaning clearly to diverse listeners (Brown, 2014, pp. 77-78).

The focus on suprasegmentals in these 9 studies strongly aligns with the intelligibility principle, as these features are crucial for conveying meaning and ensuring listener understanding. For instance, incorrect stress can make words unintelligible (e.g., *PREsent* vs. *preSENT*), and intonation errors can obscure sentence meaning (e.g., a question sounding like a statement). The studies' emphasis on suprasegmentals reflects a modern, research-backed approach to pronunciation teaching, prioritizing functional communication over native-like accuracy (Levis, 2005, pp. 370-372).

**Syllable structure**, which governs how sounds are organized into syllables (e.g., onset, peak, coda, as in consonant clusters like /str/ in *street*), is targeted in only 1 study (Document 9). Brown (2014) notes that syllable structure is important for intelligibility, as errors in sound combinations can hinder understanding, particularly in accents with different syllable constraints (Brown, 2014, pp. 61-67).

The low frequency of syllable structure as a targeted component (7%) suggests it is not a primary focus in these studies. This may be due to its complexity, as mastering syllable structure often requires a foundational understanding of segmentals and suprasegmentals. While syllable structure contributes to intelligibility by ensuring proper sound combinations, its limited targeting indicates that it is considered less immediately critical for basic communication compared to segmentals or suprasegmentals, especially for the learner demographics in these studies (primary and secondary students).

**Connected speech processes**, which include features like linking, assimilation, weakening, and elision (e.g., *car is*, pronounced as /ka:ri:z/), are targeted in 2 studies (Documents 9, 10), representing 13% of the total. Brown (2014) highlights that these processes enhance fluency and naturalness, which are essential for intelligibility in conversational contexts (Brown, 2014, pp. 91-110).

The low frequency of connected speech processes suggests they are not a primary focus, possibly because they are more advanced and require a foundational mastery of segmentals and suprasegmentals Gilbert, J. B. (2012). For the learner levels in these studies (mostly primary and secondary students), connected speech processes might be less critical for basic intelligibility, as the focus is often on accuracy and clarity rather than conversational fluency. However, when addressed, these processes align with the intelligibility principle by enhancing natural communication, as seen in Document 10's podcasting activities, which encourage students to speak fluently and naturally, reflecting real-world speech patterns (Brown, 2014, pp. 94-96).

One of the factors likely influence the prioritization of certain pronunciation components in these studies is the Learner Demographics. Most studies involve young learners (e.g., second graders in Document 1, fifth graders in Document 4, tenth graders in Document 10), for whom

segmentals are a logical starting point due to their developmental stage and limited exposure to English. Suprasegmentals, while critical, are more challenging for younger learners (Gilbert, J. B. 2012), explaining their lower frequency. Connected speech processes and syllable structure, being more advanced, are likely deemed less appropriate for these age groups.

Prioritization reflects the foundational role of segmentals in pronunciation teaching, the growing recognition of suprasegmentals' importance for intelligibility, and the advanced nature of syllable structure and connected speech processes, which are less suited to the learner demographics and objectives of these studies. The heavy emphasis on segmentals suggests some influence of traditional nativeness goals, indicating a need for a more balanced approach that prioritizes suprasegmentals and, where appropriate, connected speech processes to fully enhance communicative effectiveness in EFL contexts.

#### **4.2.2. Subcategory 2.2: Emphasis of Focus: Intelligibility vs. Nativeness Framework**

Munro and Derwing (1995) define intelligibility as the listener's ability to understand the spoken message, independent of accent or subjective ease (comprehensibility). Levis (2005) contrasts this with the nativeness principle, advocating for intelligibility as a practical goal that accepts accents while targeting pronunciation features that enhance understanding. Brown (2014) aligns with this, emphasizing that intelligibility depends on context and specific pronunciation components, with suprasegmentals often playing a critical role since the 1980s (Brown, 2014, pp. 8, 40-41).

Features like stress, intonation, and rhythm are crucial for intelligibility (suprasegmentals), often more so than segmentals, as they affect the overall clarity and meaning of speech (e.g., incorrect stress in *record* as a noun vs. verb). Brown (2014, p. 8) and research since the 1980s underscore their importance (Brown, 2014, pp. 77-78). Connected speech

processes like linking, assimilation, and elision enhance fluency and naturalness, which contribute to intelligibility in conversational contexts (Brown, 2014, pp. 91-110). The text suggests that modern pronunciation teaching should prioritize intelligibility by focusing on components that most impact understanding, rather than aiming for native-like pronunciation.

Most of the studies emphasize intelligibility, while none of them mention nativelikeness, or it was not explicitly stated in the document. The major explicit focus stated in the documents was to be understood, that is why intelligibility focus was selected for all of them in the reading sheets and in the frequency matrix. However, the targeting of segmentals might reflect a partial influence of the nativeness principle, as precise sound production can be associated with accent reduction (Levis, 2005, pp. 370-371).

The studies generally align with the intelligibility principle, as all 15 focus on intelligibility over nativelikeness, prioritizing clear communication (Munro & Derwing, 1995; Levis, 2005; Brown, 2014). However, the significant emphasis on segmentals suggests some influence of traditional nativeness goals, while the 9 studies targeting suprasegmentals reflect a more modern, intelligibility-driven approach. To fully align with the intelligibility principle, future studies could balance the focus by prioritizing suprasegmentals and connected speech processes, which research shows have a greater impact on understanding, especially in diverse EFL contexts (Brown, 2014, pp. 77-78).

**Category Conclusion:** The analysis of Category 2: Focus on Pronunciation Components reveals a clear prioritization across the 15 studies. Segmentals are universally addressed (15/15 studies), underscoring their foundational role in pronunciation teaching, as Brown (2014) notes their connection to spelling and early language instruction. Suprasegmentals follow as the second most targeted component (9/15 studies), reflecting their critical role in intelligibility through

features like stress, intonation, and rhythm, which significantly affect meaning and clarity. In contrast, syllable structure (1/15 studies) and connected speech processes (2/15 studies) are rarely emphasized, likely due to their complexity and the young learner demographics (primary and secondary students), for whom foundational segmentals and select suprasegmentals are more developmentally appropriate. This distribution suggests a pedagogical focus on establishing basic sound production before advancing to more intricate features, influenced by learners' limited English exposure and the need for immediate communicative clarity.

All 15 studies explicitly prioritize intelligibility over nativelikeness, aligning with Munro and Derwing's (1995) and Levis's (2005) frameworks. The universal focus on segmentals ensures basic intelligibility by addressing errors that could obscure meaning, though their exclusive emphasis in some studies hints at a lingering influence of the nativeness principle, where precise sound production might reflect traditional accent-reduction goals. However, the 9 studies incorporating suprasegmentals align more robustly with modern intelligibility-driven pedagogy. The minimal attention to connected speech processes and syllable structure further supports an intelligibility focus tailored to learner needs, prioritizing clarity over fluency or native-like flow. To strengthen this approach, a more balanced integration of suprasegmentals and, where feasible, connected speech processes could enhance communicative effectiveness, particularly in diverse EFL contexts like Colombia.

### **4.3. Category 3: Impact on Learners**

This category describes the reported outcomes of the pronunciation pedagogical strategies on learners, based on the outcomes of the theses. By analyzing these studies, this section examines the results and evaluation methods used to measure improvements in pronunciation skills, highlighting how researchers assess the effectiveness of different instructional approaches.

### **4.3.1. Subcategory 3.1: Reported Outcomes**

The Reported Outcomes subcategory examines the effects of pronunciation pedagogical strategies on learners, as detailed in the 15 theses. To assess this impact, it is classified into three indicators: Positive, Neutral, and Negative. According to the frequency matrix, 13 documents reported a Positive impact, 2 indicated a Neutral impact, and none recorded a Negative impact. What follows is a description of the reported effects on learners' pronunciation.

#### **Positive Impact**

In 13 of the 15 theses, a positive impact on learners' pronunciation was evident through the application of various pedagogical strategies. For instance, in Document 1, Mendivelso Parada (2020) states that student's ability to recognize and produce the subject and the average number of performing orally was improved, emphasizing how explicit and Systematic Phonics Instruction enhanced second graders' pronunciation of English vowel sounds, thereby reducing Spanish interference. Similarly, in Document 2, Suárez Bautista (2024) notes that the study revealed that through diverse activities, students enhanced their ability to pronounce new vowel sounds independently of their native Spanish phonemes, with noticeable progress in sounds like /a/, /i/, /ə/, and /u/, as confirmed by audio recordings and field observations. Likewise, Document 3 reinforces this pattern, as Almanza Molina (2024) reports that after four sessions, data analysis showed that students accurately pronounced consonants and vowels in both stressed and unstressed syllables, attributing this success to gamified activities within a Task-Based Learning (TBL) approach that motivated seventh graders to sharpen their pronunciation skills.

Moreover, the positive impact persisted across other studies employing diverse methods. For example, in Document 5, Alba Diaz and Betancur Ceballos (2020) observe, Using WhatsApp videos as a teaching tool led to significant improvements, especially in eighth graders' accurate

pronunciation of past tense verb forms and other grammatical structures, with video analysis showing no pronunciation errors in specific cases. Similarly, Document 14 demonstrates comparable success, as Bohórquez Carlos (2021) reports that after the three-unit intervention, pronunciation errors decreased to minor issues with specific words, rather than widespread unintelligibility, suggesting that TBL improved fifth graders' articulation through structured practice. Additionally, in Document 4, Linares Rivera (2023) states that by the intervention's end, audio recordings and student journals verified enhanced accuracy, with learners correctly pronouncing words like *happy* and *ride*, illustrating how audio stories in a Project-Based Learning (PBL) context enhanced pronunciation among fifth graders.

Furthermore, emotional and cultural approaches also contributed to positive outcomes. For instance, in Document 13, Ramirez Cruz (2024) explains that the implementation of workshops that incorporated Emotional Pedagogy strategies resulted in notable advancements in students' English communication skills. These enhancements included heightened confidence, improved pronunciation, and enhanced fluency, as fourth graders thrived in a low-anxiety environment. Similarly, Guerrero Diaz (2024) in Document 6 notes that the audio capsules, with their diverse Colombian accents and interactive dialogues, helped students refine their pronunciation by mimicking and repeating phrases, with student interviews confirming enhanced pronunciation among fifth graders. Consequently, these findings across the 13 documents consistently underscore the effectiveness of interactive and contextually relevant strategies in improving pronunciation within EFL settings.

### **Neutral Impact**

In contrast, two documents reported a neutral impact on learners' pronunciation, reflecting limited or inconsistent progress. For example, in Document 7, Sánchez Diaz (2024)

states that it has been observed that, despite the persistent challenges encountered, students have demonstrated a propensity to engage in more frequent oral practice and to assume risks, cognizant of the fact that errors are an inherent component of the learning process. suggesting that while third graders grew more comfortable with speaking through Dr. Seuss's books, specific pronunciation improvements remained modest. The study further notes that rhythmic texts supported phonological awareness; however, the absence of isolated data on pronunciation gains rendered the overall impact unclear.

Likewise, in Document 12, Torres Rodriguez (2023) reports that students improved their English consonant pronunciation, showing heightened awareness and fluency. However, no improvement was seen in vowel pronunciation. This implies that while eighth graders using theater in a PBL context strengthened their consonant pronunciation, the lack of advancement in vowel pronunciation resulted in a neutral overall effect.

Notably, no studies reported a negative impact, indicating that while the effectiveness of strategies varied, they generally either supported or, at the very least, did not impede learners' pronunciation development in English as a Foreign Language (EFL) settings. Overall, the evidence suggests that interactive, structured, and emotionally supportive approaches proved particularly effective in fostering pronunciation improvement, offering valuable insights for educators in similar contexts.

#### **4.3.2. Subcategory 3.2: Evaluation Methods**

Levis and Nagle (2024) advocate for pronunciation assessment prioritizing intelligibility and comprehensibility, using structured feedback mechanisms like rubrics and diverse assessment types. Isbell and Sakai (2022) propose six distinct pronunciation assessment methods within a classroom-based assessment (CBA) framework, designed to align with pedagogical

goals and learner needs while prioritizing positive washback—enhancing teaching and learning—over reliability, which is more critical in high-stakes testing (p. 6). The evaluation methods from the 15 documents are categorized into these six types, with some theses appearing in multiple categories due to their use of multiple methods. Below, each method is described, highlighting its role in pronunciation assessment, its alignment with instructional goals, and the consequences of its absence, drawing on Isbell and Sakai’s theoretical framework.

