

From Nativeness to Intelligibility: A Longitudinal Self-Study on the Evolution of Pronunciation Pedagogy in TEFL

ABSTRACT:

Over several decades, pronunciation teaching in a TEFL program at a public university in Mar del Plata, Argentina, has gradually shifted from a focus on native-like accuracy to an emphasis on intelligibility. This longitudinal self-study documents the main pedagogical changes that shaped this transition. Innovations such as task-based pronunciation teaching (TBPT), research-led activities (RLAs), the multimodal assessment task (MAT), and self-assessment strategies promoted learner autonomy, strengthened pronunciation skills, and built stronger links between theory and practice. Later stages introduced the PFIAP model, a structured framework moving learners from perception to production, and incorporated Intercultural Communicative Competence (ICC) to address global communication needs. Framed within an Action Research (AR) methodology, the study highlights the value of reflective and research-informed approaches. Findings show the benefits of integrating communicative, multimodal, and intercultural perspectives in pronunciation teaching. While the study provides insights into innovative practices, its self-study design and context-specific scope limit generalizability. Future research could further explore the long-term effects of these methods across diverse educational settings.

AUTHORS:

Pedro Luis Luchini
Professor, Universidad
Nacional de Mar del Plata,
Argentina

KEYWORDS:

Pronunciation, Teaching,
Action, Research, Intelligibility,
Interculturality, Multimodality,
Reflective Practice

DOI

<https://doi.org/10.58932/MULK0004>



Introduction

Pronunciation teaching has evolved significantly, moving from traditional methods focused on native-like accuracy to contemporary approaches emphasizing intelligibility and communicative adaptability. Historically, instruction was guided by the nativeness principle, where success was measured by how closely learners approximated native speech (Richards & Rodgers, 1986). This method often relied on imitation and repetition (Abercrombie, 1991). However, research shows that effective communication depends on intelligibility rather than native-like pronunciation (Levis, 2005), as long as an accent does not hinder understanding (Munro & Derwing, 1995). These findings led to a shift from accent reduction to fostering intelligibility across diverse multicultural communicative contexts (Byram, 2021; Sifakis, 2004).

This longitudinal self-study examines the evolution of pronunciation instruction in a TEFL program, focusing on the shift from native-like goals to an intelligibility-oriented approach. It explores the use of task-based learning (TBL), multimodal assessment, and reflective practice to enhance learner autonomy and pronunciation proficiency. It also explores how elements of Intercultural Communicative Competence (ICC) can be meaningfully incorporated into teaching practices, alongside the use of the PFIAP model, to enhance pronunciation instruction and support clear communication in linguistically diverse settings. Framed within an action research (AR) methodology (Burns et al., 2022), this study also reflects on the author's professional trajectory, from student to teaching assistant to course leader, illustrating how pronunciation pedagogy has evolved alongside shifts in linguistic and educational paradigms (Burns, 2010).

This article first provides a theoretical overview of the evolving approaches to pronunciation teaching, particularly those that have shaped, or been shaped by, the author's own pedagogical experience. Building on this foundation, it then documents the author's journey through action research, detailing pedagogical shifts and instructional adjustments implemented in response to emerging challenges. Finally, it discusses the broader implications for pronunciation instruction to prepare learners for effective participation in international and intercultural communicative context.

Literature Review

The field of pronunciation instruction has evolved significantly over the last decades, shifting from traditional approaches focused on native-like accuracy to communicative, learner-centered methods emphasizing intelligibility and intercultural competence (Levis, 2018). This shift mirrors wider developments in how language learning is understood, how teaching goals are set, and how English is used and perceived in today's global world (Baker, 2015).

In the 1960s and 1970s, pronunciation instruction was dominated by the Audiolingual Method, grounded in behaviorist and structuralist principles. This method relied on repetition, mimicry, and memorization, aiming for native-like pronunciation (Richards & Rodgers, 1986). The Nativeness Principle (Levis, 2005) guided this approach, with an emphasis on segmental features such as vowels and consonants. Achieving native-like accuracy was considered essential, and accent reduction was often the primary goal (Abercrombie, 1991).

The advent of Communicative Language Teaching (CLT) in the 1970s and 1980s marked a shift in focus from rigid accuracy to greater emphasis on fluency, meaningful communication, and learner interaction (Richards & Rodgers, 1986). This shift brought greater attention to suprasegmental features, such as stress, rhythm and intonation, which came to be recognized as critical components of intelligibility in spoken English (Celce-Murcia et al., 2010; Low, 2015). The Intelligibility Principle (Levis, 2005) gradually replaced the Nativeness Principle as researchers such as Derwing and Munro (2005) demonstrated that learners could maintain an accent while still being easily understood.

