

English Phonetics: Addressing Difficulties and Influences

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Abstract

This study analyzes the teaching of pronunciation and intelligibility in English as a Foreign Language (EFL) in Bogotá, where historically it has been subordinated to grammar and vocabulary. Based on national and international research, it argues that intelligibility and prosody should be the central focus of oral instruction. The main contribution is a proposed rubric for evaluating teachers' teaching strategies, organized around criteria such as clarity of objectives, methodological strategies, integration of prosody, student participation, use of resources, and reflective practice. This rubric aims to strengthen teacher training and improve the quality of English language teaching in Colombia, promoting inclusive and effective environments that prepare students to communicate successfully in diverse international contexts.

Keywords: pronunciation, intelligibility, prosody, teaching strategies, communicative competence

Resumen

Este estudio analiza la enseñanza de la pronunciación y la inteligibilidad en inglés como lengua extranjera (EFL) en Bogotá, donde históricamente ha sido subordinada a la gramática y el vocabulario; a partir de investigaciones nacionales e internacionales se plantea que la inteligibilidad y la prosodia deben ser el eje central de la instrucción oral, y como aporte principal se propone una rúbrica para evaluar las estrategias didácticas de los docentes, organizada en criterios como claridad de objetivos, estrategias metodológicas, integración de prosodia, participación estudiantil, uso de recursos y práctica reflexiva, lo que permite fortalecer la formación docente y mejorar la calidad de la enseñanza del inglés en Colombia, promoviendo ambientes inclusivos y efectivos para comunicarse con éxito en contextos internacionales diversos.

Palabras clave: pronunciación, inteligibilidad, prosodia, didácticas docentes, competencia comunicativa

Contextualization of the Problem

The teaching of English phonetics is essential for communicative competence, and international frameworks such as CEFR, ACTFL, and TESOL emphasize intelligibility rather than native accent imitation. In Colombia, however, pronunciation has been treated only implicitly, creating a gap between bilingualism goals and classroom practice, where grammar and vocabulary dominate. The influence of Spanish further complicates oral performance, highlighting the need for explicit phonetics pedagogy in teacher education programs.

Global frameworks

The *Common European Framework of Reference* (CEFR), revised in 2020 and reviewed for this study in early 2026, situates pronunciation within communicative competence, stressing that oral proficiency requires intelligible speech rather than native-like accent imitation. Its descriptors highlight the ability to “make oneself understood,” positioning pronunciation as a functional skill for effective interaction.

In parallel, the *ACTFL (American Council on the Teaching of Foreign Languages)* Proficiency Guidelines (2012, updated in 2017, consulted in 2026) in the United States highlight pronunciation as part of oral performance, setting intelligibility as the benchmark across proficiency levels. This emphasis aligns ACTFL with CEFR, reinforcing the global consensus that clarity of speech is the primary goal.

Also, *TESOL (Teaching English to Speakers of Other Languages)* international guidelines (reviewed in 2018 and consulted in 2026) further reinforce this perspective by framing pronunciation as a communicative resource and promoting intelligibility, rhythm, stress, and intonation over accent reduction.

On the same level research in applied phonetics provides strong support for these frameworks, for instance, Abercrombie (1967, p. 11) famously argued that “the listener does not need a perfect model but an intelligible one,” establishing the principle that clarity of communication is more important than accent imitation.

Building on this, Jennifer Jenkins (2000) introduced the Lingua Franca Core, showing that some phonological features are essential for mutual intelligibility while others are less critical. Her framework emphasized prioritizing features that directly affect understanding rather than pursuing native-like accuracy.

.Lastly, John Levis (2005), in an article published in TESOL Quarterly and widely cited in international scholarship, advanced the debate on pronunciation pedagogy by contrasting the Nativeness Principle with the Intelligibility Principle. His work argued that while traditional approaches sought to minimize foreign accents, the more realistic and pedagogically sound goal is intelligibility. Drawing on global perspectives in English language teaching, he demonstrated that communication can remain highly effective even when accents are noticeable, and that not all pronunciation errors equally affect comprehensibility. By challenging native-speakerism and reshaping classroom priorities, Levis positioned intelligibility as the dominant paradigm in pronunciation teaching, reinforcing the idea that clarity of communication should outweigh accent imitation.

Together, these contributions establish a global consensus: the pedagogical target of pronunciation is intelligibility rather than nativeness. International frameworks and scholars converge on this principle, yet classroom practice has not consistently reflected it. Teachers often lack training, and assessments rarely include explicit phonetic criteria, meaning that the recognition of intelligibility has not been translated into systematic strategies.

National policy and Colombian scholarship

Colombian language policies consistently elevate communicative competence as a national priority, but their treatment of pronunciation pedagogy has remained implicit. The *Guía 22* (2006), which introduced the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* under the National Bilingualism Program, marked a turning point by aligning national standards with the CEFR and emphasized oral skills, yet pronunciation was only implied within general performance. As a result, teachers were expected to foster communicative competence without clear guidance on phonetic instruction.

This omission persisted in subsequent regulations, so the decree 2450 (2015) sought to strengthen teacher education programs by regulating quality conditions and requiring alignment with bilingualism goals and CEFR standards. However, it offered no explicit guidance on pronunciation, leaving institutions to interpret its role independently and often marginalizing phonetics within curricula.

The pattern continued with Resolution 18583 (2017) adjusted quality standards for teacher education programs, emphasizing accreditation and curricular compliance with CEFR benchmarks. Pronunciation was mentioned only indirectly, and the absence of explicit strategies left it peripheral, overshadowed by grammar, vocabulary, and general oral skills.

Also, *The Basic Learning Rights* (DBA) aimed to ensure minimum competencies in English and democratize access to essential skills, establishing expectations for language development across grade levels. Yet pronunciation was only implied, leaving teachers without explicit guidance. This gap reflects the tension between policy aspirations and classroom realities, where intelligibility remains underdeveloped despite its importance for communication.

Beyond normative frameworks, institutional programs illustrate the diversity of bilingual education in Colombia:

Initially British Council has acted as a strategic partner of the Colombian government, implementing bilingualism projects such as *Barranquilla Bilingüe* and, in Bogotá, collaborating with the Secretaría de Educación Distrital on the *Plan Distrital de Bilingüismo*. Through Teaching Labs, it provides online methodological training for teachers and has extended its work to the tourism sector in alliance with the Mayor's Office, IDT, and Agencia Atenea. It also offers international certifications like IELTS. These initiatives emphasize teacher training and curriculum design aligned with CEFR, though their sustainability depends on adoption within the public education system.

Second, Instituto de Lenguas de la Universidad Distrital (ILUD) democratizes access to multilingual education, offering courses in English and other languages with an emphasis on meaningful learning. It also has played a fundamental role in Bogotá, collaborating with the Secretaría de Educación Distrital on teacher training programs within the Plan Distrital de Bilingüismo, the institute offers methodological refresher courses and ongoing professional development for teachers in Bogotá's public schools such as Proyecto de Inversión 1040. In addition to democratizing access to English and other language courses, its public nature guarantees inclusion and social relevance, although it faces resource limitations.

Subsequently *Centro de Lenguas UPN* provides English and French programs registered with the *Secretaría de Educación Distrital* in teacher training processes. Its role in Bogotá has been key to the methodological improvement of public schools' teachers and to the democratization of access to foreign languages.

Finally, The Centro Colombo Americano, a binational institution recognized by the U.S. Embassy, combines intensive English instruction with cultural exchange and has been a strategic partner in Bogotá's bilingualism policy. Through initiatives like *Yes, Bogotá* (1,700 free spots) and the *Programa de Desarrollo Profesional en Inglés para Docentes del Distrito*

Taken together, these policies confirm communicative competence as the cornerstone of bilingual education, yet pronunciation remains implicit and fragmented. Colombian scholarship has repeatedly documented this gap between policy recognition and classroom practice.

The convergence of policy and research highlights a systemic issue: communicative competence is prioritized, yet explicit strategies for pronunciation remain absent. National assessments like *Pruebas SABER* evaluate oral skills without phonetic criteria, leaving teachers to pursue ambitious bilingualism goals without the methodological tools to address one of the most fundamental aspects of communication.

This persistent gap underscores the need for research that bridges theory and practice. By situating phonetics pedagogy within communicative competence and addressing documented challenges in Colombian classrooms, this study contributes to consolidating systematic strategies for pronunciation teaching in teacher education.

Colombian scholarship has documented persistent challenges in phonetic transfer and intelligibility, which mirror the gaps in national policy. Although Guía 22 (2006), Decree 2450 (2015), and Resolution 18583 (2017) prioritized communicative competence, none provided explicit strategies for pronunciation. This omission left teachers facing ambitious bilingualism goals without the methodological tools to address a core dimension of oral communication.

Together, the convergence of policy and research reveals a systemic issue: while communicative competence is prioritized nationally, pronunciation remains marginalized in both frameworks and practice. Scholarship highlights the structural consequences of policies that promote bilingualism while neglecting phonetic foundations. This alignment underscores the relevance of the present study, which seeks to bridge the gap by positioning phonetics pedagogy as a central component of teacher education.

District and institutional perspectives

At the district level, Bogotá's Secretaría de Educación Distrital (SED) has promoted communicative and intercultural capacities through initiatives like the *Lineamientos para la Jornada Única* (2015). While these policies emphasize oral communication and cultural exchange, they omit explicit strategies for pronunciation. As a result, local bilingualism projects prioritize vocabulary and reading comprehension, leaving phonetics marginal and teachers without tools to ensure intelligibility.

At the Universidad Pedagógica Nacional (UPN), phonetics pedagogy is acknowledged in the *Proyecto Educativo Institucional* and program guidelines, which frame its mission as “Educadora de Educadores” and emphasize communicative competence aligned with CEFR standards. Yet pronunciation is not explicitly integrated into program design, and both old and new structures leave its instruction implicit rather than systematic.

Local theses such as Calderón (2018, UPN) and Cardona (2019, UdeA) addressed gaps in teacher education, documenting persistent difficulties in distinguishing English sounds, especially vowels. Through case studies and curricular analysis, they showed how the absence of methodological orientation in policies like Decree 2450 and Resolution 18583 translated into concrete shortcomings in the preparation of future teachers.