**a. Diagnostic Language Assessment (DLA)** identifies learners’ strengths and weaknesses, typically at a course’s outset, to inform tailored instruction. As a formative, proficiency-oriented, analytic, and formal method, DLA can involve discrete or integrated tasks, such as picture naming to assess phoneme intelligibility (Isbell & Sakai, 2022, p. 14-15). By supporting needs analysis, DLA enables teachers to adjust syllabi and personalize instruction, prioritizing pronunciation features with high functional load (e.g., phonemes impacting intelligibility) to address individual learner needs (Isbell & Sakai, 2022, p. 8, 15). Examples include document 2 (Suárez Bautista, 2024), using a diagnostic workshop to pinpoint vowel sound issues; document 7 (Sánchez Diaz, 2024), assessing initial communication skills; document 10 (Novoa Cucuma, 2024), evaluating speaking skills pre-podcast; document 12 (Torres Rodriguez, 2023), diagnosing oral skills; and document 15 (López Bernal, 2023), assessing oral communication baselines. Without DLA, instruction risks being generic, potentially neglecting specific pronunciation challenges that hinder communication, thus reducing teaching effectiveness and learner progress (Isbell & Sakai, 2022, p. 15).

**b. Achievement Testing** measures what students have learned after a unit or course, contributing to grades as a summative, curriculum-tied, formal method that can be analytic or holistic, typically using integrated tasks (Isbell & Sakai, 2022, p. 16). It ensures alignment

between instruction and evaluation by assessing only taught features, avoiding penalties for untaught pronunciation aspects, and uses rubrics weighted by instructional emphasis (e.g., Lappin-Fortin & Rye's French course) to provide detailed feedback on mastery of features like word stress or phonemes (Isbell & Sakai, 2022, p. 17). Examples include document 3 (Almanza Molina, 2024), using surveys and recordings post-gamification; document 4 (Linares Rivera, 2023), evaluating pronunciation via audio stories; and document 5 (Alba Diaz & Betancur, 2020), scoring pronunciation improvements via video grids. Without Achievement Testing, there is a lack of accountability for learning objectives, leaving teachers and students without clear evidence of progress or areas needing reinforcement, potentially undermining curriculum coherence (Isbell & Sakai, 2022, p. 16).

**c. Performance Assessment** evaluates pronunciation within authentic, communicative tasks linked to curriculum goals, functioning as a summative method that blends curriculum and proficiency orientations, using integrated, mostly holistic, and formal tasks (Isbell & Sakai, 2022, p. 18). Tasks like oral presentations or role-plays, scored with rubrics (e.g., Isaacs et al.'s comprehensibility scale), assess pronunciation in context, providing feedback on overall communicative effectiveness and promoting positive washback through authentic language use (Isbell & Sakai, 2022, p. 19). Examples include document 4 (Linares Rivera, 2023), assessing audio stories; document 5 (Alba Diaz & Betancur, 2020), evaluating WhatsApp videos; document 10 (Novoa Cucuma, 2024), analyzing podcast recordings; and document 12 (Torres Rodriguez, 2023), assessing theatrical role-plays. Without Performance Assessment, evaluations may lack ecological validity, failing to prepare students for real-life communication, a primary goal of pronunciation teaching (Isbell & Sakai, 2022, p. 19).

**d. Progress Tests and Quizzes** monitor ongoing learning mid-instruction, enabling formative adjustments as a curriculum-linked, discrete, analytic, and slightly informal method (Isbell & Sakai, 2022, p. 20). They promote learning through retrieval practice and provide immediate feedback, allowing teachers to dynamically adjust instruction use of mid-lesson quizzes via polling software to assess phoneme discrimination (Isbell & Sakai, 2022, p. 21). No clear examples are identified in the reading sheets, indicating a gap in discrete, mid-intervention checks. This absence is significant because Progress Tests and Quizzes serve as critical checkpoints for addressing pronunciation issues early, preventing error fossilization and supporting incremental progress (Isbell & Sakai, 2022, p. 20). Without them, teachers may rely on summative methods (e.g., Achievement Testing) or broader formative approaches (e.g., Embedded Assessment), missing targeted, immediate feedback essential for responsive teaching. This gap risks reducing the granularity of feedback and hindering pronunciation development, as quizzes enhance learning by encouraging practice and informing short-term instructional adjustments (Isbell & Sakai, 2022, p. 20).

**e. Self-Assessment** fosters learner awareness through reflection, operating as a formative, proficiency-based or curriculum-tied, flexible (holistic or analytic), and informal method (Isbell & Sakai, 2022, p. 22). Tools like checklists or recordings (e.g., Dlaska & Krekeler's phoneme comparison) help students identify pronunciation challenges, promoting autonomy and metacognitive awareness (Isbell & Sakai, 2022, p. 23). Examples include document 4 (Linares Rivera, 2023), using perception surveys; document 11 (Triana Barrero, 2022), self-reporting oral skills; document 13 (Ramirez Cruz, 2024), using questionnaires; and document 14 (Bohórquez Carlos, 2021), surveying fluency perceptions. Without Self-Assessment, students may struggle to

self-monitor and adjust their pronunciation strategies, reducing engagement and long-term improvement, as it is crucial for developing learner autonomy (Isbell & Sakai, 2022, p. 22).

**f. Embedded Assessment** integrates assessment into instructional activities for real-time feedback, functioning as a formative, curriculum-tied, analytic, integrated, and highly informal method (Isbell & Sakai, 2022, p. 24). Techniques like pre-planned corrective feedback (e.g., Gooch et al.'s recasts and prompts) provide immediate insights during activities like debates or games, supporting ongoing learning (Isbell & Sakai, 2022, p. 25). Examples include document 1 (Mendivelso Parada, 2020), using field notes during phonics; document 2 (Suárez Bautista, 2024), monitoring via diaries; document 3 (Almanza Molina, 2024), noting gamified sessions; document 6 (Guerrero Diaz, 2024), assessing ECO 2.0 activities; document 7 (Sánchez Diaz, 2024), observing workshops; document 9 (Herrera Rubiano, 2020), evaluating storytelling; and document 13 (Ramirez Cruz, 2024), noting discussions. Without Embedded Assessment, the flow of instruction may be disrupted, reducing opportunities for immediate correction and reinforcement of pronunciation targets, which is essential for seamless assessment-instruction integration (Isbell & Sakai, 2022, p. 24).

CBA's flexibility allows multifaceted assessment, with many theses combining methods like Achievement Testing and Performance Assessment for comprehensive pronunciation evaluation (Isbell & Sakai, 2022, p. 6). However, the absence of Progress Tests and Quizzes suggests a preference for broader formative (e.g., Embedded Assessment) or summative (e.g., Achievement and Performance Assessments) approaches, possibly due to time constraints or a focus on culminating outcomes. This gap risks missing the formative benefits of discrete, mid-intervention checks, which Isbell and Sakai (2022) highlight as critical for responsive teaching and incremental pronunciation improvement (p. 20). Incorporating Progress Tests and Quizzes

could enhance feedback granularity and support positive washback, aligning with CBA's pedagogical goals.

**Category Conclusion:** the analysis of Category 3: Impact on Learners, reveals a predominantly positive effect across the 15 theses. Subcategory 3.1 indicates that 13 studies reported a positive impact, significantly enhancing learners' pronunciation skills, such as vowel and consonant accuracy, fluency, and reduced Spanish interference among primary and secondary students. Emotional Pedagogy (Ramirez Cruz, 2024) and culturally relevant approaches (Guerrero Diaz, 2024) further bolstered confidence and intelligibility, aligning with the communicative focus of these interventions. Two studies (Sánchez Diaz, 2024; Torres Rodriguez, 2023) reported neutral outcomes, showing modest or inconsistent progress—e.g., improved consonant pronunciation but stagnant vowel skills—while no negative impacts were noted, suggesting that these strategies consistently support or at least maintain pronunciation development in EFL contexts.

Subcategory 3.2 highlights the evaluation methods employed, categorized per Isbell and Sakai's (2022) framework, with a mix of formative and summative approaches dominating. Embedded Assessment (e.g., field notes, real-time audio recordings) was prevalent in seven studies, offering ongoing feedback during activities like phonics drills or storytelling, while Achievement Testing (e.g., video grids, culminating audio stories) and Performance Assessment (e.g., role-plays, podcast recordings) assessed post-intervention gains in three and four studies, respectively, focusing on curriculum-tied outcomes like intelligibility. Diagnostic Language Assessment (five studies) established baseline pronunciation weaknesses, and Self-Assessment (four studies) encouraged learner reflection, yet no distinct Progress Tests or Quizzes were identified, indicating a preference for broader, integrated evaluations over discrete mid-term

checks. This multifaceted approach, blending analytic (e.g., sound-specific feedback) and holistic (e.g., overall fluency) methods, captured improvements, aligning with Levis and Nagle's (2024) emphasis on intelligibility-focused assessment, and provided evidence of the strategies' positive impact on learners' pronunciation skills.

This chapter provides a comprehensive analysis of pronunciation pedagogy in 15 theses from preservice teachers at Universidad Pedagógica Nacional, revealing a significant shift toward communicative, learner-centered approaches that prioritize intelligibility over native-like accuracy in Colombian EFL classrooms. By categorizing findings into pronunciation pedagogical strategies, targeted components, and learner outcomes, the analysis highlights the dominance of Early CLT Era (Third Wave) methods, such as Task-Based Learning, Project-Based Learning, and culturally relevant activities, which leverage authentic materials (e.g., Dr. Seuss books, podcasts) and technology to enhance engagement and fluency across primary and secondary settings.

Segmentals are universally targeted, with suprasegmentals emphasized in over half the studies, aligning with modern intelligibility-driven pedagogy, though the limited focus on connected speech and syllable structure suggests a prioritization of foundational skills suited to young learners. Most theses report positive learner outcomes, with improved pronunciation accuracy, fluency, and confidence, supported by flexible classroom-based assessment methods like Embedded and Performance Assessments, though the absence of Progress Tests and Quizzes indicates a gap in discrete, mid-intervention feedback. These findings underscore the effectiveness of contextualized, interactive strategies in fostering pronunciation skills while identifying opportunities for more balanced component focus and assessment practices to further enhance communicative competence in diverse EFL contexts.

## Conclusion

This research has addressed the general objective of characterizing the EFL pronunciation pedagogical strategies, their focus on pronunciation components, and their impact on learners through a documentary research of 15 action research theses from the Universidad Pedagógica Nacional (UPN) repository, implemented in Colombian schools. By systematically analyzing these theses, this study has characterized the evolving nature of pronunciation teaching practices within the Colombian EFL context, offering a nuanced understanding of how pedagogical strategies are designed, which pronunciation components are prioritized, and how these efforts translate into tangible outcomes for learners. The findings reflect a dynamic interplay between historical teaching paradigms and contemporary communicative approaches, tailored to the developmental and contextual needs of primary and secondary students, thereby providing a robust foundation for advancing pronunciation pedagogy in similar educational settings.

In response to the first specific objective—identifying the most frequently employed pronunciation pedagogical strategies and determining their preferred applications across primary and secondary educational settings—the analysis reveals a rich selection of approaches, predominantly anchored in the Early Communicative Language Teaching (CLT) Era (Third Wave), with selective integration of Pre-CLT techniques. Strategies such as Task-Based Learning (TBL), Project-Based Learning (PBL), Explicit and Systematic Phonics Instruction, and Language-Based Approaches emerged as the most recurrent, reflecting a pedagogical shift from the rigid, accuracy-driven methods of the Pre-CLT era (e.g., minimal pair drills, phonetic transcription) to more holistic, learner-centered practices that prioritize intelligibility and functional communication.