Prior, Vera (2014), Vera (2014), in a master's thesis at the Universidad de La Sabana, analyzed English teacher education programs and found limited institutional support for phonetics pedagogy. Her study showed that pronunciation was rarely integrated into curricular planning, and even accredited programs reinforced its marginalization by prioritizing accreditation and design over methodological guidance.

Salazar (2013), in a research report at the Universidad del Valle in Cali, investigated English programs and found that students' oral production was frequently unintelligible to interlocutors. Using classroom-based empirical research with recordings of oral performance and intelligibility analysis, the study concluded that the absence of systematic phonetic instruction directly undermines the bilingualism goals set at the national level.

Finally, Cárdenas (2004), Cárdenas (2004), in an academic article at the Universidad Nacional de Colombia, analyzed teacher education curricula and found that pronunciation was consistently overshadowed by grammar and vocabulary. His policy review concluded that phonetics was relegated in classroom practice due to the absence of clear national guidelines.

When contrasted with the PEI and program structures, these studies reveal strong local innovation but weak institutional alignment. Although the PEI emphasizes communicative competence, the absence of explicit pronunciation strategies leaves innovations in phonics, gamification, and ICT disconnected from curricula. This gap underscores the need to systematically integrate pronunciation pedagogy into teacher education, ensuring that local research becomes sustainable and institutionally anchored.

Across global, national, district, and institutional levels, pronunciation is recognized but treated as an implicit skill rather than systematically addressed. While international frameworks converge on intelligibility as the pedagogical target, Colombian policies and programs have not

translated this into practice. Local scholarship and innovative theses expose the consequences of this omission and the potential of creative approaches, yet without structural support they remain fragmented.

This study responds to the documented gap by consolidating existing efforts and advancing systematic strategies for pronunciation teaching. By aligning international standards with national and local realities and integrating UPN innovations—such as Vargas Payares’ AI-based research, Reyes León’s socially oriented case study, and González Salazar’s gamified phonics proposal—it contributes meaningful insights to the development of phonetics pedagogy in teacher education.

Interviews

This chapter analyzes qualitative data from semi-structured interviews (see annex A) with four English teachers from diverse institutional contexts. The aim is to identify patterns, contrasts, and pedagogical implications for phonetics teaching in Colombian and international classrooms. Interviews were chosen as the primary instrument because they provide rich insights into teachers’ experiences, strategies, and perceptions, essential for understanding the complexities of phonetics instruction (Creswell, 2018).

The analysis adopts a thematic approach, organizing responses into categories such as activity frequency, approaches, resources, student difficulties, assessment, institutional support, and recommendations. This structure enables both individual examination and comparative synthesis. By situating findings within frameworks like synthetic phonics, phonological awareness, and the science of reading, the study shows how local challenges and institutional conditions shape teaching practices.

Ultimately, this analysis provides the foundation for the design of an evaluation rubric that addresses intelligibility and prosody as central outcomes of phonetics instruction.

The first interview, with **Oriana Morantes** in Soacha, shows her use of synthetic phonics through biweekly activities linking sound recognition to writing and comprehension. Large classes and low motivation constrain her practice, which she mitigates by reframing errors as learning opportunities. She stresses the lack of technological and institutional support, noting that consistent practice and digital resources are essential for improvement.

In contrast, **Nicolle Bolívar** teaches phonics daily, reinforcing skills in small groups through dictation, segmentation, and letter manipulation. She values varied resources—cards, decodable texts, and videos—arguing that diversity boosts motivation and transfer. Institutional support through mentoring and structured programs sustains her consistency, reflecting a comprehensive view of phonics as foundational for reading and spelling fluency.

Rocío González approaches phonetics incidentally, reinforcing pronunciation within reading and vocabulary lessons. She emphasizes phonological awareness and sound differentiation through repetition and dictation, but student shyness is a major barrier. Using familiar words, she promotes associative learning, while her insights on articulation and vowel allophones show technical awareness. Limited institutional support—especially the absence of digital tools—restricts her practice. Her advice to avoid teaching English phonetics as if it were the native language reflects valuable metalinguistic awareness.

Finally, **Renee Elmore** represents a systematic model aligned with the Science of Reading. In her primary school, phonics instruction is explicit, structured, and daily, lasting about thirty minutes. She uses sequenced skill progression to reduce cognitive load and strengthen orthographic mapping, supported by UFLI materials for curricular coherence. Elmore highlights

the role of institutional leadership and professional development in sustaining evidence-based practices that integrate cognitive, linguistic, and pedagogical dimensions of reading.

Although one participant implemented a Reading Science model originally developed in the United States, all participants were teaching within educational contexts in Bogotá. Therefore, the study maintained its focus on local EFL teaching practices while incorporating diverse pedagogical perspectives.

Together, the interviews reveal a continuum from spontaneous to structured phonetics instruction, shaped by frequency, resources, and institutional support. Colombian teachers face motivational and infrastructural barriers, while well-supported contexts show methodological consistency. Evaluation rubrics must assess both teacher competence and institutional conditions. Pedagogically, intelligibility and prosody depend on systematic practice, immediate feedback, and sustained support.

Comparative analysis both similarities and differences in phonetics teaching. All teachers recognize its importance, echoing Adams' (1990) that phonological awareness predicts literacy. This consensus affirms that pronunciation and phonics are foundational, not peripheral, to language acquisition.

Nevertheless, Instruction frequency and systematicity vary notably. Oriana Morantes and Rocio González use occasional, incidental approaches aligned with Krashen's (1989) view of learning through exposure and repetition. In contrast, Nicolle Bolivar and Renee Elmore employ explicit, structured methodologies, echoing Moats (2020) and the National Reading Panel (2020) on the importance of systematic phonics for reading fluency

Practices differ by resource availability. Nicolle and Renee, supported institutionally, use diverse materials and structured programs, reflecting Deci and Ryan's (1985) view that variety fosters motivation. Oriana and Rocio, relying on limited or improvised tools, illustrate the constraints of under-resourced settings, reinforcing Fullan's (2007) claim that sustainable innovation requires systematic support and leadership.

On the same note, students' struggles reveal theoretical links. Motivation issues, fear of mistakes, and shyness align with Lyster and Ranta's (1997) findings on corrective feedback and affective factors. Reness's emphasis on sequenced progression reflects Sweller's (1988) Cognitive Load Theory, showing how evidence-based strategies reduce barriers.

Successively, assessment goes from informal games and dictations to formal decoding and fluency measures. Brookhart (2013) advocates rubrics and authentic assessment, proposing that diverse practices be unified under frameworks prioritizing intelligibility and prosody as measurable outcomes.

In sum, the findings reveal a continuum from spontaneous to systematic phonetics instruction, shaped by institutional conditions and theoretical orientations. Any evaluation rubric must assess both teacher competence and contextual factors that enable or constrain practice. By situating local challenges within broader technological debates, the study refines understanding of phonetics pedagogy.

Conceptual Background

Research on phonetics pedagogy has expanded globally and nationally, with notable contributions in Colombia, especially at UPN. Literature from 2015–2025 shows diverse approaches, from classroom interventions to innovative proposals for teacher education.

Together, these studies outline strategies, outcomes, and gaps that inform the present research, while international perspectives further reinforce the relevance of phonetics pedagogy.

On this matter, *Integrating Phonetics into Language Pedagogy: A Key to Communicative Competence* by Robins D. John (2025), is a UK-based theoretical study with pre-service teachers and university students. It highlights the marginalization of phonetics despite its central role in communicative competence, calling for systematic curricular integration focused on intelligibility rather than native-like pronunciation. Using literature review and conceptual analysis, the study underscores embedding phonetics in teacher education and reorienting classroom practices toward intelligibility-focused teaching.

Another contribution, *Phonetics in Digital Language Learning: A Systematic Review* (2025) by Abdush Shaheed, Iftikhar Alam, and Mustafa Ali Al-Hamzi, synthesizes studies from Europe and North America on phonetics instruction with learners from secondary to pre-service levels. Using a qualitative-documentary approach, it highlights interactive feedback, speech recognition, and mobile apps as transformative tools for pronunciation practice. The review concludes that digital tools foster practice and autonomy but inequities in access remain a major challenge.

Also at the international level, the 5th *International Symposium on Applied Phonetics* (ISAPh 2024), organized at the University of Tartu in Estonia, gathered researchers from Europe, Asia, and the Americas to present applied studies in phonetics pedagogy. Covering bilingual learners, pre-service teachers, and university students, it adopted mixed-methods and cross-disciplinary approaches, from classroom interventions to speech technology. Findings highlighted challenges in prosody, segmental accuracy, and L2 pronunciation, while showcasing strategies such as visual-auditory training and mobile-assisted learning. The symposium illustrates how

international collaboration strengthens phonetics pedagogy by integrating technological, sociophonetic, and classroom perspectives.

In addition, *English Songs in Teaching Pronunciation to Elementary Students* by Hermansyah, Handayani & Wulandari (2021), conducted in elementary schools in Indonesian elementary schools explored songs and karaoke to improve pronunciation among learners aged 7–12. Using a qualitative-experimental design with observations, recordings, and performance evaluations, it found that music-based strategies enhanced motivation and retention, helping students memorize pronunciation patterns more effectively than text-based methods. The authors note that such strategies require careful curricular adaptation.

In the same way *Drama Activities in Oral Expression Classes* by Gray (2015, revisited 2021), conducted in French universities explored drama-based approaches with undergraduate language students. Using interventions, observations, and self-assessment surveys, the study showed that drama enhances prosody, body language, and spontaneous speaking. It fosters confidence, fluency, and expressive skills, though sustainability depends on institutional support and teacher training.

Additionally, *Techniques for Teaching Pronunciation Skills in ESL Classrooms* by Bainbridge & O'Shea (2020), in Canada and Ireland examined suprasegmental instruction with adult learners and pre-service teachers. Using interventions, recordings, and feedback surveys, it found rhythm, stress, and intonation more critical for intelligibility than segmental accuracy. The authors affirm suprasegmentals as central to phonetics pedagogy and recommend integrating body language and voice training.

At the curricular level, *Integrating Soft Skills in Higher Education and the EFL Classroom* by Spirovska (2020), conducted in universities in North Macedonia examined soft skills in higher

education with EFL students and pre-service teachers. Using task-based activities, presentations, and surveys, it found that integrating phonetics with interpersonal communication fosters broader communicative competence. The study recommends embedding phonetics–soft skills links into curricula to strengthen communicative competence.

In contrast, *Karaoke as a Language Practice Tool* by Erten (2020), conducted in EFL classrooms in Turkish EFL classrooms examined karaoke with university learners as a tool for phonetic practice. Using interventions, recordings, and feedback surveys, it found that karaoke fosters articulation, rhythm, and prosodic awareness. Results show karaoke enhances motivation, accuracy, and prosody, though cultural and technological adaptation is required.

In addition, *Music as a Pedagogical Resource in EFL* by Vishnevskaja & Zhou (2020), conducted in universities in Russia and China examined music as a pedagogical resource with undergraduate EFL students. Using song-based activities, fluency evaluations, and reflection surveys, it found that songs provide rich input in vocabulary, grammar, and culture, making them effective for pronunciation and oral fluency. The study shows that music enriches phonetic training while fostering cultural awareness, motivation, and communicative competence.

Finally, *Music and Human Expression* by Juslin (2020), conducted in Sweden is a theoretical study with interdisciplinary audiences. Using literature review and conceptual modeling, it shows that music conveys identity and emotion, reinforcing its pedagogical value in language learning. The analysis argues that phonetic strategies should be grounded in identity, emotion, and communicative authenticity, broadening pedagogy beyond technical accuracy.

At the national level, *The Enactment of the Colombian National Bilingual Program* by Cardona-Escobar et al. (2023), conducted across Colombia with policymakers and schools, is a qualitative-documentary policy analysis across Colombia. It critiques uneven implementation,

highlighting unequal access to resources and the marginalization of phonetics within policy frameworks. While aligned with CEFR standards, execution remains inconsistent: rural and public schools lack technology, trained teachers, and structured phonetics pedagogy. Phonetics is treated as implicit within communicative competence, leaving teachers to foster oral proficiency without methodological support, perpetuating difficulties in intelligibility.

Also, teachers' perspectives are explored in *Phonetic Instruction in the EFL Classroom: Teachers' Beliefs and Practices* by Leydi Paola Mora Viveros (2022), conducted in Colombian EFL classrooms explores teachers' beliefs and practices in phonetic instruction. Using interviews and observations, it found that while teachers value phonetics, they lack training, resources, and curricular support, creating a gap between awareness and practice. Institutional priorities often overlook phonetics, leading to superficial treatment. The study calls for professional development and a re-evaluation of phonetics within language teaching programs.

Next, classroom-based research further illustrates the role of context. *Culturally Responsive Pedagogy to Promote Oral Production in Antioquia* by Isael Manuel Carmona Sotelo (2022), conducted with seventh-grade EFL students in Antioquia with seventh-grade EFL students examined culturally responsive pedagogy for oral production. Using interventions and oral assessments, it showed that integrating learners' cultural backgrounds boosts motivation, confidence, and pronunciation outcomes. When phonetic instruction connects to students' identities, participation increases and anxiety decreases. The study underscores that effective phonetic pedagogy must address linguistic accuracy while resonating with sociocultural realities.

Other technology-focused study that expands the national picture is *Blended Learning in Colombian EFL Classrooms* by Patarroyo (2021), conducted with secondary-level students

examined blended learning for phonetic practice. Using interventions, participation records, and surveys, it found that combining online and face-to-face activities increased motivation and participation. The research shows technology can bridge classroom instruction and autonomous learning, though unequal access and digital literacy remain challenges. Overall, blended learning offers flexible and engaging opportunities to democratize phonetic instruction in Colombia.

Likewise, *Technology and Pronunciation Pedagogy* by Moncada (2021), Colombian schools examined digital platforms for phonetic instruction with secondary learners. Using a qualitative-descriptive approach and teacher-student feedback, it found that interactive tools support individualized practice and provide immediate corrective feedback. Yet uneven access and limited infrastructure hinder consistent results. The study stresses that technological innovation can enhance phonetic pedagogy only if supported by systemic investment and equitable access.

Complementing this, *Speaking Skills in Tenth Grade Students* by Vanegas (2020), conducted in Colombian secondary schools examined tenth-grade learners' speaking skills. Through observations and oral evaluations, it found that grammar-focused instruction limits oral production, creating hesitation and reducing authentic communication. By contrast, phonetic strategies foster fluency, confidence, and supportive interaction. The study highlights the need to balance grammar teaching with phonetic pedagogy to achieve communicative effectiveness.

Correspondingly, learner behavior and preferences are addressed in *Language Use in Colombian Classrooms* by Abril (2020), conducted with secondary-level students. Abril's (2020) study in Colombian secondary classrooms analyzed language use through observations and discourse analysis. It found that students revert to Spanish due to limited vocabulary and

pronunciation confidence, reinforced by anxiety and fear of evaluation. Without systematic phonetic support, learners struggle to sustain English use. The study calls for strategies that integrate vocabulary and pronunciation practice to reduce dependence on Spanish and promote authentic classroom interaction.

Similarly, *Teenagers' Learning Preferences in Bogotá* by Alfonso (2020), conducted with adolescents in Bogotá, surveyed adolescents' learning preferences, showing that music, media, and creative expression drive engagement. When phonetic instruction aligns with interests like singing, role-playing, or media projects, learners show greater motivation and sustained participation. Culturally relevant resources enhance pronunciation and foster identity, though the study cautions that without careful planning they risk superficial use. Findings stress the need for phonetic pedagogy that resonates with adolescents' cultural and creative preferences.

As with *Phonics Instruction in EFL Classrooms* by Álvarez et al. (2016, cited in 2020–2025 theses), conducted in Colombian primary schools with young learners, examined phonics-based activities with young learners. Results showed phonics supports pronunciation, reading, and writing, strengthening decoding and sound-symbol integration. Early exposure reduces fossilization of errors and builds a base for oral fluency. The study positions phonics as a bridge between oral and written competence, essential for communicative and academic success in EFL.

Moreover, systemic barriers are highlighted in *Challenges in English Oral Production in Public Schools* by Clavijo (2016, cited in 2020–2025 theses), conducted in Colombian public schools with secondary-level EFL students analyzed oral production challenges among secondary EFL students. Using observations and assessments, it found that limited exposure, teacher preparation, and resources hinder pronunciation. These issues reflect systemic inequities—

overcrowded classrooms, weak curricular emphasis, and lack of investment in training—leading to fragmented phonetic instruction and reduced fluency. The study calls for comprehensive policies that prioritize oral production and equip teachers to overcome structural barriers.

In summary, the reviewed literature demonstrates that phonetics pedagogy has evolved through diverse strategies, from music and drama to phonics, blended learning, and ICT/AI integration. International research emphasizes intelligibility, suprasegmentals, and technological innovation, while national studies stress contextual relevance, teacher training, and institutional support. Together, they reveal opportunities—motivation, accuracy, confidence—and persistent barriers such as unequal access and limited curricular emphasis.

In the light of the national and international contributions evaluated, this study follows a qualitative methodology structured into phases: topic selection, literature review, work plan, documentary analysis, proposal design, and discussion with conclusions. These phases ensure that findings connect to the conceptual background and are translated into a practical rubric for phonetics pedagogy.

At the institutional level, *Advancing EFL Pronunciation Pedagogy: Insights from Preservice Teachers' Classroom Interventions* by Piragauta (2025), conducted at Universidad Pedagógica Nacional in Bogotá, synthesized fifteen action research projects developed between 2020 and 2024 by preservice teachers in EFL educational contexts. The study analyzed classroom interventions focused on pronunciation instruction and identified a predominance of communicative methodologies such as Task-Based Learning, Project-Based Learning, and phonics instruction. These pedagogical approaches emphasized learner participation, oral interaction, and intelligibility-oriented practices rather than native-like pronunciation models.

Results revealed improvements in learners' pronunciation accuracy, fluency, confidence, and autonomy across different classroom experiences. However, the study also demonstrated that suprasegmental features such as rhythm, stress, and intonation were less consistently integrated into pronunciation instruction compared to segmental features. This limitation suggests that although Colombian EFL contexts increasingly value communicative approaches, prosodic instruction still requires greater pedagogical attention. Piragauta's work is particularly relevant to the present study because it highlights both the progress and the persistent challenges in pronunciation pedagogy within teacher education programs, especially regarding the integration of intelligibility and prosody into communicative teaching practices.

In addition, *Artificial Intelligence Used as a Tool to Enhance English Pronunciation* by Vargas Payares (2025), conducted at Instituto Pedagógico Nacional in Bogotá with seventh-grade EFL students, explored the integration of artificial intelligence into pronunciation teaching practices. The study implemented AI-based resources to support learners' oral production and pronunciation awareness through individualized feedback and interactive pronunciation activities. This research reflects the growing incorporation of technological resources into Colombian EFL educational contexts as support for communicative language learning.

Results showed improvements in both segmental and suprasegmental pronunciation features, as well as increases in learners' confidence, motivation, and autonomy. Furthermore, the study suggested that AI-based tools may reduce speaking anxiety by creating less intimidating learning environments where students can practice pronunciation more independently. Vargas Payares' findings are significant because they demonstrate how technological innovation may complement traditional pronunciation pedagogy while supporting intelligibility-oriented learning processes in EFL classrooms.

Further innovations include *Board Games in the EFL Classroom: Effects on Students' Pronunciation Skills and Motivation* by Guevara Jerez (2025), conducted with fifth-grade EFL students in Bogotá. The study explored the implementation of board games and gamified classroom activities as strategies to strengthen pronunciation learning and increase student participation. Through interactive and collaborative activities, the research promoted more dynamic classroom environments in which learners could practice pronunciation in meaningful communicative situations.

Results demonstrated improvements in students' pronunciation accuracy, oral confidence, motivation, and classroom participation. Moreover, the findings indicated that playful methodologies may reduce anxiety and encourage greater learner engagement during oral activities. This study is relevant to the present research because it reinforces the importance of learner-centered and communicative strategies in pronunciation instruction while highlighting the motivational role of interactive pedagogical resources.