This evolution is vividly illustrated in the theses, where traditional techniques are often repurposed within communicative frameworks—such as Mendivelso Parada’s (2020) use of phonics with songs or Triana Barrero’s (2022) integration of minimal pairs into role-plays—demonstrating a synthesis of precision and contextualized practice. Furthermore, innovative extensions like gamification (Almanza Molina, 2024), theater (Torres Rodriguez, 2023), and technology-enhanced methods (e.g., WhatsApp videos in Alba Diaz & Betancur Ceballos, 2020; podcasts in Novoa Cucuma, 2024) enrich these strategies, aligning with modern educational trends that emphasize engagement, autonomy, and real-world relevance.

The distribution of these strategies across educational levels highlights distinct preferences tailored to learners’ developmental stages. Primary education settings, represented in 8 of the 15 theses, favor strategies that foster engagement and foundational phonological awareness, such as songs (Mendivelso Parada, 2020), authentic materials like Dr. Seuss books (Sánchez Diaz, 2024), and kinesthetic activities like Total Physical Response (TPR) (Celedón Gómez, 2024).

These approaches resonate with Celce-Murcia et al.’s (2010) assertion that young learners thrive on repetitive, engaging activities, building essential skills like sound recognition and production in a playful, multisensory environment. Conversely, secondary education settings (7 theses) prioritize communicative competence and learner autonomy through strategies like presentations (Triana Barrero, 2022), role-plays (Ramirez Cruz, 2024), and theater (Torres Rodriguez, 2023), supported by TBL and PBL frameworks. These methods align with Hymes’s (1972) concept of communicative competence and Willis’s (1996) emphasis on learner responsibility, preparing adolescents for real-world language use while addressing their growing cognitive and social capacities.

Addressing the second specific objective—to evidence the pronunciation components most commonly targeted verifying whether these practices emphasize intelligibility or native-like pronunciation—the analysis delineates a clear hierarchy of focus among segmentals, suprasegmentals, syllable structure, and connected speech processes. Segmentals, are targeted across all 15 studies (100%), underscoring their foundational role in pronunciation teaching. Suprasegmentals, including stress, intonation, rhythm, and prosody, are addressed in 9 studies (60%), reflecting their growing recognition as pivotal for conveying meaning and ensuring listener comprehension, as Brown (2014) and Levis (2005) emphasize their superior role in intelligibility over segmental precision. In contrast, syllable structure (1 study, 7%) and connected speech processes (2 studies, 13%) receive scant attention, likely due to their complexity and the young learner demographics, for whom foundational skills take precedence over advanced fluency features.

All 15 theses explicitly prioritize intelligibility over nativelikeness, aligning with Munro and Derwing's (1995) and Levis's (2005) frameworks that advocate for clear communication over accent reduction. This focus is evident in the stated goals of being understood, as documented in reading sheets and frequency matrices. However, the universal emphasis on segmentals suggests a lingering influence of the nativeness principle, where precise sound production might reflect traditional goals of accent accuracy, particularly in studies lacking suprasegmental focus (e.g., Mendivelso Parada, 2020; Alba Diaz & Betancur Ceballos, 2020).

The 9 studies incorporating suprasegmentals (e.g., Novoa Cucuma, 2024; Torres Rodriguez, 2023) more robustly embody the intelligibility principle, targeting features like intonation and stress that critically shape meaning. The minimal focus on syllable structure and connected speech processes further supports an intelligibility-driven approach tailored to

learners' immediate needs, prioritizing clarity over native-like fluency. This distribution, influenced by limited English exposure and developmental stages, suggests a pragmatic pedagogy, though a more balanced integration of suprasegmentals and advanced features could enhance communicative effectiveness, particularly in Colombia's diverse EFL context.

In fulfilling the third specific objective—To describe the reported impact of pronunciation pedagogical strategies on learners and examining the evaluation methods utilized—the analysis reveals a predominantly positive effect, substantiated by a variety of assessment approaches. Subcategory 3.1 indicates that the majority of studies reported a positive impact, with learners showing notable improvements in their pronunciation skills.

For instance, Mendivelso Parada (2020) notes enhanced vowel sound production among second graders, while Almanza Molina (2024) reports seventh graders' mastery of stressed syllables through gamified TBL. Strategies integrating emotional engagement (Ramirez Cruz, 2024) and cultural relevance (Guerrero Diaz, 2024) further bolster confidence and intelligibility, reducing Spanish interference and fostering fluency. Two studies (Sánchez Diaz, 2024; Torres Rodriguez, 2023) report neutral outcomes, with modest gains indicating inconsistent progress. Notably, no negative impacts were recorded, affirming that these strategies either advance or sustain pronunciation development, with interactive, structured, and supportive approaches proving most effective.

Subcategory 3.2 elucidates the evaluation methods, categorized per Isbell and Sakai's (2022) classroom-based assessment framework, revealing a multifaceted approach prioritizing intelligibility, as advocated by Levis and Nagle (2024). Embedded Assessment, prevalent in 7 studies (e.g., field notes and recordings in Mendivelso Parada, 2020), offers real-time feedback during activities, while Achievement Testing (3 studies, e.g., video grids in Alba Diaz &

Betancur Ceballos, 2020) and Performance Assessment (4 studies, e.g., role-plays in Torres Rodriguez, 2023) evaluate post-intervention gains, focusing on curriculum-tied outcomes like sound accuracy and fluency. Diagnostic Language Assessment (5 studies, e.g., diagnostic tests in Suárez Bautista, 2024) establishes baseline weaknesses, and Self-Assessment (4 studies, e.g., perception surveys in Linares Rivera, 2023) fosters learner reflection.

The absence of discrete Progress Tests suggests a preference for broader, integrated evaluations, balancing analytic (e.g., sound-specific feedback) and holistic (e.g., overall intelligibility) perspectives. This comprehensive assessment framework robustly captures the positive impact, aligning with modern pronunciation pedagogy's emphasis on functional communication. A focus on performance assessment scored with rubrics is necessary for next research to achieve better understanding on the pronunciation components improvements.

**Synthesis and Implications:** Collectively, this research underscores the adaptability of pronunciation pedagogy in Colombian EFL classrooms, harmonizing traditional Pre-CLT techniques with communicative CLT principles to address learners' diverse needs across educational levels. The focus on intelligibility, supported by innovative strategies and rigorous evaluation methods, has demonstrably enhanced pronunciation skills, offering actionable insights for educators in similar contexts. Primary education lays a foundation through engaging, foundational approaches, while secondary education builds communicative competence, reflecting a developmental response to Colombia's linguistic and cultural landscape. However, the heavy segmental emphasis and limited attention to suprasegmentals and connected speech processes suggest opportunities for refinement. Future efforts could prioritize a more balanced component focus, integrating suprasegmentals and advanced features where feasible, to fully align with intelligibility-driven goals.

In response to these findings and grounded in the theoretical frameworks established by Brown (2014), Celce-Murcia et al. (2010), and Levis (2018), a pedagogical proposal was designed. Its aim is to integrate successful practices observed during the documentary analysis while addressing some weaknesses identified. This proposal focuses on young EFL learners and seeks to enhance pronunciation through explicit instruction, kinesthetic engagement, playful learning, and structured evaluation. It is important to note that this proposal was not implemented in a real classroom context due to time constraints. However, it remains ready for future applications

### **5.1 Pedagogical Proposal for Pronunciation Instruction**

The primary objective of this pedagogical intervention is to enhance the intelligible pronunciation of English vocabulary related to children's rights among 30 second-grade students, aged 8, with basic English proficiency. Integrating Total Physical Response (TPR) and interactive games, based on Brown's (2014) recommendations, the project aims to:

- Teach six key vocabulary words (“rights,” “home,” “education,” “food,” “family,” and “play”) with accurate pronunciation, focusing on segmental accuracy (vowels and consonants) and syllable structure (Brown, 2014, pp. 6, 61–67).
- Foster intelligibility, prioritizing clear articulation over native-like pronunciation, in alignment with Brown's emphasis on functional communication (2014, pp. 158–159).
- Measure pronunciation improvement through pre- and post-tests, using a rubric to assess intelligibility and accuracy.

### **Population**

- Number of Students: 30 - Age: 8 years old - Grade: Second grade

- English Proficiency: Basic (A1 level, CEFR). Students recognize simple words but have limited vocabulary and no productive syntax skills.
- Context: EFL classroom in a non-English-speaking country; exposure to English occurs mainly through instruction.

### **Pronunciation Teaching Practice**

The project focuses on six vocabulary words selected for their relevance, simplicity, and pronunciation challenges appropriate for beginner learners.

### **Vocabulary and Pronunciation Focus**

Each word targets specific pronunciation features:

1. **Rights** (/raɪts/): Diphthong /aɪ/ and voiceless alveolar fricative /s/
2. **Home** (/hoʊm/): Diphthong /oʊ/ and bilabial nasal /m/
3. **Education** (/ˌɛdʒ.uˈkeɪ.ʃən/): Short vowel /ɛ/, affricate /dʒ/, with stress on the third syllable.
4. **Food** (/fuːd/): Long vowel /u:/ and voiced alveolar stop /d/
5. **Family** (/ˈfæm.ɪ.li/): Short vowel /æ/, bilabial nasal /m/, with stress on the first syllable; optionally simplified to /ˈfæm.li/
6. **Play** (/pleɪ/): Diphthong /eɪ/ and aspirated bilabial plosive /p/

### **Teaching Strategies**

- **Segmental Training:** Phoneme breakdown, minimal pairs (e.g., "food" vs. "foot") to highlight contrasts (Brown, 2014, pp. 71, 200–202).

- **Syllable Structure Practice:** Reinforcement of onset, peak, and coda structures (Brown, 2014, pp. 61–67).
- **Modeling and Repetition:** Exaggerated articulation and use of audio recordings (Brown, 2014, p. 12; pp. 191–194).
- **Intelligibility Focus:** Prioritizing clear, understandable speech over native-like pronunciation (Brown, 2014, pp. 158–159).

### **Pedagogical Approach: Total Physical Response (TPR)**

Following Brown’s recommendations (2014, pp. 166–170, 180–184), **TPR** is integrated to reduce anxiety, enhance motivation, and reinforce pronunciation through movement.

### **TPR Implementation**

Each vocabulary word is paired with a specific body movement:

- **Rights:** Clap hands twice while saying /raɪts/.
- **Home:** Form a roof over the head with hands (/hoʊm/).
- **Education:** Open hands like a book (/ˌɛdʒ.u/).
- **Food:** Mimic eating (/fu:d/).
- **Family:** Hug oneself (/ˈfæm.li/).
- **Play:** Raise hands high (/pleɪ/).

### **TPR Lesson Structure**

1. **Introduction** (5 minutes): Model each word and movement.

2. **Guided Practice** (10 minutes): Students mimic pronunciation and actions.
3. **Command-Based Activity** (10 minutes): Students respond to oral commands using TPR.
4. **Peer Work** (5 minutes): Students issue commands to classmates.

### **Game: Pronunciation Treasure Hunt**

Inspired by Brown's recommendations for active participation (2014, pp. 241–274).

#### **Game Mechanics**

- **Setup:** Six stations with pictures and hidden "treasures."
- **Activity:** Pronounce the word correctly + perform TPR to earn treasures.
- **Goal:** Collect as many treasures as possible through correct pronunciation.
- **Feedback:** Immediate pronunciation corrections (Brown, 2014, pp. 174–178).

#### **Evaluation**

To measure pronunciation improvement, pre- and post-tests are administered, with a rubric to assess intelligibility and accuracy, as recommended by Brown for testing pronunciation (2014, pp. 231-237).

#### **Pre- and Post-Test Design**

- **Format:** Individual oral test, conducted privately to reduce anxiety.
- **Procedure:**
  1. The teacher shows a picture card for each vocabulary word (e.g., a house for "home").

2. The student says the word and performs the TPR movement.
3. The teacher records the student’s pronunciation (audio or checklist) for analysis.

**Duration:** 2-3 minutes per student.

**Pre- and Post-Tests**

- **Format:** Individual oral production test with visual prompts.
- **Duration:** 2–3 minutes per student.

**Table 7.**

*Rubric*

<b>Criteria</b>	<b>3 (Excellent)</b>	<b>2 (Satisfactory)</b>	<b>1 (Needs Improvement)</b>
<b>Segmental Accuracy</b>	All phonemes (e.g., /aɪ/ in “rights”) are pronounced correctly.	Most phonemes are correct, with minor errors (e.g., /aɪ/ as /i/).	Major phoneme errors (e.g., /raɪts/ as /rets/).
<b>Syllable Clarity</b>	Syllable structure is clear (e.g., /hoʊm/ as one syllable).	Syllable structure is mostly clear, with slight errors.	Syllable structure is unclear (e.g., /ho.mə/ as /ho.mə/).
<b>Intelligibility</b>	Word is fully understandable to a native or non-native listener.	Word is understandable with slight effort.	Word is difficult to understand.

**Feedback and Reporting**

- **Individual Feedback:** Verbal comments after the post-test.
- **Class Summary:** Overall progress shared with parents or school stakeholders.

## **Additional Considerations**

- **Motivation:** Visuals, stickers, and praise incorporated (
- **Adaptations:** TPR movements simplified if needed.
- **Cultural Relevance:** Children's rights connected to students' lives.
- **Teacher Preparation:** Reviewing Brown's chapters on segmentals, syllables, and teaching strategies.

## **Expected Outcomes**

- Students improve intelligibility by at least **20%**.
- Students build strong word-movement associations for retention.
- Learners develop positive attitudes toward English pronunciation.

The proposed pedagogical intervention aims to offer a structured yet engaging approach to enhancing pronunciation among young EFL learners, leveraging Total Physical Response, interactive games, and explicit instruction as informed by Brown (2014), Celce-Murcia et al. (2010), and Levis (2018). While time constraints prevented classroom implementation, the design is ready for future application, with clear potential to foster intelligible pronunciation, boost motivation, and lay a foundation for effective English communication.

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Appendix 2.

1	Reading Sheet			
Title of the Thesis	Author(s)	Year of Publication	Institution	Research Design
Explicit and systematic phonics instruction: an adventure with English vowel sounds.	Mendivelso Parada, Yessenia Paola	2020	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
Object of study	Oral language: pronunciation and vocabulary			
Context	30 students who attended grade 202 in the morning shift at Prado Veraniego School. the 11th District of Bogotá, Colombia. Social stratum was 3 and it was situated in the north of the city.			
Objective	To describe the impact on the EFL second graders' pronunciation of vowel sounds, by implementing the Explicit and Systematic Phonics Instruction.			
Pedagogical Approach	Description of the Approach	Practice Used to Teach Pronunciation		
Explicit and Systematic Phonics Instruction	phonics instruction must be systematic (following a sequence of increasingly challenging phonics patterns) and explicit (teaching students precisely how the patterns worked, e.g., "this is b, it stands for the /b/ sound (Ching Kang Liu, n. d, p, 3)	Explicit and Systematic Phonics Instruction		
Rationale for the Practice	Description of the Practice(s)	Tools or Materials Used	Frequency/Duration of Practice	
by using phonics instruction students can make connections between the sounds they hear and the way they are represented in writing.	activities blend auditory (songs, dictation), visual (images, videos), and kinesthetic (dancing, drawing) learning to teach phonics systematically. They progress from basic sound recognition to mastering specific vowel sounds, integrating vocabulary and story comprehension. Use of repetitive songs (e.g., "The Vowel Family") and familiar tales (e.g., "Little Red Riding Hood")	Word List, Audio Playback Device, Images or Visual Aids, Paper and pencils, Physical or printed cutouts of letters, Story Texts	15 lessons - weekly sessions / 75mins	
Pronunciation Focuses on intelligibility	Pronunciation Components Addressed			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
Yes	x			
Definition of pronunciation	Cook (1996), pronunciation refers to the production of English sounds, that are learnt by repetition and it is important to correct them when are produced inaccurately. In his words, when learning pronunciation, students create new habits and overcome the difficulties arose from their first language. Following, Yates (2002) states that pronunciation is the production of sounds used for making meaning. Finally, in Otlowski's (1998) terms, pronunciation is the way of uttering a word in an accepted manner.			
Impact and Outcomes (pronunciation)				
Reported Impact on Learners (pronunciation)	Evaluation Methods	Limitations Noted by the author of the Pronunciation Teaching practice		
reported a significant positive impact on the English as a Foreign Language (EFL) second graders' pronunciation of English vowel sounds. The study found that students improved their ability to recognize and produce English vowel sounds accurately when performing orally. Data collected via field notes, audio/video recordings, and photographs of artifacts, analyzed through triangulation methodology, indicated that the intervention enhanced students' phonological awareness, reducing the interference of Spanish (L1) pronunciation rules. This was particularly evident as students progressed through pedagogical cycles, demonstrating increased confidence and competence in distinguishing and articulating English vowel sounds, which also supported improvements in related skills such as reading and vocabulary learning.	Field Notes Recordings (Audio and Video) Photographs of Artifacts	the author does not provide a dedicated section for limitations		
Reference	Mendivelso, Y. P. (2020). Explicit and systematic phonics instruction: an adventure with English vowel sounds. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/12157">http://hdl.handle.net/20.500.12209/12157</a> .			

2	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
The words and sounds of children's picture books and poetry: a strategy to enhance oral production skills.	Suárez Bautista, Laura Marcela	2024	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Oral language: pronunciation and vocabulary			
<b>Context</b>	29 students of the second grade (2A) and later third grade (3A) of the afternoon at the school Magdalena Ortega de Nariño IED. located in Las Ferias neighborhood, situated in the tenth district of Bogotá, called Engativá			
<b>Objective</b>	To analyze the impact of using a set of activities based on children's poetry and picture books to enhance pronunciation and vocabulary use in English oral production			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>		<b>Practice Used to Teach Pronunciation</b>	
language-based approach	By utilizing literary texts, students are exposed to the target language and can explore its phonological, syntactical, and semantic components. This method aims to help students identify characteristic elements of the language while engaging them in meaningful activities.		children's picture books and poetry - Literary texts	
<b>Rationale for the Practice</b>		<b>Description of the Practice(s)</b>		<b>Tools or Materials Used</b>
Children's poetry: its variety in the lexicon, its essential value and relation with sounds, and from the connection with situations experienced by the children that involve the student in a creative and meaningful process. Picture books: its value to promote creativity in students through the interpretation of images, its connection with children's familiar situations or experiences, as well as its potential to contribute to the learning process, specifically, in its engaging way of presenting vocabulary and its relation with the sounds of words.		each resource was integrated into six stages: warm-up (introducing or recalling the previous session), pre-reading (introducing the picture book or poem, vocabulary, and phoneme of the class), reading aloud by the research teacher (exposing students to vocabulary and phonemes), post-reading (focusing on reading comprehension and recall of words and sounds), creation (encouraging students' production linked to their experiences, creativity, and class content), and oral production (enabling the use of vocabulary and articulation of the vowel phoneme). Dialogic reading intervention, used conversational strategies like open questions, wh-questions, and distancing questions to engage students and connect with their experiences		Poetry and picture books.
<b>Frequency/Duration of Practice</b>		Fifteen lessons. the classes took four hours each week during the first cycle, but for the second and third cycle, the classes were held for one hour weekly		
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
<b>Yes</b>	<b>x</b>		<b>x</b>	
<b>Definition of pronunciation</b>	pronunciation is considered in this project as the way of producing the sounds of the English language, from its segmental traits, specifically, the vowel sounds. Moreover, it is considered from its qualities to express and make meanings more easily when producing orally.			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners (pronunciation)</b>	<b>Evaluation Methods</b>	<b>Limitations Noted by the author of the Pronunciation Teaching practice</b>		
revealed a positive impact on learners' pronunciation. The study, found that after engaging in various activities, the students improved their ability to pronounce new vowel sounds without relying on their native Spanish phonemes. They demonstrated an increased awareness of the differences between English and Spanish phonemes, particularly with sounds such as /ə/, /i:/, /aɪ/, and /u:/. Although some difficulties in speaking English persisted, the learners successfully articulated these sounds in short oral productions, as evidenced by data from audio recordings and field observations. This improvement was attributed to the repeated exposure and practice facilitated by the aural and visual elements of picture books and poetry, which helped the students distinguish and replicate English vowel sounds more accurately.	Audio Recordings Field Diaries Diagnostic Workshop Artifacts Interviews Data Analysis Procedures (supported by tables quantified and qualified pronunciation improvements)	This study faced certain limitations that are worth mentioning. First, the time constraints of the academic calendar limited the duration of the intervention, which could have benefited from a longer implementation period to observe more sustained progress in oral production skills. Second, the sample size of 29 students, while sufficient for a qualitative study, restricts the generalizability of the findings to larger populations or different contexts. Finally, the researcher's dual role as both teacher and investigator might have introduced bias in the data collection and interpretation, despite efforts to maintain objectivity through triangulation		
<b>Reference</b>	Suárez, L. M. (2024). The words and sounds of children's picture books and poetry: a strategy to enhance oral production skills.. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/20440">http://hdl.handle.net/20.500.12209/20440</a> .			

3	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
Gamification : a tool to improve speaking skill through the TBL approach.	Almanza Molina, Ana Lucia	2024	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	speaking skills: pronunciation and fluency			
<b>Context</b>	34 students, seventh grade. CEDID Guillermo Cano Isaza is a public school in the Meissen neighborhood, locality 19, Ciudad Bolivar, southwest area.			
<b>Objective</b>	To improve seventh-grade students' English-speaking skills through the Task-Based Learning approach using gamification as a pedagogical strategy.			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>	<b>Practice Used to Teach Pronunciation</b>		
Task based learning	Task-Based Learning (TBL) is a language learning approach in which students do different tasks to achieve goals, which means that students learn by doing. The tasks must be related to the use of language or speaking in the classroom in activities such as speeches, conversations, interviews, and oral descriptions, among others. These kinds of activities improve learning motivation because learners have an active role by doing and creating activities (Büyükkarci 2009).	Gamification		
<b>Rationale for the Practice</b>	<b>Description of the Practice(s)</b>	<b>Tools or Materials Used</b>	<b>Frequency/Duration of Practice</b>	
it blends technology, motivation, and interactive learning to create an effective, engaging, and modern approach to teaching English. It addresses the need for increased student interest, leverages cultural shifts toward technology, and supports cognitive, emotional, and linguistic development, all while fostering a classroom environment conducive to participation and skill-building.	The teacher employs a horror-themed gamified approach across four sessions, each with distinct topics—people's physical appearance, parts of the house, eco-friendly actions, and daily routines—in a narrative-driven escape scenario. elements like storytelling, points, group challenges, and feedback.	digital resources (Canva presentations, videos, TV) board, cardboard, pictures	Ten lessons , around 1hr 40mins	
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
<b>Yes</b>	<b>x</b>	<b>x</b>		
<b>Definition of pronunciation</b>	Pronunciation is defined as the way in which a speaker produces the sounds of a language, encompassing the articulation of vowels, consonants, stress, rhythm, and intonation patterns, to convey meaning effectively and be understood by listeners.			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners (pronunciation)</b>		<b>Evaluation Methods</b>	<b>Limitations Noted by the author of the Pronunciation Teaching practice</b>	
demonstrated a significant positive impact of gamification on pronunciation skills through the Task-Based Learning (TBL) approach. Initially, students struggled with pronouncing basic words and exhibited numerous errors, such as saying "jave" instead of "have" or "hoom w3k" for "homework," as noted in field observations. However, the implementation of gamified activities—such as earning points for correct pronunciation and competing on a leaderboard—motivated students to focus on and improve their pronunciation. Field notes highlighted that students became more aware of pronunciation as a key element for earning rewards, frequently asking for correct pronunciations and repeating words to refine their skills. By the end of the four sessions, data analysis revealed that students could correctly pronounce consonants and vowels in stressed and unstressed syllables, transitioning from unintelligible attempts to clear, comprehensible speech, largely due to the engaging and supportive environment fostered by gamification and TBL.		Field Notes Audio Recordings Surveys	some limitations did not allow us to carry out this project as expected. First, some institutional activities paused different implementations. Second, the group tended to vary, some students stopped attending because they changed institutions and other new ones arrived, which caused the groups initially formed to change. Finally, there were some problems with the use of computers and TVs in the school because they were damaged	
<b>Reference</b>		Almanza, A. L. (2024). Gamification: a tool to improve speaking skill through the TBL approach.. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/19735">http://hdl.handle.net/20.500.12209/19735</a> .		