Likewise, *Effects of English Pronunciation Instruction and the Exploration of Social Values with Second Graders* by Reyes León (2025) approached pronunciation teaching from a more holistic and humanistic perspective. Conducted with young EFL learners, the study integrated pronunciation instruction with activities focused on teamwork, respect, and collaborative learning. Rather than understanding pronunciation solely as a linguistic skill, the research emphasized the importance of affective and social dimensions within oral language learning processes.

Results indicated that supportive classroom environments positively influenced learners' confidence, oral participation, and willingness to communicate in English. Additionally, the study demonstrated that pronunciation instruction may contribute to the development of social

interaction and collaborative practices among students. Reyes León's work broadens the understanding of pronunciation pedagogy by connecting communicative competence with emotional and interpersonal aspects of learning.

Complementing this perspective, *El manejo fonético de algunos idiomas como eje en la práctica de coros infantiles y juveniles* by León Galindo (2023) emphasized the pedagogical importance of phonetic support in multilingual and artistic educational settings. The study proposed methodological strategies for phonetic management in children's and youth choir practices through the use of the International Phonetic Alphabet (IPA), diction exercises, and gradual pronunciation progression according to language difficulty.

The findings highlighted how systematic phonetic instruction may improve articulation, diction, and oral production across different languages while facilitating more accurate pronunciation practices. Although focused on musical education, the study reinforces the broader educational relevance of phonetics and pronunciation awareness. Furthermore, it demonstrates that phonetic instruction can support oral performance in interdisciplinary contexts beyond traditional EFL classrooms.

Similarly, *International Phonetic Alphabet (IPA) as a Didactic Strategy to Support Italian Diction* by Patiño Gamba (2022), developed at Universidad Pedagógica Nacional, explored the educational value of phonetics and IPA-based instruction in artistic learning environments. The study implemented audiovisual and pronunciation-focused resources to strengthen students' articulation, vocal resonance, and pronunciation accuracy during Italian diction activities.

Results demonstrated that phonetic awareness and systematic pronunciation practice contributed positively to learners' oral production and articulation processes. Although the

research was conducted within musical education contexts, the findings support the integration of phonetics into broader educational and teacher training programs. In this sense, the study reinforces the importance of explicit phonetic instruction as a pedagogical tool for oral communication development.

Enhancing this perspective, *Gamified Phonics Instruction: Developing Second Graders' Pre-Reading Process* by González Salazar (2022) explored the relationship between phonics instruction and gamification strategies in primary education settings. The study designed interactive and game-based activities intended to strengthen phonemic awareness, pronunciation development, and learner participation among young EFL students.

Results showed that gamification increased students' motivation, confidence, and engagement during pronunciation and pre-reading activities. Furthermore, learners demonstrated greater participation and interest in phonics-based tasks when playful methodologies were incorporated into classroom practices. These findings suggest that gamified phonics instruction may create more meaningful and learner-centered educational experiences while supporting pronunciation development from early learning stages.

In a similar way, *Karaoke: Fostering Speaking Skills in Tenth-Grade EFL Learners* by Soler Jaramillo and Valencia Montoya (2022) examined the pedagogical potential of music-based activities in the development of oral skills among secondary school students. Through karaoke activities and communicative speaking tasks, the study promoted learner interaction, oral participation, and pronunciation practice in more engaging classroom environments.

Results revealed improvements in fluency, pronunciation, confidence, and speaking participation among learners. Additionally, the study highlighted how music and situated literacy

practices may contribute to more meaningful communicative experiences in EFL education. These findings support the relevance of creative and interactive methodologies for pronunciation teaching while reinforcing the relationship between motivation and oral language production.

Likewise, *Prosody Instruction: Soft Skills and Effective Communication Development through Drama Techniques* by Vega Romero and Uñate Cuevas (2021) explored the use of drama-based activities to strengthen prosodic competence among teacher education students at Universidad Pedagógica Nacional. The study focused on suprasegmental features such as stress, rhythm, and intonation while also promoting communication skills and collaborative learning processes.

Findings demonstrated that drama techniques contributed positively to learners' suprasegmental awareness, confidence, teamwork, and effective communication abilities. Furthermore, the study emphasized that prosody instruction should occupy a more central role within teacher education curricula because of its contribution to intelligibility and communicative competence. This research is especially relevant to the current study because it directly addresses the pedagogical importance of prosody in pronunciation instruction.

In the same way, *Developing Listening and Speaking Skills through Song and ICT-Based Tasks* by Bautista Gutiérrez and Callejas Morales (2021) analyzed the implementation of music-oriented and ICT-based activities to support oral production in EFL classrooms. The study incorporated multimedia resources and communicative speaking tasks aimed at strengthening listening comprehension, pronunciation, and learner participation.

Results showed improvements in learners' motivation, listening skills, speaking performance, and oral interaction. Moreover, the findings reinforced the pedagogical value of

technology and multimedia resources as support for communicative and pronunciation-oriented learning environments. The study contributes to current discussions about innovative methodologies in EFL education by demonstrating the educational potential of ICT resources in oral language learning.

Finally, *Explicit and Systematic Phonics Instruction: An Adventure with English Vowel Sounds* by Mendivelso Parada (2020) explored the effects of explicit phonics-based strategies on young learners' pronunciation development in Bogotá. The study implemented systematic phonics instruction focused on English vowel sounds in order to address pronunciation difficulties associated with interference from Spanish phonological patterns.

Results demonstrated that phonics instruction contributed to improvements in pronunciation accuracy, vocabulary development, and reading readiness among learners. Additionally, the study highlighted the importance of explicit phonetic instruction during early stages of language learning, particularly in contexts where students experience difficulties distinguishing English vowel sounds. These findings reinforce the educational relevance of phonics as support for pronunciation and literacy development in EFL classrooms.

Overall, these studies reveal a growing interest in communicative, intelligibility-oriented, and learner-centered approaches to pronunciation teaching in Colombian EFL contexts. Innovative methodologies such as gamification, AI-based tools, phonics instruction, drama activities, music-based tasks, and ICT resources have demonstrated positive effects on learners' motivation, confidence, pronunciation awareness, and oral participation. Nevertheless, several investigations still present limitations regarding systematic assessment frameworks, empirical validation, and the consistent integration of suprasegmental features into pronunciation instruction. This gap reinforces the relevance of the present study and supports the development

of a pedagogical rubric focused on intelligibility and prosody in pronunciation teaching contexts in Bogotá.

Justification of the Study

The literature review shows that pronunciation teaching in EFL has been historically marginalized in Colombia and Latin America. While frameworks like CEFR, ACTFL, and TESOL stress intelligibility, national policies prioritize grammar and vocabulary, relegating orality and phonetics.

Authors such as Jenkins (2000) and Levis (2005) argue that pronunciation teaching should aim at intelligibility, not native accent imitation. Roach (2009) adds that segmental and suprasegmental features are essential for clarity. In Colombia, limited teacher training and absent curricular guidelines have led to improvised practices that weaken phonetics instruction.

The importance of reviewing current phonetic practices lies in the fact that pronunciation is a central element of communicative competence, as intelligible oral production enables grammatical, sociolinguistic, discourse, and strategic dimensions to function effectively. Regional evidence shows that students struggle to be understood, undermining confidence, motivation, and international interaction.

This study is justified as it aims to bridge international guidelines and national practice by integrating pronunciation into the Colombian curriculum. Its contribution is relevant on three levels:

- Theoretical: consolidates the vision of communicative competence by including pronunciation as a transversal axis.
- Pedagogical: offers clear and accessible tools for teachers to work on phonetics systematically, strengthening orality in the classroom.

- Social: promotes educational equity and prepares students to participate confidently in academic, professional, and intercultural settings.

Thus, transforming phonetics teaching in Colombia addresses both an academic need and a social commitment to preparing citizens for effective communication in a globalized world.

Therefore, literature review consolidates evidence on the marginalization of phonetics and the need to prioritize intelligibility and prosody. It identifies gaps in teacher training and curricular design, providing the basis for a rubric that translates theory into pedagogical action. The review and rubric are interdependent: the former justifies the need, the latter operationalizes the solution for more equitable and effective practices in Colombian classrooms.

Problem Statement

In Colombia, EFL teaching emphasizes grammar, vocabulary, and reading, while orality and pronunciation remain secondary. Policies like DBA and bilingual programs promote communicative competence but lack phonetic guidelines, leading to improvised practices and limited intelligibility.

International frameworks (CEFR, ACTFL, TESOL) recognize pronunciation as central to communicative competence, with intelligibility as the key criterion. Jenkins (2000) and Levis (2005) stress understanding over native accent, while Roach (2009) highlights segmental and suprasegmental features. In Colombia, limited teacher training and scarce resources perpetuate a gap between theory and practice.

The consequences of this situation are evident:

- Students who can write correctly but struggle to make themselves understood when speaking.

- Teachers who lack systematic strategies to work on pronunciation.
- Public institutions that rely on general guidelines, while binational centers have specialized resources, generating inequalities in the quality of teaching.

This issue is not exclusive to Colombia, research across Latin America shows pronunciation is often marginalized. In Brazil, Gonçalves & Silveira (2015) found *Lingua Franca* Core features improve understanding; in Argentina, Luchini (2010) showed prosody enhances intelligibility and adaptation; and in Colombia, Parra Báez (2021) stressed intelligibility as the key goal in teacher training.

In this context, a clear gap emerges: international frameworks view pronunciation as central to communicative competence, but national policies relegate it, limiting teaching practice and students' access to quality bilingual education.

Therefore, there is a need to integrate pronunciation into the curriculum, prioritizing intelligibility and prosody, strengthening teacher training, and ensuring resources. Colombian research confirms pronunciation as central to communicative competence: without intelligibility and prosody, learners' confidence, fluency, and autonomy are diminished, limiting meaningful interaction.

Between 2020 and 2025, Colombian schools faced pressure to improve EFL oral competence. Despite policy emphasis on communication, classrooms remained grammar-centered, with little focus on pronunciation. This gap led to persistent challenges: weak intelligibility and prosody, limited teacher training, and scarce resources.

This thesis consolidates classroom projects, debates, and institutional efforts into a coherent proposal. It addresses the need for systematic phonetic instruction by analyzing

practices, identifying training gaps, and designing a model adapted to Colombia. The goal is to strengthen students' oral performance and equip teachers with strategies that prioritize intelligibility and prosody.