4	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
The creation of audio stories to improve oral production.	Linares Rivera, Jeimy Tatiana	2023	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Speaking skill: pronunciation and fluency			
<b>Context</b>	CEDID Guillermo Cano Isaza School is in Ciudad Bolivar, a district in the southwest of Bogota. students in the afternoon shift, course 502, ranging in age from 9 to 12 years. The class consists of 30 students			
<b>Objective</b>	To determine how the creation of audio stories within a Project based learning (PBL) might improve fifth grade students' oral production in EFL			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>		<b>Practice Used to Teach Pronunciation</b>	
Project based learning	fostering experiential learning, constructivism, collaboration, and structured skill development. By engaging students in authentic, real-world challenges, PBL cultivates critical thinking, problem-solving, and communicative competence, equipping learners with the tools to thrive in modern contexts. The approach's emphasis on active participation, reflection, and peer interaction not only enhances knowledge acquisition but also bridges theoretical insights with practical application.		Audio Stories	
<b>Rationale for the Practice</b>		<b>Description of the Practice(s)</b>		<b>Tools or Materials Used</b>
Audio stories allow students to focus on phonetic aspects such as intonation, stress, and rhythm, by involving them in recording and listening to their own voices. This method leverages the experiential nature of storytelling to make pronunciation practice meaningful and contextual, aligning with constructivist learning principles where students construct knowledge through active participation audio stories motivate students by connecting language use to a creative, real-world task, fostering confidence and fluency		The phases progress through identifying problems (e.g., exploring digital audio stories like "Goldilocks and the Three Bears" on March 7 to build vocabulary), devising solutions (e.g., introducing body parts and personal pronouns via character creation on March 21), and developing prototypes (e.g., practicing action verbs and sentence construction for scripts by April 18). The activities culminate in refining and finalizing the solution, with students writing, illustrating, and recording their audio stories by May 23, using tools like worksheets, memory games, rhymes, and lotteries to reinforce pronunciation, fluency, and vocabulary.		pre-recorded digital audio stories Worksheets Audio player and recorder
<b>Frequency/Duration of Practice</b>		14 sessions over about 4 months		
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes	x	x		x
<b>Definition of pronunciation</b>	the ability to produce speech sounds and intonation patterns that are clearly comprehensible to other speakers, serving as both a receptive and productive skill essential for effective communication, as noted by Celce-Murcia, Brinton, and Goodwin (1996). It encompasses mastering the distinct phonetic qualities of vowels and consonants as well as understanding intonation and stress patterns, which Brown (1994) identifies as critical for full communicative competence.			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners</b>		<b>Evaluation Methods</b>		<b>Limitations Noted by the author of the Pronunciation Teaching practice</b>
significantly enhanced the pronunciation skills, students struggled with distinguishing English phonetics from their native Spanish, often pronouncing English words with Spanish phonetic patterns, such as /majic/ for "magic" and /eyes/ for "eyes." Through targeted activities like listening to and modifying famous stories, oral presentations, and memory games with action verbs, students progressively improved their ability to recognize and articulate English-specific phonemes, including vowel sounds and consonant combinations like /ai/ and /th/. By the end of the intervention, audio recordings and student reflections revealed a marked increase in pronunciation accuracy, with learners correctly producing words like "happy" and "ride" and demonstrating awareness of phonetic differences, such as the multiple phonemes vowels can represent in English compared to Spanish. This progress underscores the audio story project's effectiveness in fostering a more authentic and precise pronunciation among the learners.		Field Notes Audio Recordings Audio Stories (culminating assessment tool) Perception Survey		Frequency of Learning Sessions: "As previously mentioned, students participated in only one session per week, with a duration of one hour and forty-five minutes." (Page 55) Lack of Trained Personnel for Technological Resources: "In addition, in relation to the audio story recordings, it is important to note that although the school provided technological resources, the lack of trained personnel to fully utilize them limited their use." (Page 55)
<b>Reference</b>		Linares, J. T. (2023). The creation of audio stories to improve oral production.. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/19144">http://hdl.handle.net/20.500.12209/19144</a> .		

5	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
Cultural speaking experience in an EFL Classroom through Whatsapp™ Videos.	Alba Díaz, Lizeth Carolina Betancur Ceballos, Miguel Angel	2020	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Oral communication			
<b>Context</b>	eighth grade students from 803 and 804. Instituto Pedagógico Nacional (IPN) is an administrative academic school branch of the Universidad Pedagógica Nacional			
<b>Objective</b>	How might EFL eighth grade students from IPN School build oral production using WhatsApp videos to raise cultural awareness?			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>			<b>Practice Used to Teach Pronunciation</b>
Blended learning	integrates face-to-face classroom interaction with online tools to enhance the teaching and learning process, specifically tailored to an English course focused on cultural content and speaking skills. combines in-person sessions—where students engage in communicative activities like role-plays and discussions—with virtual components, such as video recordings and digital resources, to reinforce pronunciation, fluency, and cultural understanding.			WhatsApp videos
<b>Rationale for the Practice</b>	<b>Description of the Practice(s)</b>	<b>Tools or Materials Used</b>	<b>Frequency/Duration of Practice</b>	
it was proposed WhatsApp to have an oral interaction among the learners to discuss cultural issues because it was considered as the right online path to make possible the development of oral production for the learners in an innovative way.	The activities to improve pronunciation included structured in-class practice with prompts, iterative WhatsApp video recordings with feedback, interactions with native speakers, cultural discussions via the iceberg activity, and engaging games/role-plays. These were designed to address initial weaknesses identified in the diagnostic test	Audio-visual aids (e.g., songs, speakers) and cell phones	asynchronous in-class time (twice weekly, 2-hour sessions)	
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes	x	x		
<b>Definition of pronunciation</b>	pronunciation is one of the key aspects of oral production // the ability to effectively communicate and express oneself naturally and fluently through spoken language in various activities. oral production is characterized as a skill that requires grammatical accuracy, extensive vocabulary, proper pronunciation			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners</b>	<b>Evaluation Methods</b>	<b>Limitations Noted by the author of the Pronunciation Teaching practice</b>		
reported a positive impact on learners' pronunciation. The use of WhatsApp videos as a pedagogical tool facilitated notable improvements, particularly evident in the students' ability to accurately pronounce past tense verb forms and other grammatical structures practiced in class. For instance, in the analysis of recorded videos, students like MA and MD demonstrated no pronunciation mistakes when discussing future plans, reflecting the effectiveness of in-class pronunciation prompts. This enhancement was attributed to the repeated practice and feedback provided through the video creation process, which allowed learners to refine their motor-perceptive skills, involving the correct articulation of sounds and language structures. Overall, the study highlighted that WhatsApp videos not only boosted fluency but also significantly improved pronunciation accuracy, contributing to more confident and natural oral production in real-life contexts.	Video Assessment Grid audio and video recordings Field notes Interviews and surveys constant feedback	<p>"Initially, it was thought for the students to post their cultural videos on WhatsApp status in order to have a more frequent peer assessment, to promote the language use in real context outside the classroom, and to facilitate the interaction among the learners. However, due to the lack of internet connection and quick access to personal cell phones, the previous posting process was not done and it forced the teacher researchers to change their planning."</p> <p>"Furthermore, the time that could be spent in the development of the lessons was not fully achieved due to the official content that the students had stipulated in their curriculum which had nothing related to the pedagogical intervention."</p> <p>"Finally, the outbreak of a pandemic virus at the beginning of the year ruined the ending of the research process. Thus, it was not possible to be present in the classroom during the last part of the study, and the participants could only receive lessons when they were in eighth grade. Likewise, a third cycle was proposed to present the Trinidadian culture to the students as part of the cultural awareness progress but that could not happen because the contact with both the students and the institution stopped once the pandemic started."</p>		
<b>Reference</b>	Alba, L. C. & Betancur, M. A. (2020). Cultural speaking experience in an EFL Classroom through Whatsapp™ Videos.. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/12110">http://hdl.handle.net/20.500.12209/12110</a> .			

6	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
Enhancing EFL oral skills through ECO 2.0 Kids : a culturally situated perspective.	Guerrero Diaz, Nisi Jireh	2024	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Oral skills: fluency and accuracy			
<b>Context</b>	28 students from 5th grade of primary school, the age range of these children were between 10 -12 years old. Instituto Pedagógico Nacional (IPN), a school located in Usaquén locality, the north of Bogotá city			
<b>Objective</b>	To identify the impact of incorporating a set of activities adapted from ECO 2.0 Kids on the enhancement of oral skills within a culturally situated perspective.			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>		<b>Practice Used to Teach Pronunciation</b>	
Situated Language Learning	emphasizes the integration of cultural and contextual elements into the learning process, positioning learners within authentic, meaningful environments to enhance their linguistic skills. Drawing from Lave and Wenger's concept of situated learning, this method views language development as a social practice where learners actively participate in culturally relevant activities, fostering deeper engagement and understanding.		ECO 2.0 Kids – pronunciation is taken as a component of speaking skill	
<b>Rationale for the Practice</b>		<b>Description of the Practice(s)</b>	<b>Tools or Materials Used</b>	<b>Frequency/Duration of Practice</b>
this material, developed by the Ministry of National Education (MEN), integrates listening as a primary input to foster oral expression, leveraging its transmedia strategy of audio capsules to engage students with relatable Colombian cultural content, such as regional traditions and dialects. Podcasts' potential to improve speaking fluency, vocabulary, and pronunciation, making ECO 2.0 Kids an ideal resource to address the identified oral skill deficiencies		In the first cycle, students explored festivals and celebrations, role-plays and presentations where they discussed events like Christmas, and reflected on these through semi-structured interviews The second and third cycles shifted to traditional Colombian dishes, where students participated in a "Colombian Cuisine Trivia" warm-up game, listened to the "Indy and the Ajiaco Santafereño" audio capsule, practiced vocabulary and frequency adverbs through worksheets, and performed role-plays to describe favorite dishes and eating habits.	ECO 2.0 Kids Audio Capsules TV and Audio Speakers Computer Lab Genially Presentations Worksheets	1.5 hours twice per week three cycles
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes	x	x		
<b>Definition of pronunciation</b>	No direct definition - The second component of speaking skill is accuracy, this concept refers to "how closely the language produced adheres to the standards of the target language" (Yuan & Ellis, 2003, p. 2), encompassing accurate pronunciation, vocabulary usage, and grammatical structure // pronunciation, by becoming familiar with phonological rules that include various sounds, stress, intonation and tone			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners</b>		<b>Evaluation Methods</b>	<b>Limitations Noted by the author of the Pronunciation Teaching practice</b>	
reported a positive impact on learners' pronunciation. the audio capsules, featuring diverse Colombian accents and interactive dialogues, provided authentic listening input that helped students refine their pronunciation by mimicking and repeating phrases, as evidenced in student interviews (To gather the perceptions of students) where learners noted enhanced fluency and comfort in speaking English. The repetitive exposure to culturally relevant content, such as traditional dishes and festivals, allowed students to practice phonological elements like stress and intonation in a contextualized manner, fostering greater confidence and accuracy in their oral expression. This culturally situated approach thus not only bolstered pronunciation but also linked language skills to students' personal and cultural experiences, enhancing overall engagement and linguistic development.		Field Notes Recordings Semi-Structured Interviews Questionnaires <b>Artifacts:</b> Student-produced materials Triangulation (table 1)	<p>"The sample size was limited to a single group of 28 fifth-grade students from one public school in Bogotá, which restricts the generalizability of the findings to other age groups, educational contexts, or regions."</p> <p>"The duration of the intervention was relatively short, spanning only three cycles over a few months, which may not fully capture long-term effects on oral skill development."</p> <p>"The study relied heavily on qualitative data, such as field notes, interviews, and recordings, with limited use of quantitative measures, potentially affecting the objectivity of the results."</p> <p>"Access to technology and resources, such as consistent audio playback equipment, varied across sessions due to school infrastructure constraints, which may have influenced the consistency of the intervention."</p> <p>"The researcher's dual role as both pre-service teacher and investigator could have introduced bias in the interpretation of data and interactions with students."</p>	
<b>Reference</b>		Guerrero, N. J. (2024). Enhancing EFL oral skills through ECO 2.0 Kids : a culturally situated perspective.. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/19774">http://hdl.handle.net/20.500.12209/19774</a> .		

7	<b>Reading Sheet</b>			
Title of the Thesis	Author(s)	Year of Publication	Institution	Research Design
How the Grinch taught English: Improving communicative skills in primary school students with Dr. Seuss's books.	Sánchez Díaz, Juan Camilo	2024	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
Object of study	Communication skills: Speaking skills, Listening skills, Writing skills			
Context	303 group. thirty-four students who are between the ages of seven and ten. Gonzalo Arango school is located in Suba, Bogotá's eleventh locality			
Objective	To determine the impact that the use of Dr. Seuss's books has on the development of communication skills in third-grade students through the implementation of a pedagogical proposal that aims to explore linguistically the various characteristics from the books and engage the students in the learning process.			
Pedagogical Approach	Description of the Approach			Practice Used to Teach Pronunciation
language-based approach	emphasizes the integration of language skills—listening, speaking, reading, and writing—within a communicative and contextual framework to enhance English language learning. By focusing on authentic texts, it encourages learners to explore vocabulary, grammar, and discourse patterns naturally embedded in the story, fostering both linguistic competence and critical thinking. The method prioritizes interaction and active participation, allowing students to connect personally with the content while developing their ability to use English in real-life situations, thus aligning with communicative language teaching principles.			Children's literature and authentic material in EFL
Rationale for the Practice	Description of the Practice(s)	Tools or Materials Used	Frequency/Duration of Practice	
offers simple yet rich language structures, repetitive patterns, and relatable themes that make it accessible and motivating for young learners, fostering a natural environment for vocabulary and grammar development. Authentic materials, including these literary texts, are chosen because they provide real-life language use, exposing students to cultural nuances and communicative contexts beyond artificial textbook dialogues.	Cycle 1 focuses on sequence connectors through " WH-questions via (listening with nature discussions; Cycle 2 explores likes/dislikes with "Green Eggs and Ham" (listening, speaking) in a market activity and present continuous tense through "How the Grinch Stole Christmas" (listening, speaking), ending with a Saint Patrick's Day review; Cycle 3 emphasizes phoneme practice with "Oh, Say Can You Say?" (listening, speaking) via tongue twisters, sequence connectors in "The Cat in the Hat" (reading, poem creation), nouns/adjectives for diversity in "One Fish, Two Fish" (listening, speaking), and future tense predictions in "Oh, The Places You'll Go!" (writing, speaking).	books (in physical or narrated form), audiovisual resources: videos or short films, worksheets	41 lessons of approximately 50 minutes each	
Pronunciation Focuses on intelligibility	Pronunciation Components Addressed			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
<b>x</b>	<b>x</b>	<b>x</b>		
Definition of pronunciation	Phonological awareness: the ability to recognize and manipulate the sound structures of a language, such as identifying syllables, rhymes, and individual phonemes, which is crucial for developing accurate pronunciation and overall linguistic competence.			
Impact and Outcomes (pronunciation)				
Reported Impact on Learners	Evaluation Methods	Limitations Noted by the author of the Pronunciation Teaching practice		
from the Conclusions section, is noted that the pedagogical intervention significantly improved students' communicative skills, including speaking, listening, and writing. Specifically, regarding pronunciation, it is mentioned that despite ongoing difficulties, students showed a willingness to practice speaking more and take risks, understanding that mistakes are part of the learning process. This suggests that while pronunciation remained a challenge, the use of Dr. Seuss's books fostered an environment where students became more comfortable attempting to speak, potentially leading to gradual improvement through increased practice and exposure to the language's phonemes via narrations and multimedia resources. The emphasis on phonological awareness and the use of rhythmic, rhyming texts likely supported this development, though specific quantitative or qualitative data on pronunciation improvement is not isolated in the text.	Field Notes Diagnostic Test Classroom Activities and Workshops Data Analysis and Categories (the evaluation relied on the researcher's subjective judgment of students' oral performance during lessons)	"The primary limitation of this project was time. Students had only two hours per week scheduled for English class, and this was often further reduced due to school events, delays from prior classes, field trips, dance rehearsals, sports events, and similar activities. These factors frequently cut class time short, postponed sessions, and ultimately impacted the planned intervention schedule." "In terms of the intervention, the process would have benefited from more creative writing and guided reading activities. Even though the intervention proved useful, it would have benefited to develop spaces where the students were able to write freely as they did in the Cat in The Hat class, because that exercise showed the interest from the students to write more in English, therefore, a more detailed exploration of that skill would have been important." "Finally, the spoken activities helped the students become more comfortable with that skill. However, the use of guided reading activities would have helped the students to internalize new phonemes in a better way, not just with the free speaking tasks and listening to the narration of the books, which helped, but practicing reading out loud with excerpts containing new vocabulary and especially containing vocabulary that could be troublesome to pronounce."		
Reference	Ramírez Calderón, L. V. (2023). How the Grinch taught English. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/20425">http://hdl.handle.net/20.500.12209/20425</a>			

8	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
CUMT to develop speaking skills through TPR in an EFL classroom.	Celedón Gómez, Nicolás	<b>2024</b>	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Speaking skills: comprehension and vocabulary skills, correcting pronunciation			
<b>Context</b>	26 students, of which 14 were girls and 12 were boys and their ages ranged from 11 to 12 years old. sixth grade students from Instituto Pedagógico Nacional (IPN) which is a public state educational institution located in Usaquén, Bogotá.			
<b>Objective</b>	To interpret the possible impacts of CUMT in developing English speaking skills through TPR in an EFL classroom.			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>		<b>Practice Used to Teach Pronunciation</b>	
Total Physical Response	involves the teacher giving commands in the target language—such as "stand up" or "point to the door" - which students perform without initially needing to speak, reducing anxiety and building confidence. The method emphasizes listening comprehension as a foundation for speaking skills, gradually encouraging verbal responses as learners become more comfortable, making it particularly effective for developing fluency and engagement among young learners or beginners.		controlled used of the mother tongue (CUMT)	
<b>Rationale for the Practice</b>		<b>Description of the Practice(s)</b>	<b>Tools or Materials Used</b>	<b>Frequency/Duration of Practice</b>
it leverages students' preference for Spanish, mitigates the impracticality of an English-only approach, facilitates understanding, aligns with communicative learning principles, complements TPR's motivational benefits, and supports a gradual increase in English use. This rationale is grounded in both classroom observations and theoretical support, reflecting a practical and student-centered approach to EFL teaching. Spanish remains a tool for managing abstract queries or reducing frustration, balancing physical actions with speaking opportunities to create a stress-free, motivating environment		In the first stage, the teacher-researcher introduces vocabulary using Spanish to give instructions and clarify meanings, paired with TPR actions like mimicking daily routines to reinforce comprehension and pronunciation. The second stage shifts toward more student-led tasks, such as dialogues and games (e.g., "Eeny, Meeny, Miny, Moe" or switching chairs), where Spanish is controlled to streamline class flow and answer questions, while TPR movements encourage engagement and vocabulary practice. By the third stage, English use increases, with activities like acting out gerunds and infinitives (e.g., mimicking swimming or reading) to build confidence, though.	physical movements (TPR), verb lists, dictionaries	twice weekly 90 minutes
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
<b>yes</b>	<b>x</b>			
<b>Definition of pronunciation</b>	Pronunciation helps students share clearer ideas; it refers to the sounds a speaker makes when producing a sentence – THERE IS NOT A DEEP DEFINITION - into five components—comprehension, grammar, vocabulary, pronunciation, and fluency. Speaking skills encompass the ability to produce language in a foreign context, distinct from writing, and are vital alongside listening, reading, and writing for mastering English as a foreign language (EFL).			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners</b>		<b>Evaluation Methods</b>		<b>Limitations Noted by the author of the Pronunciation Teaching practice</b>
notable impact on learners' pronunciation, contributing to its improvement as an unintended but significant outcome. While the primary focus was on developing vocabulary and comprehension skills, the data analysis revealed that pronunciation emerged as an area of progress." The sub-category "Correcting pronunciation, developing confidence" detailed how TPR activities, such as mimicking actions tied to vocabulary, and the strategic use of Spanish to clarify instructions or correct errors, fostered a stress-free environment where students felt more confident to practice speaking. This confidence, coupled with teacher feedback—often provided in English during personalized interactions or in Spanish to streamline corrections—enabled students to refine their pronunciation incrementally. Field notes, such as those from Intervention #11, indicated that the teacher-researcher prioritized pronunciation guidance over direct translations, encouraging students to attempt English articulation, which further supported this skill's development despite initial frustrations. Overall, the intervention's design indirectly bolstered pronunciation by reducing learners' fear of making mistakes and enhancing their willingness to engage orally.		Field Notes Audio Recordings Survey Teacher Feedback and Interaction		"Now to refer to the limitations of this research, it is necessary to mention that the school tends to have a lot of extracurricular activities for students. This meant that sometimes the group was not complete in the classes. It also caused sometimes that classes could not be developed because the students needed to go to an event inside the school. With that in mind, a lot of classes were lost, which affected the implementation part of the research. Being part of the weekly schedule of students may have influenced its results." "Another limitation to consider is that big breach of level between students who have a very high proficiency level when compared to other participants. This breach caused certain activities to be very easy for some students and very difficult for others, forcing the teacher to adjust the classes while they happened. This may have also negatively affected those students with a high level since they may have felt frustrated about not being able to advance to new topics for them."
<b>Reference</b>		Celedón, N. (2024). CUMT to develop speaking skills through TPR in an EFL classroom. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/19756">http://hdl.handle.net/20.500.12209/19756</a> .		

9	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
Storytelling Techniques to Foster Students Productive Skills within a Reflective Process in an EFL Classroom	Herrera Rubiano, Ivonne Daniela	2020	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Productive Skills: speaking - writing			
<b>Context</b>	36 students in a range of ages between 7 and 9 years old. The I.E.D Liceo Femenino Mercedes Nariño is located in Rafael Uribe Uribe, which is the eighteenth town of Bogotá, in the San José neighborhood. third EFL graders			
<b>Objective</b>	To determine the effects of implementing Storytelling Techniques, within a Reflective Process, on the development of the Productive Skills of a group of third EFL graders at Liceo Femenino Mercedes nariño School			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>		<b>Practice Used to Teach Pronunciation</b>	
Communicative Approach	prioritizes the development of communicative competence—the ability to use language effectively and appropriately in real-life situations—over mere grammatical accuracy or rote memorization. four key dimensions of language learning: grammatical competence (understanding rules), sociolinguistic competence (using language appropriately in context), discourse competence (coherently connecting ideas), and strategic competence (overcoming communication breakdowns).		Storytelling	
<b>Rationale for the Practice</b>	<b>Description of the Practice(s)</b>		<b>Tools or Materials Used</b>	<b>Frequency/Duration of Practice</b>
fosters speaking by allowing students to imitate language patterns, sounds, and structures from stories, enhancing vocabulary and pronunciation while moving them beyond passive reception to active production. Its interactive nature and use of paralinguistic resources engage students, countering the disengagement from rote methods, while connecting narratives to their experiences motivates them to express reflections orally in a real context	Three cycles: "World Citizens," "Save the Earth," and "Discovering Myself." In Cycle I, "The Lion and the Mouse," reading the story aloud with the teacher, discussing its themes using WH questions, and completing worksheets to write and speak about helping others, reinforced by role-playing short dialogues. Cycle II, "Save the Earth," involves singing "With My Own Two Hands," reading "The Earth Book," and writing reflective responses on post-its about environmental care followed by oral presentations of their ideas, with the teacher using mimics to teach vocabulary. Cycle III, "Discovering Myself," uses "Be Kind" and "My Inside Weather" storybooks, where students listen, reflect, and write sentences on worksheets about kindness and emotions, then share them orally in pairs or groups, culminating in a reflective post-it activity		Storybooks Songs Post-its, worksheets	once a week 1 to 2 hours each
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes	x	x		
<b>Definition of pronunciation</b>	No direct definition - that process includes accuracy, that is the correct use of vocabulary grammar, pronunciation in controlled and guided activities; and fluency which is the ability to keep going when speaking spontaneously			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners</b>		<b>Evaluation Methods</b>		<b>Limitations Noted by the author of the Pronunciation Teaching practice</b>
reported a positive impact on learners' pronunciation. the pedagogical intervention, which included activities such as singing songs like "With My Own Two Hands" and reading stories aloud, encouraged students to actively engage with English pronunciation. students were keen to practice the correct pronunciation of words while singing, frequently asking the teacher about the proper way to articulate them . This interactive approach, supported by the teacher's guidance and the use of varied tones and sounds during storytelling, fostered an environment where students improved their verbal expression and fluency. The study suggests that these techniques not only enhanced pronunciation but also built students' confidence in using English orally,. Overall, the intervention demonstrated that storytelling served as an effective tool for enhancing pronunciation.		Field Notes Interviews Audio Recordings and Transcriptions Worksheets and Reflective Activities Classroom Interaction and Teacher Feedback		does not explicitly include a dedicated section for Limitations
<b>Reference</b>		Herrera, I. D. (2020). Storytelling techniques to foster students productive skills within a reflective process in an EFL classroom. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/12105">http://hdl.handle.net/20.500.12209/12105</a> .		