In this sense, this study is both diagnostic—examining pronunciation teaching in Colombia (2020–2025)—and transformative—proposing learner-centered strategies for current communicative demands. Framed in this temporal horizon, it highlights its relevance to present challenges and its contribution to the EFL teachers in Colombia.

Research Question

How do intelligibility and prosody influence the teaching of English pronunciation in EFL classrooms in Bogotá?

General Objective

To analyze pedagogical strategies for teaching English pronunciation that prioritize intelligibility and prosody as key components of communicative competence in EFL classrooms in Bogotá.

Specific Objectives

- To examine scholarly literature and national and international educational guidelines related to English pronunciation teaching.
- To analyze theoretical and pedagogical approaches to pronunciation teaching identified in studies developed at Universidad Pedagógica Nacional between 2020 and 2025.
- To propose a pedagogical rubric for evaluating pronunciation teaching strategies that promote intelligibility and prosody in EFL classrooms in Bogotá.

- To identify pedagogical practices used by English teachers in Bogotá through interview analysis to understand how intelligibility and prosody are integrated into pronunciation teaching.

Theoretical Framework

The teaching of pronunciation in EFL has long been marginalized. **Hymes (1972)** expanded **Chomsky's (1965)** linguistic competence into communicative competence, and **Canale & Swain (1980)** systematized it into four dimensions—grammatical, sociolinguistic, discourse, and strategic—all dependent on clear pronunciation.

International research shows that without explicit phonetic instruction, students' intelligibility and confidence suffer. Jenkins (2000) identified Lingua Franca Core features for non-native communication; Levis (2005) emphasized mutual understanding over accent elimination; and Roach (2009) highlighted the need to integrate segmental and suprasegmental aspects.

In Colombia, policies like the Basic Learning Rights (2016) and bilingual programs promote communicative competence but lack phonetic guidelines, leaving orality secondary. Regional studies in Mexico, Chile, and Peru confirm this trend, while research in Brazil, Argentina, and Colombia stresses intelligibility as the central pedagogical goal.

Communicative Competence

It involves not only grammar but also appropriate use in social and cultural contexts. Hymes (1972) stressed that communication requires sociolinguistic, discourse, and strategic skills, while Canale & Swain (1980) systematized these four interrelated components.

In the context of English as a Foreign Language (EFL), international guidelines (CEFR 2020, ACTFL 2017, TESOL 2018) emphasize communicative competence, highlighting pronunciation and intelligibility as essential to oral proficiency. They advocate teaching approaches that prioritize clarity, rhythm, stress, and intonation over accent reduction.

In Colombia, policies (Guía 22, 2006; Decree 2450, 2015; Resolution 18583, 2017) place communicative competence at the core of bilingual education. Yet pronunciation is treated implicitly, leaving teachers without guidance and creating a gap where intelligibility remains underdeveloped.

By broadening communicative competence, the study places pronunciation and intelligibility at the core of language teaching, aligning international theory with Colombian policy and classroom practice.

Communicative Competence refers to knowledge of rules for producing correct and comprehensible utterances. Chomsky (1965) defined linguistic competence as grammatical mastery, but Hymes (1972) expanded it, stressing that accuracy alone is insufficient—speakers must also use language appropriately in social contexts.

Subsequently, **Canale and Swain (1980)** systematized communicative competence into four dimensions—grammatical, sociolinguistic, discourse, and strategic—integrating grammar with other components for effective communication. Richards (2006) added a pedagogical view, stressing that grammar teaching must support meaningful interaction in authentic contexts.

Together, these contributions show a shift: from grammar as an autonomous system (Chomsky) to its role within social, cultural, and pragmatic factors (Hymes, Canale & Swain,

Richards). Grammar becomes a means to achieve intelligibility and communicative effectiveness, not an end in itself.

Grammatical competence ensures formal correctness, but alone it is insufficient. Its value lies in integration with other dimensions—especially orality and pronunciation—which transform structures into clear, appropriate messages in interaction.

Sociolinguistic Competence is the ability to use language appropriately in social, cultural, and situational contexts. Beyond grammatical correctness, utterances must be pertinent and acceptable within communicative norms.

Indeed, Hymes (1972) pioneered the social dimension of communicative competence, stressing that speakers must know not only what to say but also when, how, and to whom. This expanded Chomsky's grammar-focused view. Later, Canale & Swain (1980) systematized sociolinguistic competence as knowledge of usage rules that ensure messages are understood and socially accepted.

Moreover, Gumperz (1982) showed how sociocultural differences shape message interpretation, highlighting meaning negotiation and discourse adjustment to community norms. Savignon (1997) reinforced this by stressing pragmatics, noting that sociolinguistic competence is vital for real communication where appropriateness equals grammatical accuracy.

These perspectives reveal that sociolinguistic competence ensures not just grammatical correctness but appropriate use across contexts. It is key to effective interaction, linking linguistic knowledge with the social and cultural norms that shape communication.

Discourse Competence is the ability to produce coherent, cohesive messages that integrate sentences into comprehensible texts. It ensures ideas are articulated logically and fluently so discourse fulfills its communicative function.

For instance, Halliday (1978) highlighted cohesion and coherence as central to discourse, viewing language as a system of meaning in social contexts. Building on this, Van Dijk (1985) analyzed discourse in interaction, showing how speakers organize ideas for understanding, persuasion, and cultural reflection.

Following these contributions, Canale and Swain (1980) incorporated discourse competence into communicative competence, recognizing its importance alongside grammar and sociolinguistics. Celce-Murcia (2007) added a pedagogical view, linking discourse competence to classroom practice and stressing that clear pronunciation and intelligibility sustain cohesion and coherence in oral communication.

Viewed as a whole, these perspectives indicate that discourse competence integrates linguistic, pragmatic, and cognitive dimensions. It ensures communication is accurate, appropriate, and logically structured, enabling coherent and intelligible messages across contexts.

Strategic Competence is the ability to use resources to overcome communicative difficulties, sustain interaction, and ensure understanding. It is essential since speakers often face lexical, grammatical, or phonetic limitations that require compensatory strategies.

For example, Tarone (1981) identified compensation strategies—paraphrasing, circumlocution, gestures, lexical approximations—that sustain intelligibility. Faerch & Kasper

(1983) expanded this by analyzing meaning negotiation, showing strategic competence as a dynamic process of adaptation through testing, feedback, and reformulation.

Additionally, Dörnyei (1995) added an affective dimension, linking strategies to motivation, confidence, and risk-taking in interaction. Complementarily, Canale & Swain (1980) defined strategic competence as resources to overcome breakdowns and sustain communication, alongside grammatical, sociolinguistic, and discourse competence.

Viewed collectively, these contributions illustrate that strategic competence is indispensable for communication, allowing speakers to remain active despite limitations. Its effectiveness depends on intelligibility—without clear pronunciation, strategies lose impact and interaction cannot be sustained.

Pronunciation and Intelligibility

Pronunciation is the production and perception of sounds for oral communication. Beyond isolated phonemes, it involves articulating them within a comprehensible flow. It includes segmental elements (sounds) and suprasegmental elements (intonation, rhythm, stress), which together shape intelligibility.

Segmental elements are the individual sounds—vowels and consonants—that form the basis of pronunciation and differentiate meaning. Yet, teaching them in isolation is insufficient; they must be linked to real communication to ensure intelligibility.

To begin with, Ladefoged and Johnson (2010) explained phoneme production through articulatory phonetics, clarifying challenges for learners reproducing unfamiliar sounds. Dalton & Seidlhofer (1994) emphasized teaching sounds in communicative contexts, moving beyond repetition to oral practice that transfers learning into authentic interaction.

In addition, Roach (1983) contributed an important observation by noting that segmental elements in English are inseparable from suprasegmental features such as stress and intonation. He cautioned that teaching sounds in isolation may be insufficient, since intelligibility depends on how they are integrated into the flow of discourse. Considered in their entirety, these perspectives demonstrate that while segmental elements are the basis of pronunciation, their communicative value emerges only when they are embedded in meaningful contexts and combined with prosodic features.

Consequently, segmental instruction must focus on intelligibility, guiding learners to master sound articulation and apply it in real communication where pronunciation conveys meaning.

Suprasegmentals, or prosody, include intonation, rhythm, and stress. They organize sounds in discourse to convey meaning and are fundamental to oral communication, shaping interpretation, expressiveness, and intelligibility.

Initially, Levis (2018) linked suprasegmentals to fluency, intelligibility, and discourse naturalness, enhancing confidence in intercultural communication. Brown (2014) added a pedagogical framework, integrating prosody into teaching through activities that combine intonation and rhythm with authentic tasks.

Moreover, Roach (2009) stressed the role of rhythm and intonation in English as a stress-timed language, warning that neglecting them leads to unnatural speech. Kelly (2000) complemented this by showing that intonation and stress convey attitudes, emotions, and nuances beyond grammar or vocabulary.

In summary, prosody is as essential as segmental sounds for intelligibility. Without rhythm, intonation, and stress, discourse loses clarity and naturalness. Pronunciation teaching must therefore integrate suprasegmentals into communicative practice and authentic interaction.

Intelligibility vs. Nativelikeness

A central debate in pronunciation teaching contrasts intelligibility with native-like accent. While imitation of native speakers was long the ideal, recent research shows that effective communication depends on being understood, regardless of accent.

To address this issue, Brown (2014) proposed strategies that prioritize clarity over native accent imitation. By focusing on prosody, intonation, and rhythm, he reinforced pronunciation as a communicative tool rather than an unattainable standard.

In line with this perspective, Levis (2005) Levis (2005) contrasted nativelikeness with intelligibility, urging pronunciation teaching to abandon native-like goals and focus on being understood. He argued intelligibility is more realistic and pedagogically useful, meeting the needs of a globalized world.

Expanding further debate, Jenkins (2000) introduced the Lingua Franca Core, identifying phonological features essential for mutual understanding among non-native speakers. This model shifted focus from native accent imitation to communicative clarity.

Finally, Munro and Derwing (1995) defined intelligibility as being understood regardless of accent. They showed that clear, consistent pronunciation enables comprehension and warned that focusing on accent elimination can frustrate learners and distract them from effective communication.