10	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
The power of voices : boosting EFL speaking through intrapersonal and interpersonal podcasts.	Novoa Cucuma, Laura Daniela	2024	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Speaking Skills: pronunciation, fluency, and vocabulary			
<b>Context</b>	18 students, course 1002 Instituto Pedagógico Nacional, an educational centre in Bogotá			
<b>Objective</b>	To determine the scope of the impact of the use of podcasts with intrapersonal and interpersonal content on the speaking skills of IPN tenth-grade students			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>		<b>Practice Used to Teach Pronunciation</b>	
Information and Communications Technology (ICT)	refers to the integrated use of digital technologies, such as computers, the internet, telecommunications, and software applications, to access, process, store, and transmit information. ICT enables seamless connectivity, multimedia content creation, and global accessibility, making it a powerful tool for innovative language learning approaches like those explored in the study.		Podcasts – no focus on pronunciation theory	
<b>Rationale for the Practice</b>	<b>Description of the Practice(s)</b>	<b>Tools or Materials Used</b>	<b>Frequency/Duration of Practice</b>	
podcasts provide opportunities to practice communicative abilities, such as pronunciation and oral expression, in authentic contexts. allow students to reflect on their thoughts and emotions, engage in intrapersonal and interpersonal discussions, and improve their speaking skills in a conversational setting. This flexibility and emphasis on authentic language use make podcasts a valuable tool for teaching pronunciation.	Students wrote scripts incorporating vocabulary and expressions, recorded 4-minute episodes without reading verbatim, and added music to enhance their audio, guided by presentations and examples from the pre-service teacher.	technological resources: computers, headphones, microphones, and the Spotify worksheets, infographics, and Canva	90-minute three cycles over two years	
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes		x		x
<b>Definition of pronunciation</b>	the capacity to articulate sounds and words correctly, including intonation, rhyme, and accent. – THERE IS NOT A DEEP DEFINITION			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners</b>	<b>Evaluation Methods</b>	<b>Limitations Noted by the author of the Pronunciation Teaching practice</b>		
the document emphasizes broader speaking skill improvements—such as fluency, vocabulary use, and conversational ability—pronunciation is addressed as a component of these skills. The students also said that podcasts encouraged listening, which improved their pronunciation when they were using the proposed method. In addition, the data reveals an improvement in pronunciation and intonation due to the planning process, which enables students to practice word pronunciation. Therefore, it can be confirmed that the podcast serves as a tool to enhance students' pronunciation, as it constantly encourages them to listen and speak, thereby fostering correct pronunciation in the language.	Field Notes Diagnostic Tests Recordings Interviews Rubrics Triangulation Method	First, the time constraint was a significant barrier, as the intervention was limited to three cycles within a single academic semester, which restricted the depth of the implementation and the ability to observe long-term effects. Second, the sample size was small, involving only one course of 18 students, which limits the generalizability of the findings to larger populations or different contexts. Third, the technological resources available at the school were limited, occasionally affecting the quality of the podcast production and the students' ability to fully engage with the tool. Finally, the researcher's dual role as both teacher and investigator may have introduced bias, as her involvement in the implementation could have influenced the students' responses and the interpretation of the data."		
<b>Reference</b>	Novoa, L. D. (2024). The power of voices : boosting EFL speaking through intrapersonal and interpersonal podcasts.. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/20412">http://hdl.handle.net/20.500.12209/20412</a> .			

11	<b>Reading Sheet</b>			
Title of the Thesis	Author(s)	Year of Publication	Institution	Research Design
Developing EFL high school students' oral performance through entrepreneurship projects using partial instruction CLIL at a private school.	Triana Barrero, Sergio Alonso	2022	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
Object of study	Speaking skills: Fluency, Vocabulary, Grammar, Pronunciation.			
Context	25 9 th graders who were between 14 and to 17-year-old. Instituto Tomas de Iriarte. private institution located in Bogota, in Engativa			
Objective	To identify how high school students develop their EFL speaking skill in the context of Entrepreneurship Projects in a partial instruction CLIL approach			
Pedagogical Approach	Description of the Approach			Practice Used to Teach Pronunciation
Project-Based learning approach	student-centered methodology that engages learners in active exploration of real-world problems or challenges, fostering the development of language skills through collaborative, meaningful projects. In this context, students work on tasks that require critical thinking, creativity, and communication, integrating language use with practical application. The approach emphasizes autonomy, allowing students to take ownership of their learning process while teachers act as facilitators, guiding them toward achieving linguistic and cognitive goals.			Content and integrated language learning
Rationale for the Practice	Description of the Practice(s)	Tools or Materials Used	Frequency/Duration of Practice	
allows students to practice pronunciation and speaking in authentic, communicative scenarios rather than isolated drills, fostering natural language use. CLIL activities like discussions, role-plays, and presentations, enable students to focus on both the content (e.g., topics relevant to their curriculum) and the linguistic elements (e.g., stress, intonation, and rhythm), thereby improving their oral proficiency.	role-plays where students simulate real-life scenarios (e.g., ordering food or conducting interviews), group discussions on curriculum-related topics like environmental issues or cultural traditions, and oral presentations that require clear articulation of ideas. the lessons incorporate tongue twisters and minimal pair exercises to target specific pronunciation challenges. Listening tasks followed by repetition and peer feedback sessions are also used to reinforce correct stress, rhythm, and intonation patterns.	audio recordings of native speakers worksheets with tongue twisters and minimal pair contrasts flashcards or visual aids Technology: audio players or classroom projectors	60 minutes 16 sessions over eight weeks	
Pronunciation Focuses on intelligibility	Pronunciation Components Addressed			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes	x	x		
Definition of pronunciation	the recognition and understanding of the flow of speech and the production of the spoken language. Additionally, others identified word and sentence stress, intonation, rhythm, and use of individual sounds.			
Impact and Outcomes (pronunciation)				
Reported Impact on Learners	Evaluation Methods	Limitations Noted by the author of the Pronunciation Teaching practice		
in the broader category of "oral performance," which includes subcategories like responsive speaking, extensive speaking, and fluency, pronunciation is implicitly addressed as a component of improved speaking skills. The findings indicate that students progressed in their oral competence over the course of the pedagogical intervention, incorporating specialized vocabulary and expressions related to entrepreneurship, which suggests an enhancement in clarity and accuracy of speech. Specifically, the increase in fluency and the ability to present planned monologues during the Trade Fair imply that pronunciation likely improved as part of the overall oral performance gains, as effective communication in such contexts requires intelligible articulation. While not directly quantified, the positive student perceptions of their advances and the reduction in L1 interference further support the inference that pronunciation, alongside other speaking elements, was positively impacted.	interviews, field notes, and speech samples	"When implementing CLIL in a school that is not familiarized with the approach represented a limitation because the content teacher saw me more as a rival than a teaching partner. Sometimes, her attitude was not the best because she was very reluctant to provide material about Entrepreneurship. I had to investigate by myself some of the topics related to the content." "Another limitation represented in learners' attitudes was difficult for me. The participants' background was not as harmonious as I thought. Many of them had lived awful learning experiences, with teachers who only concentrate on grammar and left behind the development of speaking. Breaking these mental barriers was very difficult and some participants did the activities because they needed to be evaluated."		
Reference	Triana, S. A. (2022). <i>Developing EFL high school students' oral performance through entrepreneurship projects using partial instruction CLIL at a private school.</i> . Recuperado de: <a href="http://hdl.handle.net/20.500.12209/17728">http://hdl.handle.net/20.500.12209/17728</a> .			

12	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
Theater as PBL and its implications in the development of spoken language.	Torres Rodriguez, Jennifer Ximena	<b>2023</b>	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Oral communication in EFL: phonology, body expression listening comprehension and vocabulary			
<b>Context</b>	group 803 21 students in total, 12 boys and 9 girls. .CEDID Guillermo Cano Isaza is a public school located in Ciudad Bolivar. is located in the south of Bogota,			
<b>Objective</b>	To analyze the consequences of applying theater as PBL for the improvement of the oral skills in an EFL classroom.			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>			<b>Practice Used to Teach Pronunciation</b>
Project Based Learning (PBL)	emphasizes active learning, collaboration, and problem-solving, with specific guidelines and objectives to guide the learning process. According to Lamer, Mergendoller, and Boss (2015), PBL goes beyond simply completing a project; it follows a structured approach involving several key steps. These steps include posing a driving question motivating students to explore this question, fostering collaboration among students, providing scaffolding and support throughout the inquiry process, and having students create a tangible product that reflects their learning.			Theater in Education
<b>Rationale for the Practice</b>	<b>Description of the Practice(s)</b>		<b>Tools or Materials Used</b>	<b>Frequency/Duration of Practice</b>
Theater in education is a valuable tool that blends social interaction, creativity, and language learning. By using performance to depict real-life scenarios, it offers students a unique opportunity to practice and understand foreign languages in meaningful contexts. helps students improve their language skills but also encourages them to experiment with different communicative situations, preparing them for real-life encounters in a supportive and controlled environment.	diagnostic phase, basic concepts of theater and small talk to build rapport and understand interests. In the second week, students formed groups, selected a play, and explored its general elements. The third week focused on guided practice in speaking and pronunciation through small, progressive activities. The fourth week students worked individually on props and scenography for their final presentation, while continuing to practice speaking. The final week culminated in the presentation of the play in front of an audience, showcasing the students' hard work. Alongside these phases, individual sessions provided opportunities for targeted activities such as phoneme practice, script reading, and charades, all designed to improve pronunciation, fluency, and expression in theatrical contexts.		Scripts Drawing Materials	five weeks
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes	x			
<b>Definition of pronunciation</b>	Subcategory: Phonology. "The study of the categorical organization of speech sounds in languages; how speech sounds are organized in the mind and used to convey meaning"			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners</b>	<b>Evaluation Methods</b>		<b>Limitations Noted by the author of the Pronunciation Teaching practice</b>	
students improved their ability to recognize and produce English consonants addressed during the sessions, indicating heightened phonological awareness and fluency over practiced texts. However, this progress was limited to consonants, as no significant improvement was observed in the pronunciation of vowels. The use of theatrical role-plays allowed students to apply their existing written English knowledge to oral contexts, enhancing their consciousness of pronunciation and enabling them to better articulate sounds in familiar scripts.	Diagnosis and Final Role-Plays Voice Recordings Video Recordings Field Diary		<p>"time was the main limiting factor for the development of this project. In order to achieve the memorization of a script and an acquisition of the pronunciation rules to reach a final presentation as it was planned, one that included scenography, costumes, and a performance filled with confidence from the actors more time had to be dedicated to the project."</p> <p>"the low compromise of the students generated a basic outcome. It was expected that the students would do individual work from home, it was said to them which part of the role play they had to practice but not even one student showed proficiency in their scrips. Whenever a homework assignment was left for them to do less than 30% of students would present it, some saying they left it at home and others saying they forgot."</p> <p>"Lastly, there were some activities external to the English class that also interfered with the implementation. Required paperwork to start the contract between the school and the university, strikes done by the teachers, and cultural activities proposed by the school generated a delay in the process and a loss of opportunity to give students more practice classes."</p>	
<b>Reference</b>	Torres, J. X. (2023). Theater as PBL and its implications in the development of spoken language.. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/19143">http://hdl.handle.net/20.500.12209/19143</a> .			