Overall, these perspectives underscore that pronunciation teaching should prioritize intelligibility over native-like accent. The goal is clarity and communicative effectiveness, enabling learners to interact confidently without pressure to conform to native norms.

Pedagogical Goal in Pronunciation Teaching

The pedagogical goal in pronunciation teaching is intelligibility, not native accent imitation. This focus enables clear communication, builds learner confidence, avoids frustration, and ensures pronunciation fulfills its role of mutual understanding.

Analyzing the four dimensions of communicative competence together with pronunciation components—segmental, suprasegmental, and intelligibility—provides a comprehensive vision of English teaching as a foreign language.

Grammatical competence: ensures the formal correctness of utterances but needs to be articulated with orality to be functional.

Sociolinguistic competence: guarantees the adequacy of language to social and cultural contexts, allowing messages to be pertinent and acceptable.

Discourse of competence organizes ideas into coherent and cohesive messages, where clear pronunciation is indispensable to maintain comprehension.

Strategic competence: provides resources to overcome communicative difficulties but depends on intelligibility to be effective.

In parallel, pronunciation emerges as a transversal axis that connects all these dimensions:

- Segmental constitute the phonetic basis of discourse.
- Suprasegmentals provide rhythm, intonation, and stress, essential for naturalness and clarity.

- Intelligibility is consolidated as the realistic pedagogical goal, surpassing the traditional view of imitating a native accent.

Communicative competence in English requires pronunciation, with intelligibility as the central criterion linking grammatical, sociolinguistic, discourse, and strategic dimensions. This framework justifies transforming phonetics teaching in Colombia by integrating it into curricula and teacher training.

Emotional and Social Factors

Pronunciation teaching is tied to affective factors like motivation, confidence, and identity. Krashen's (1985) affective filter highlights how anxiety or low confidence can hinder oral practice, while Levis (2015) shows that learners negotiate between intelligibility and preserving cultural identity.

Other recent research integrates social values such as self-esteem, autonomy, and teamwork into oral instruction (Derwing & Munro, 2015; Saito, 2020) shows that integrating values like self-esteem, autonomy, and teamwork fosters risk-taking in pronunciation practice, enhancing intelligibility. Norton (2013) adds that language learning is tied to identity and social positioning, requiring pronunciation teaching to respect learners' cultural affiliations.

In Colombia, bilingualism policies often prioritize measurable outcomes over affective factors, creating tension when students' pronunciation diverges from native-like models. Emphasizing intelligibility and prosody can reduce anxiety, build confidence, and promote inclusive participation, linking pronunciation to both competence and empowerment.

Critical Perspectives

The contrast between global vision and national reality reveals a significant gap. While international frameworks recognize pronunciation as a core element of communicative competence, local policies have relegated it to a secondary role. This gap directly impacts teaching practice, generating inequalities in access to quality bilingual education.

Recent studies highlight innovative strategies—board games, music, mobile apps, and AI—that integrate pronunciation into classrooms in engaging ways. Games practice stress patterns, music fosters prosody, apps give feedback on intelligibility, and AI simulates realistic interaction.

In Colombia, pronunciation strategies remain implicit as teachers rely on grammar-focused methods. This perpetuates the gap with international standards. Systematic use of innovative approaches would enhance teaching and democratize access, making intelligibility central to bilingual education.

Methodology

The methodology guides this research by defining the approach, study type, stages, and instruments for data collection and analysis. Grounded in the theoretical framework and objectives, it ensures coherence between theory and practice and addresses the research questions rigorously.

This chapter analyzes teachers' and students' perceptions, reviews current strategies, and designs a rubric for assessing pronunciation teaching. Methodology thus bridges theory and practice, ensuring relevant results for improving English teaching in Colombia.

This study adopts a qualitative approach to analyze teachers' and students' perceptions and practices in pronunciation teaching. It explores educational reality from an interpretative perspective, emphasizing meaning and contextualized pedagogical proposals.

This study is organized as a monograph, following Torres' (2013, 2014) methodological phases to ensure coherence. This structure integrates documentary review with the design of a pedagogical instrument for pronunciation teaching.

This research has a dual purpose: descriptively, it analyzes literature and current practices on intelligibility and prosody in EFL; propositionally, it presents a rubric for teachers to evaluate pronunciation strategies, emphasizing didactic effectiveness over student performance.

Furthermore, the study follows the emancipatory approach of the Universidad Pedagógica Nacional, viewing teachers as agents of social and cultural transformation. The monograph's phases ensure rigor while fostering pedagogical alternatives that improve students' oral performance and strengthen teacher training.

Research Phases

Following Torres (2013, 2014), the research process is structured into phases that ensure methodological rigor and coherence. In this project, these phases have been adapted to the specific objectives of the study:

Phase 1: Selection of the Topic

This research focuses on pronunciation teaching in English, emphasizing intelligibility and prosody. It moves beyond segmental accuracy to prioritize communicative effectiveness, addressing a key dimension of oral competence often neglected in traditional methods.

Phase II: Literature Review

A documentary review gathered international and local studies on pronunciation, intelligibility, and prosody in EFL. It provided a foundation for current practices while revealing gaps, including limited prosody integration and the absence of contextualized models for Colombian institutions.

Phase III: Work Plan

Drawing on the literature review, a structured plan was designed to guide the research through documentary analysis, proposal design, and development of a phonetic instruction model. Each stage aligns with the study's objectives, ensuring a logical progression from theory to practice.

Phase IV: Documentary Analysis

This phase examined sources and semi-structured interviews (Jan–Mar 2026) to characterize pronunciation teaching. The analysis explored activity frequency, approaches, resources, difficulties, assessment, and support, focusing on intelligibility and prosody. It offers a descriptive overview of current strengths and limitations.

Phase V: Design of the Proposal

Based on the documentary analysis, a phonetic instruction model was designed, emphasizing intelligibility and prosody. It integrates rhythm and intonation exercises, contextualized speaking tasks, and evaluation criteria focused on clarity over native-like accuracy. This design phase embodies the propositional dimension, offering a contextualized solution to the challenges identified.

Phase VI: Validation, Discussion and Conclusions

Reliability was strengthened through triangulation of interviews, literature, and theory. The final phase presents results and the proposed model, with a critical discussion of implications. Conclusions stress the role of intelligibility and prosody in oral performance and the need to equip teachers with practical tools, framed within UPN's emancipatory approach.

Techniques and Instruments

In educational research, techniques are the procedures for collecting data, while instruments are the tools that operationalize them. Hernández-Sampieri et al. (2014) define techniques as the methods of gathering information, and Cohen et al. (2018) describe instruments as the means that ensure consistency in data collection.”

In this study, semi-structured interviews were used as a technique to explore teachers' views on pronunciation, with an interview guide as the instrument. A rubric also served as an instrument for pedagogical evaluation, enabling teachers to assess their strategies. This distinction strengthens methodological rigor and coherence between theory and practice.

Semi-structured interviews

Semi-structured interviews with English teachers explored perceptions, practices, and difficulties in pronunciation teaching. Their flexible format, as guided conversations (Kvale, 1996; Cohen et al., 2018), enabled deeper exploration of emerging aspects.

Document analysis

Document analysis is a qualitative technique for examining institutional and curricular texts to identify patterns, gaps, and pedagogical orientation (Bowen, 2009; Krippendorff, 2018). Theoretically, it offers a framework to contrast national policies with international recommendations, grounding findings in academic discourse.

The documentary phase reviews curricula, guidelines, and institutional documents to contrast national policies with international recommendations for pronunciation teaching. A Document Analysis Rubric ensures systematic evaluation and alignment with the study's objectives.

Ethical Issues

As the study relied mainly on online sources, ethical considerations centered on responsible digital use, academic integrity, and respect for intellectual property.

All consulted materials came from public academic repositories, institutional sites, and official publications. Sources were selected for reliability and relevance, with intellectual property respected through proper APA citation. Academic integrity was upheld by honest reporting, avoiding plagiarism, and rigorous documentation.

Since the study relied solely on online documents, personal data concerns were minimal. Institutional reports were treated respectfully, avoiding disclosure of sensitive information.

Digital tools were used responsibly to access and analyze public content without unauthorized access.

By focusing on responsible use of online information, respect for intellectual property, academic integrity, and ethical technology practices, the study affirms its commitment to ethical research. These measures ensure positive contributions to EFL education in Colombia while protecting authors' and institutions' rights.

Data Analysis Matrix

The analysis matrix organizes and systematizes collected data, ensuring coherence between objectives and findings. Categories and subcategories derive from the communicative competence framework, providing solid conceptual foundations and structured interpretation.

The analysis categories draw on Hymes (1972) and Canale & Swain (1980), who define communicative competence as integrating linguistic, sociolinguistic, discourse, and strategic components. From this framework, subcategories such as perceptions, strategies, intelligibility, prosody, and motivation guide the matrix and connect objectives with observable indicators.

Furthermore, the matrix enables triangulation of data from teachers, students, observations, and documents, strengthening validity. Through techniques such as observation, document analysis, interviews, and synthesis, it ensures an integral approach that contrasts findings with prior research and international standards. Thus, it organizes information while guaranteeing methodological coherence and relevance to objectives.

Analysis Categories	Subcategories	Indicators	Analysis Techniques
Communicative Competence – Perceptual Dimension	Perceptions of pronunciation teaching	Teachers describe traditional methods used in pronunciation instructions. Teachers identify resources employed in class. Teachers recognize limitations compared to international guidelines.	• Classroom observation • Document analysis • Data triangulation
Communicative Competence – Didactic Dimension	Pedagogical strategies (intelligibility, prosody, innovative resources)	Students' oral production reflects intelligibility in classroom interactions. Students apply prosodic features (stress, rhythm, intonation) to enhance clarity. Teachers incorporate innovative/technological resources in pronunciation activities.	• Synthesis of previous findings • Comparative analysis
Communicative Competence – Results Dimension	Outcomes in oral performance	Students show increased confidence when speaking in English. Students demonstrate motivation to participate in oral tasks. Students achieve oral clarity in classroom presentations.	• Post-implementation surveys • Interviews • Classroom observation • Qualitative analysis of results

The subcategories stem from the theoretical framework of communicative competence. The perceptual, didactic, and results dimensions operationalize Hymes (1972) and Canale & Swain's (1980) components—linguistic, sociolinguistic, discourse, and strategic. Subcategories such as perceptions, strategies on intelligibility and prosody, and outcomes in confidence and

clarity translate theory into observable indicators, ensuring coherence between conceptual foundations and analysis.