13	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
Intervention to strengthen fourth-grade students' oral production in English through Emotional Pedagogy.	Ramírez Cruz, Lilia Johanna	<b>2024</b>	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Speaking skill: Pronunciation, fluency and Performance/ Non-Verbal Communication			
<b>Context</b>	grade 403 from CEDID Guillermo Cano Isaza School. Technical School is located at Ciudad Bolivar locality, the southwest area of Bogotá city			
<b>Objective</b>	To determine how workshops based on the Emotional Pedagogy contribute to strengthen the English oral production of fourth grade students from Guillermo Cano Isaza school.			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>			<b>Practice Used to Teach Pronunciation</b>
Emotional pedagogy	integrates emotional intelligence into language teaching to enhance students' oral skills. Grounded in the belief that emotions significantly influence learning, this method leverages activities like workshops with videos, songs, role-plays, tongue twisters, and games to create a supportive classroom environment where students feel safe to express themselves.			Emotional pedagogy
<b>Rationale for the Practice</b>		<b>Description of the Practice(s)</b>		<b>Tools or Materials Used</b>
emotional pedagogy seeks to create a low-anxiety environment that motivates students to participate actively, as evidenced by the use of engaging, emotion-triggering activities like role-plays and songs. The study argues that fostering positive emotions enhances students' confidence and resilience, enabling them to overcome initial discomfort (e.g., frustration with tongue twisters) and persist in speaking tasks.		Interactive role-plays and simulations group discussions and storytelling exercises are utilized to create a supportive environment where learners can share personal experiences, thereby strengthening emotional connections and motivation. The approach also incorporates reflective practices, such as journaling and peer feedback sessions, to help students process their emotions and improve their oral fluency.		Videos Songs Reflection Sheets: Handouts, visual aids (like pictures or charts), and audio recordings
				approximately 90 minutes
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes		<b>x</b>		
<b>Definition of pronunciation</b>	the way sounds are produced in words, phrases, and sentences, which significantly impacts the clarity and effectiveness of communication. It goes beyond simply articulating individual sounds, encompassing prosody such as stress, intonation, accentuation, and pauses, all of which influence how a message is received. According to Maximiano Cortés (2002), pronunciation includes both the vocalization of sounds and the expressive components that convey meaning, including emotional tone.			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners</b>		<b>Evaluation Methods</b>		<b>Limitations Noted of the Pronunciation Teaching practice by the author</b>
Through <i>Emotional Pedagogy</i> strategies, students were able to cultivate a better understanding of themselves and express their ideas more effectively, although fluency and pronunciation still showed room for improvement. The intervention demonstrated that addressing students' emotional needs positively influenced their motivation and engagement, which led to improvements in oral production. The use of workshops that integrated <i>Emotional Pedagogy</i> strategies showed progress in students' ability to communicate in English with more confidence, better pronunciation and fluency.		Field Notes Questionnaires (self-reported experiences) Rubric Observation Diagnostic and Competences Tests <b>Artifacts:</b> Students' recorded or documented outputs		document does not include an explicit section for Limitations
<b>Reference</b>		Ramírez, L. J. (2024) Emotional pedagogy to improve oral production. Universidad Pedagógica Nacional. Recuperado de <a href="http://hdl.handle.net/20.500.12209/20472">http://hdl.handle.net/20.500.12209/20472</a>		

14	<b>Reading Sheet</b>			
Title of the Thesis	Author(s)	Year of Publication	Institution	Research Design
Developing fifth graders' oral fluency through task-based learning at Magdalena Ortega de Nariño School.	Bohórquez Carlos, Angy Natalia	<b>2021</b>	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
Object of study	Speaking skill: fluency (pronunciation as part of fluency)			
Context	5B grade students. The average age range 7 of the 35 girls is between 10 and 11 years old. Magdalena Ortega de Nariño school is a public ladies' institution located in Engativá, Bogotá			
Objective	To describe the impact of implementing task-based learning in the EFL oral fluency of 5B grade student			
Pedagogical Approach	Description of the Approach	Practice Used to Teach Pronunciation		
Task-Based Learning (TBL)	involves learners engaging in activities that require the use of the target language to complete specific, real-world-oriented tasks, such as solving a problem, sharing information, or creating something collaboratively. These tasks are designed to promote natural language use, encouraging students to focus on communication rather than just grammatical accuracy, while integrating pronunciation practice as a key component.	Task-Based Learning (TBL)		
Rationale for the Practice		Description of the Practice(s)	Tools or Materials Used	Frequency/Duration of Practice
allows students to focus on meaningful communication through tasks that mirror real-life scenarios, which naturally integrate pronunciation practice as they strive to be understood. shifts the emphasis from isolated drills to interactive, student-centered activities, making pronunciation development more dynamic and relevant.		The first unit focused on the family tree, a main task for students to interact with the character "Copito" to complete an information gap activity, and a post-task where students reflected on their experience. The second unit explored hobbies and likes, where students guessed their family members' hobbies in a real-world context, and a post-task for sharing reflections. The final unit emphasized what makes families unique, combining language input and brainstorming in pre-tasks, creative representations in the main task, and post-tasks for class presentations.	Padlet platform Teams platform Videos Menti document drawings, posters, pictures,	three units -No more info
Pronunciation Focuses on intelligibility	Pronunciation Components Addressed			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes	<b>x</b>			
Definition of pronunciation	Articulating clearly and having a proper pronunciation of words. the goal must be centered on achieving a clear and comprehensible oral production, following a communicative view, disregarding an accent-free goal.			
Impact and Outcomes (pronunciation)				
Reported Impact on Learners		Evaluation Methods		Limitations Noted of the Pronunciation Teaching practice by the author
had a notable positive impact on the students' pronunciation. Initially, the students exhibited significant difficulties with pronunciation, particularly with vowels such as /i/, /e/, and /a/, resulting in largely unintelligible speech during the first unit. However, the use of pre-task activities, including modeling tasks and vocabulary practice, allowed students to rehearse pronunciation repeatedly, leading to a marked improvement by the end of the three-unit intervention. By the final unit, pronunciation errors were reduced to minor issues with specific words, rather than pervasive unintelligibility, demonstrating that the structured practice and contextual repetition inherent in TBL enhanced the students' ability to articulate English sounds more accurately and intelligibly..		Audio Recordings Artifacts Survey (students' self-reported perceptions) Triangulation and Categorization		does not explicitly outline a dedicated section for limitations
Reference		Bohórquez, A. N. (2021). Developing fifth graders' oral fluency through task-based learning at Magdalena Ortega de Nariño School.. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/16677">http://hdl.handle.net/20.500.12209/16677</a> .		

15	<b>Reading Sheet</b>			
<b>Title of the Thesis</b>	<b>Author(s)</b>	<b>Year of Publication</b>	<b>Institution</b>	<b>Research Design</b>
A task-based learning approach to foster oral communication skills.	López Bernal, Jorge Iván	2023	UNIVERSIDAD PEDAGOGICA NACIONAL	Action research
<b>Object of study</b>	Oral communication skills: Listening skill and Speaking skill - accuracy and fluency			
<b>Context</b>	sixth grade students from group 601. 36 students between the ages of 10 and 14. Colegio Técnico Domingo Faustino Sarmiento I.E.D, which is a public school located in Transversal 60 No. 95-51, in Rionegro neighborhood, Bogotá, Colombia.			
<b>Objective</b>	To describe the influence of TBL on the oral communication skills in English of a group of sixth graders at Colegio Técnico Domingo Faustino Sarmiento IED			
<b>Pedagogical Approach</b>	<b>Description of the Approach</b>		<b>Practice Used to Teach Pronunciation</b>	
Task-based learning and meaningful learning	use of tasks to facilitate language acquisition within a Communicative Language Teaching framework. TBL structures lessons around target tasks—real-world objectives—and pedagogical tasks—classroom activities—that guide students toward practical language use, prioritizing meaning over form, as Cameron (2005) suggests for early language learning.		Task-based learning and meaningful learning	
<b>Rationale for the Practice</b>		<b>Description of the Practice(s)</b>	<b>Tools or Materials Used</b>	<b>Frequency/Duration of Practice</b>
these approaches directly address the identified deficiencies in traditional English instruction—namely, a lack of communicative practice and low student motivation—while aligning with the natural purpose of language as a tool for interaction.		the main activities involve structured sequences—warm-ups, pre-tasks, and core tasks—where students engage in dynamic exercises such as charades to review vocabulary, question-asking to exchange personal information (e.g., “Do you read books?”), and peer interactions under a “no Spanish” rule to enforce English use.	Flashcards notebooks,	Once per week for five weeks Approximately 90 minutes per lesson
<b>Pronunciation Focuses on intelligibility</b>	<b>Pronunciation Components Addressed</b>			
	Segmentals	Suprasegmentals	Syllable Structure	Connected Speech Processes
yes	x			
<b>Definition of pronunciation</b>	accuracy corresponds to vocabulary use, grammar, and pronunciation // speaking skill Cameron (2005) as “the active use of language to express meanings so that other people can make sense of them” (p. 40)			
<b>Impact and Outcomes (pronunciation)</b>				
<b>Reported Impact on Learners</b>		<b>Evaluation Methods</b>	<b>Limitations Noted of the Pronunciation Teaching practice by the author</b>	
notably positive. During the pedagogical intervention the TBL methodology encouraged active oral communication, which inherently involved practicing pronunciation. For instance, in Teacher Log #5 (Appendix D), it is noted that students made questions using present simple structures and faced some pronunciation challenges with words like "videogames," "homework," and "shopping." However, the "no Spanish" rule during tasks compelled students to rely on English, prompting them to attempt correct pronunciation and use non-verbal cues to enhance clarity. While the study primarily highlights broader improvements in oral communication skills and motivation, these activities implicitly supported pronunciation development by necessitating repeated practice and teacher feedback, fostering gradual enhancement in this area.		Observation and Field Notes Teacher Logs Artifacts Semi-Structured Interview Questionnaires	no	
<b>Reference</b>		López, J. I. (2023). A task-based learning approach to foster oral communication skills.. Recuperado de: <a href="http://hdl.handle.net/20.500.12209/18508">http://hdl.handle.net/20.500.12209/18508</a> .		

## Appendix 3.

Frequency Matrix			Documents															Frequency	
Category	Subcategory	Indicators	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Teaching Practice	Pronunciation teaching practice used	Phonics and Language Foundations	x							x								2	
		Literary and Narrative-Based Approaches		x					x		x								3
		Technology and Media Integration				x	x	x					x						4
		Interactive and Play-Based Learning			x										x				2
		Emotional														x			1
		Task-Oriented and Meaningful Learning												x			x	x	3
	Population's level of education targeted on the theses	Primary	x	x		x		x	x		x					x	x		8
		Secondary			x		x			x		x	x	x				x	7
Object of study	Pronunciation Components addressed	Segmentals	x	x	x	x	x	x	x	x	x		x	x		x	x	13	
		Suprasegmentals			x	x	x	x	x		x	x	x		x			9	
		Syllable Structure		x															1
		Connected Speech Processes				x							x						2
	Pronunciations focuses on Intelligibility	Yes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
		No																	0
Outcomes	practice's Impact on Learners	Positive	x	x	x	x	x	x		x	x	x	x		x	x	x	13	
		Neutral							x					x				2	
		Negative																	0
	Assessment Types	Diagnostic Language Assessment		x						x			x		x			x	5
		Achievement Testing			x	x	x												3
		Performance Assessment					x	x					x		x				4
		Progress Tests and Quizzes																	0
		Self-Assessment				x								x		x	x		4
		Embedded Assessment	x	x	x			x	x		x					x			7
	Limitations Noted by the author	Yes		x	x	x	x	x	x	x		x	x	x					10
No		x									x				x	x	x	5	