Findings and Pedagogical Proposal

The analysis of the reviewed studies and interview data revealed recurring patterns regarding pronunciation teaching practices in EFL contexts in Bogotá. The findings highlighted the growing importance of intelligibility-oriented instruction, the incorporation of communicative and technological strategies, and the need for more systematic approaches to prosody and pronunciation assessment. Based on these findings, this chapter presents a pedagogical proposal structured around methodological strategies, evaluation instruments, and institutional recommendations.

Findings

Teachers' Perspectives on Pronunciation Teaching

Interviewed teachers emphasized that pronunciation teaching should prioritize communicative effectiveness and intelligibility rather than native-like accent imitation. Participants frequently associated successful pronunciation instruction with students' confidence, oral participation, and ability to communicate meaning effectively in classroom interactions. In this sense, pronunciation was understood not only as the production of isolated sounds, but also as an essential component of communicative competence in EFL contexts.

This perspective reflects a shift away from traditional pronunciation models focused exclusively on accent imitation and toward more communicative and intelligibility-oriented approaches in Bogotá EFL contexts.

Furthermore, the reviewed studies revealed a growing tendency toward communicative and learner-centered approaches in pronunciation pedagogy. Several investigations highlighted that students tend to participate more actively when pronunciation activities are integrated into meaningful communicative situations rather than repetitive drilling exercises. Teachers also recognized that pronunciation instruction may contribute positively to learners' confidence, autonomy, and willingness to communicate in English.

Additionally, participants highlighted the importance of contextualized pronunciation teaching adapted to students' educational realities in Bogotá. Rather than promoting unattainable native-speaker models, teachers emphasized the value of intelligibility-oriented practices that support communication in diverse classroom environments. These findings suggest that pronunciation teaching in Bogotá increasingly prioritizes communicative interaction and comprehensibility over accent imitation.

Prosody and Suprasegmental Features

Findings revealed that suprasegmental features such as stress, rhythm, and intonation are increasingly recognized as relevant components of communicative competence. Interviewed teachers emphasized that prosody contributes significantly to oral fluency, listening comprehension, and communicative clarity during classroom interactions. Likewise, several reviewed studies highlighted the pedagogical importance of integrating prosodic instruction into pronunciation teaching practices.

However, the analysis also demonstrated that prosody is not consistently addressed in EFL classrooms. This inconsistency may affect students' communicative fluency and listening comprehension, particularly in situations where suprasegmental meaning plays an essential role in oral interaction. Some participants reported difficulties integrating suprasegmental instruction

systematically due to limited classroom time, curricular demands, and insufficient pedagogical preparation in phonetics and prosody. As a result, pronunciation instruction often prioritizes segmental features such as individual sounds while giving less attention to rhythm, stress, and intonation patterns.

Moreover, findings suggested that students frequently experience difficulties interpreting and producing suprasegmental features during oral communication tasks. Teachers identified intonation and stress patterns as some of the most challenging aspects of pronunciation instruction because these elements are less visible and more difficult to evaluate objectively.

Overall, these findings suggest that prosody plays a fundamental role in communicative pronunciation teaching; however, its pedagogical integration in Bogotá EFL contexts continues to present important methodological and instructional challenges.

Communicative and Innovative Strategies

Both the reviewed studies and interview data highlighted the increasing incorporation of communicative and innovative methodologies into pronunciation teaching. Teachers frequently mentioned songs, games, digital resources, dramatizations, collaborative tasks, and oral interaction activities as strategies to increase learner participation and reduce speaking anxiety in EFL classrooms. These methodologies were generally associated with greater student engagement and more dynamic learning environments.

These findings suggest that innovative and collaborative methodologies may create more motivating learning environments that facilitate oral participation and pronunciation practice.

Similarly, technological resources such as AI-based tools, ICT platforms, multimedia activities, and pronunciation applications were identified as valuable support for oral production

and pronunciation awareness. Participants emphasized that technological resources may facilitate individualized practice, provide immediate feedback, and promote learner autonomy during pronunciation activities. In this way, innovation was perceived as a complementary element that may strengthen communicative pronunciation instruction.

Furthermore, gamification and music-based activities appeared frequently across the reviewed studies. Strategies such as karaoke, board games, phonics activities, and drama techniques were associated with improvements in students' confidence, fluency, participation, and oral interaction. These findings suggest that communicative and student-centered methodologies may contribute positively to communicative pronunciation practices by creating more meaningful and motivating learning experiences.

In this sense, communicative and innovative methodologies may contribute to intelligibility-oriented pronunciation teaching by promoting more meaningful oral interaction and comprehensible speech production.

Challenges in Pronunciation Teaching

Despite the positive impact of communicative methodologies, participants also identified important challenges affecting pronunciation instruction in Bogotá EFL contexts. Teachers reported limited classroom time, insufficient pedagogical preparation in phonetics and prosody, and difficulties implementing systematic pronunciation assessment practices. In many cases, pronunciation instruction continued to occupy a secondary role compared to grammar and vocabulary teaching.

Additionally, findings revealed inconsistencies regarding the evaluation of pronunciation skills in classroom settings. Some participants indicated that pronunciation assessment is often

subjective and lacks clearly established criteria, particularly when evaluating suprasegmental features such as rhythm and intonation. This limitation may affect both teachers' confidence and students' understanding of pronunciation learning objectives.

Likewise, institutional constraints such as large class sizes, limited technological resources, and rigid curricular structures were identified as barriers to implementing more consistent pronunciation instruction. Although teachers expressed interest in communicative and intelligibility-oriented practices, several participants acknowledged difficulties sustaining these methodologies systematically within institutional requirements. These findings highlight the need for more structured pedagogical support and clearer evaluative frameworks for pronunciation teaching.

These challenges demonstrate the need for more structured pedagogical support, clearer evaluative frameworks, and increased attention to pronunciation instruction within EFL educational programs.

Relationship Between Findings and the Pedagogical Proposal

The patterns identified throughout the literature review and interview analysis revealed the need for more systematic and reflective frameworks to support pronunciation teaching focused on intelligibility and prosody. Findings demonstrated that although communicative and innovative methodologies are increasingly incorporated into EFL classrooms, pronunciation instruction still presents important challenges regarding evaluation, prosodic integration, and pedagogical consistency.

Furthermore, teachers emphasized the importance of accessible methodological strategies adapted to local educational realities in Bogotá. The reviewed studies also highlighted the

positive impact of communicative activities, technological resources, phonics instruction, and collaborative practices on learners' oral participation and pronunciation awareness. Nevertheless, the absence of clear evaluative criteria and structured pedagogical guidance remained a recurring limitation across several investigations. This limitation reinforces the relevance of developing pedagogical frameworks that may guide teachers in implementing more systematic pronunciation instruction and assessment practices.

Consequently, the following pedagogical proposal was designed as a supportive framework for pronunciation teaching in EFL contexts in Bogotá. The proposal integrates intelligibility-oriented practices, communicative methodologies, and evaluative guidelines intended to strengthen both segmental and suprasegmental pronunciation instruction.

Pedagogical Proposal

Methodological Strategies

The reviewed findings suggest that pronunciation teaching becomes more effective when instructional objectives explicitly prioritize intelligibility and prosody within communicative contexts. Teachers frequently highlighted the importance of collaborative activities, oral interaction tasks, role plays, dramatizations, and communicative speaking practices to strengthen students' confidence and participation during pronunciation instruction.

Likewise, several studies emphasized the pedagogical value of integrating suprasegmental features such as stress, rhythm, and intonation into classroom activities. The findings demonstrated that prosody-oriented instruction may contribute positively to oral fluency, listening comprehension, and communicative clarity. Consequently, pronunciation teaching

should not focus exclusively on isolated sounds, but also on the development of meaningful oral interaction and comprehensible speech production.

Furthermore, innovative methodologies such as gamification, music-based activities, phonics instruction, drama techniques, and AI-supported tasks were identified as valuable pedagogical resources for pronunciation learning. Teachers reported that these strategies may increase students' motivation, reduce speaking anxiety, and promote more learner-centered educational environments. In particular, technological resources may provide immediate feedback and support more autonomous pronunciation practice among learners.

Additionally, the findings revealed the importance of contextualized pronunciation instruction adapted to the educational realities of Bogotá EFL classrooms. Teachers emphasized that pronunciation teaching should remain flexible, communicative, and responsive to students' linguistic needs rather than exclusively pursuing native-like pronunciation models. In this sense, intelligibility-oriented approaches may contribute to more inclusive and accessible pronunciation practices.

Evaluation Instruments

Based on the identified findings, this study proposes a pedagogical rubric intended to support pronunciation teaching and evaluation focused on intelligibility and prosody in EFL contexts in Bogotá. The rubric was designed as a reflective and pedagogical framework that may guide teachers in the assessment of pronunciation practices while promoting communicative effectiveness rather than accent imitation.

The proposed rubric includes criteria related to intelligibility, fluency, stress, rhythm, intonation, oral participation, and communicative interaction. These categories aim to support a

more comprehensive understanding of pronunciation learning by integrating both segmental and suprasegmental features into classroom assessment practices. Furthermore, the rubric encourages formative evaluation processes that recognize students' progress and communicative development.

The findings also suggested that pronunciation assessment often lacks systematic criteria in many EFL educational contexts. Consequently, the rubric seeks to provide clearer evaluative guidelines that may strengthen consistency and pedagogical reflection during pronunciation instruction. Additionally, the proposal may support teachers in designing more transparent and communicative-oriented pronunciation activities.

Rubric for Evaluating Pronunciation Teaching Strategies

This rubric (see annex B) was designed as a pedagogical and reflective framework intended to support the evaluation of pronunciation teaching strategies focused on intelligibility and prosody in EFL contexts. Its primary focus is on intelligibility and prosody, two dimensions essential for communicative competence. Unlike student assessment tools, this rubric is intended for teacher self-assessment, peer evaluation, and supervisory feedback, providing a reflective framework for professional growth and pedagogical innovation.

Rubric for Evaluating Pronunciation Teaching Strategies

Criterion	Excellent (4)	Good (3)	Basic (2)	Weak (1)
Clarity of Objectives	Clear, aligned with communicative competence.	Mostly clear, minor gaps	Vague, partially aligned.	No objectives stated.
Methodological Strategies	Evidence-based, coherent, innovative.	Consistent but limited variety.	Some coherence, lacks innovation.	No clear methodology.
Integration of Prosody	Strong focus on rhythm, stress, intonation.	Partial integration of prosody.	Minimal attention to prosody.	Prosody ignored.
Student Participation	Active, inclusive, confidence-building.	Moderate participation.	Limited interaction	Passive or absent participation.
Use of Resources	Diverse, accessible, contextually relevant.	Adequate but limited resources.	Minimal resources.	No resources used.
Reflective Practice	Teacher analyzes and improves strategies.	Occasional reflection.	Rare reflection.	No reflection at all.

Nevertheless, this rubric should be understood as a preliminary pedagogical proposal rather than a fully validated assessment instrument. Due to the scope of this monograph, the rubric was not empirically validated through large-scale implementation or expert evaluation. Future studies may further refine and validate its pedagogical applicability in different EFL educational contexts.

Conclusion

The rubric for evaluating pronunciation teaching strategies constitutes the core product of this research. By emphasizing intelligibility and prosody, it provides teachers with a structured framework to assess their practice, identify strengths, and recognize areas requiring improvement. Its application in field work ensures validity and adaptability across diverse contexts, while the combination of quantitative scoring and qualitative observations fosters professional growth and pedagogical innovation.

Beyond its immediate classroom use, the rubric also informs broader institutional practices. It supports the incorporation of pronunciation as transversal axis in teacher training programs, encourages the adoption of standardized evaluation criteria, and promotes the integration of technological resources into phonetic instruction. In this way, the rubric not only strengthens teacher training in Colombia but also aligns with the recommendations proposed in this study, encouraging institutions to move toward more inclusive and reflective approaches to pronunciation pedagogy.

Additionally, this research process involved systematic documentary review, theoretical analysis, and reflective examination of pronunciation teaching practices in Bogotá EFL contexts. The pedagogical proposal presented in this study seeks to connect theoretical perspectives on intelligibility and prosody with practical classroom applications, contributing to ongoing discussions about pronunciation pedagogy and teacher development in Colombia.

Recommendations for Institutions

The findings of this study suggest the importance of strengthening pronunciation teaching within EFL educational programs in Bogotá through more communicative, intelligibility-oriented, and context-sensitive approaches. Educational institutions may support teachers by promoting professional development opportunities focused on phonetics, prosody, and pronunciation pedagogy.

Likewise, institutions may encourage the integration of innovative methodologies such as ICT resources, AI-supported tools, gamification, drama activities, and music-based practices into pronunciation instruction. These strategies may contribute to more engaging learning environments while increasing students' oral participation, confidence, and communicative interaction.

Furthermore, teacher education programs may reinforce the pedagogical importance of suprasegmental features such as rhythm, stress, and intonation within pronunciation curricula. The findings revealed that prosody continues to receive less systematic attention compared to segmental pronunciation instruction despite its relevance for intelligibility and communicative competence.

Finally, institutions may prioritize intelligibility and communicative effectiveness over native-like pronunciation models in order to promote more inclusive and realistic approaches to English pronunciation teaching. In this sense, pronunciation instruction may become more accessible, reflective, and responsive to the diverse educational realities present in Bogotá EFL contexts.

Overall, the findings and pedagogical proposal presented in this chapter suggest that pronunciation teaching in Bogotá EFL contexts increasingly values communicative effectiveness, intelligibility, and learner-centered methodologies. The reviewed studies and interview data highlighted the pedagogical potential of communicative activities, technological resources, prosody instruction, and innovative methodologies to support learners' oral participation and pronunciation development.

Nevertheless, the analysis also revealed persistent challenges regarding systematic pronunciation assessment, pedagogical preparation in prosody instruction, and institutional limitations affecting classroom implementation. These findings reinforce the importance of developing clearer evaluative frameworks and more reflective pedagogical practices adapted to local educational realities.

In response to these needs, the proposed pedagogical rubric may contribute to more structured and communicative-oriented pronunciation teaching practices centered on intelligibility and prosody. Although the proposal requires further validation and pedagogical application, it may serve as a useful framework for future research and educational practices in Bogotá EFL contexts.

Ultimately, this study contributes to ongoing discussions about intelligibility, prosody, and communicative pronunciation teaching by proposing context-sensitive pedagogical reflections adapted to Bogotá EFL educational realities.

Limitations of the Study

This study presented several limitations related to participant availability, time constraints, and the scope of pedagogical implementation. Although multiple English teachers from Bogotá educational contexts were contacted to participate in the interview process, only four teachers ultimately responded and completed the interviews. Consequently, the findings reflect a limited range of perspectives regarding pronunciation teaching practices in local EFL contexts.

Additionally, the development of this monograph was conducted within a limited academic timeframe, which restricted the possibility of carrying out broader data collection and extended pedagogical implementation processes. This situation was also influenced by the author's academic conditions within the Amnesty Program at Universidad Pedagógica Nacional, which affected the availability of institutional practicum spaces during the research period.

As a result, the pedagogical rubric proposed in this study could not be implemented in a real classroom setting through a teaching practicum. Therefore, the rubric should be understood

as a preliminary pedagogical proposal rather than a fully validated assessment instrument. Its design was primarily informed by documentary analysis, theoretical review, and interview findings rather than direct classroom application.

Furthermore, the scope of this monograph limited the possibility of conducting large-scale validation processes such as expert evaluation, longitudinal implementation, or extensive field testing. Despite these limitations, the study sought to provide a coherent and context-sensitive contribution to ongoing discussions about intelligibility, prosody, and pronunciation teaching in Bogotá EFL contexts.

Despite these limitations, the study sought to provide a coherent and context-sensitive contribution to pronunciation pedagogy discussions within Bogotá EFL contexts.

Future Research

Future research may continue exploring pronunciation teaching practices focused on intelligibility and prosody across diverse EFL educational contexts in Colombia. Additional studies could incorporate larger participant samples and broader institutional representation in order to strengthen the understanding of pedagogical approaches to pronunciation instruction in Bogotá and other regions of the country.

Likewise, future investigations may implement and validate the pedagogical rubric proposed in this study through classroom observation, teacher feedback, and longitudinal application processes. Such implementation could contribute to evaluating the rubric's adaptability, effectiveness, and relevance within different educational settings and learner populations.

Furthermore, future research may examine the role of technological resources, artificial intelligence tools, gamification, and communicative methodologies in supporting suprasegmental instruction and pronunciation development. These areas remain particularly relevant due to the increasing incorporation of innovative pedagogical strategies into EFL classrooms.

Finally, additional studies may continue analyzing the relationship between intelligibility, prosody, communicative competence, and teacher education in Colombian EFL contexts. In this sense, future research could contribute to the development of more systematic, inclusive, and context-sensitive approaches to pronunciation pedagogy and assessment.

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Appendices

Appendix A. Interview Questions

Interview on Phonetics Teaching Practices

Date: _____

Time: _____

Place (city and specific location): _____

Interviewer: _____

Interviewee (name, age, gender, position, department): _____

Introduction

This interview is part of a project that aims to understand phonetics teaching practices in the classroom. Participants were selected based on their teaching experience, and the information will be treated confidentially and used only for academic purposes.

Interview Characteristics

Confidentiality will be respected. The approximate duration is 10-15 minutes, depending on the length of the responses.

Questions

1. Frequency of Activities

- How often do you include phonetics activities in your classes?
- Could you share one example of a recent activity?

2. Teaching Approach

- Which approach do you mainly use to teach phonetics, and why?
- Have you ever combined different approaches? If so, how did it work?

3. Resources

- What resources do you most frequently use to teach phonetics?
- Which resource do you find most effective, and why?

4. Students' Difficulties

- What is the most difficult aspect for students when learning phonetics?
- How do you usually help them overcome these challenges?

5. Assessment

- How do you usually assess phonetics learning in your classes?
- What strengths and weaknesses do you see in this type of assessment?

6. Institutional Support

- What kind of institutional support would help improve phonetics teaching?
- Has any existing initiative already been useful for you?

Closing

- What advice would you give to teachers who are just starting to teach phonetics?
- Is there anything else you would like to add about your experience?

Appendix B. Rubric for Evaluating Pronunciation Teaching Strategies

Criteria	Excellent (4)	Good (3)	Basic (2)	Needs Improvement (1)
Clarity of Objectives	Objectives explicitly focus on intelligibility and prosody; clearly communicated to students.	Objectives include pronunciation, but prosody is partially addressed.	Objectives are vague; pronunciation is mentioned superficially.	No clear objectives related to pronunciation or prosody.
Didactic Strategies	Strategies are varied, innovative, and consistently promote pronunciation practice.	Strategies are adequate but lack variety or systematic integration.	Strategies are limited, repetitive, and partially effective.	Strategies are absent or ineffective for pronunciation teaching.
Integration of Intelligibility & Prosody	Rhythm, stress, and intonation are consistently integrated into activities.	Prosody is included occasionally but not systematically.	Prosody is mentioned but rarely practiced; focus mainly on isolated sounds.	No evidence of prosody integration; teaching limited to mechanical drills.
Student Engagement	Students actively participate in meaningful oral tasks that foster confidence.	Students participate but activities are not always communicative.	Participation is minimal; activities lack real interaction.	Students are passive; no opportunities for oral practice.
Use of Resources	Resources (technological or traditional) are accessible, varied, and well adapted.	Resources are adequate but limited in variety or contextualization.	Resources are scarce or poorly adapted to students' needs.	No resources used; teaching relies only on repetition.
Reflective Practice	Teacher consistently evaluates and adjusts strategies based on outcomes.	Teachers reflect occasionally, but adjustments are limited.	Reflection is minimal; strategies rarely adjusted.	No reflection: teaching remains static regardless of outcomes.