Abercrombie (1991) was one of the earlier voices to argue that aiming for native-like pronunciation was unnecessary, and proposed intelligibility as a more realistic and pedagogically sound goal. Building on this perspective, Munro and Derwing's (1995) seminal study helped clarify key distinctions between intelligibility (whether the message is understood), comprehensibility (how easily it is understood), and accentedness (the degree to which speech diverges from native-speaker pronunciation patterns). Their findings demonstrated that learners could be highly intelligible despite noticeable accents, shifting pronunciation teaching toward communicative effectiveness rather than accent elimination.

As English increasingly served as lingua franca (ELF) among non-native speaker interactions (Jenkins, 2000; Luchini & Kennedy, 2013), the focus of pronunciation teaching began to move away from native-like norms. Levis (2005) captured this shift by formally advocating for intelligibility as the primary goal, marking a turning point in the field by the early 2000s. Task-Based Language Teaching (TBLT) gained prominence during this period, integrating pronunciation into meaningful communicative tasks (Ellis, 2003; Skehan, 1998).

Initially, TBLT emphasized fluency and accuracy in communicative settings, but pronunciation remained overlooked. It was not until 2004–2005 that TBLT principles were systematically incorporated into pronunciation teaching (Luchini, 2005a, 2005b, 2006; Luchini & Chiusano, 2009). Luchini's (2005a) study demonstrated that embedding pronunciation within real-world tasks improved learning outcomes, challenging the traditional, decontextualized approaches that had long dominated the field.

In his studies, Luchini (2005b, 2006) further refined this perspective in which he explored the impact of task-based instruction on the development of pronunciation skills, highlighting the benefits of communicative, task-driven activities. This approach reinforced the need to integrate pronunciation instruction into a broader communicative curriculum (Luchini & Chiusano, 2009), marking a significant departure from repetitive drill-based methodologies.

Schmidt's (1990) Noticing Hypothesis played a key role in pronunciation pedagogy, asserting that learners must consciously notice linguistic features to acquire them. This theory influenced pronunciation instruction by promoting activities that heighten learners' awareness of segmental and suprasegmental features, thereby improving intelligibility (Schmidt, 1995).

Ullman (2001, 2004) theorizes that language acquisition involves two complementary systems - a declarative system for lexical storage and a procedural system for rule-based grammar, each contributing differently to L2 learning. According to his model, explicit focus on phonological features helps transition knowledge from declarative (conscious) to procedural (automatized) memory. In pronunciation learning, this means that targeted awareness activities may facilitate the gradual internalization of prosodic features. The integration of technology into pronunciation teaching in recent years has opened up new possibilities for promoting learner autonomy and personalized instruction. Computer-Assisted Pronunciation Training (CAPT), mobile applications, AI-driven tools, and speech recognition software provide learners with real-time feedback, enabling independent practice (Levis, 2018).

Pennington (2021) highlights the transformative role of technology in tailoring pronunciation instruction to individual learner needs. By incorporating automated feedback and interactive exercises, these tools support a more flexible and self-directed approach to pronunciation learning, complementing traditional classroom instruction.

Pennington (2021) also underscores the shift away from native-speaker norms, advocating for pronunciation models that prioritize intelligibility and accommodate diverse English varieties. Her work aligns with the growing emphasis on pronunciation's role in global communication, reinforcing the need for flexible, adaptable instruction.

Challenging traditional, native-speaker oriented models, Baker (2015) examines how ICC and ELF intersect, arguing that such models fall short in preparing learners for the realities of intercultural communication. In response, he calls for the integration of ICC into language education to equip learners with the necessary skills to communicate effectively in multilingual contexts (Luchini, 2024b).

Moving beyond native-speaker norms, Sifakis (2004) calls for a shift toward an English as an International

Language (EIL) perspective in pronunciation instruction, that is one the prioritizes intelligibility and inclusivity. This approach encourages learners to develop sensitivity to intercultural communication and become aware of the diverse English varieties they may encounter in real-world interactions.

Action research (AR) is a participatory and reflective methodology designed to address practical challenges in specific educational contexts, making it particularly effective in pronunciation teaching (Burns, 2010). Through this process, educators may systematically identify areas in need of improvement (Allwright, 1997; Burns et al., 2022), implement context-specific interventions, and critically reflect on their impact to refine pedagogical practices and support student learning outcomes (Burns, 2009, 2010). Given its cyclical nature of action and reflection (Faikhambata & Clarke, 2010), AR is well-suited for studies that seek to refine pedagogical approaches continuously.

This longitudinal study adopts AR for three main reasons. First, it allows the researcher to respond directly to challenges in pronunciation teaching, and thus facilitate the transition from traditional methods to approaches integrating ICC. Second, the spiral nature of AR supports continuous observation, implementation, and adjustment of instructional strategies to align with classroom realities (Kemmis & McTaggart, 1988). Finally, AR empowers educators to enhance teaching methods that draw on both intelligibility-focused and intercultural approaches, so that pedagogical decisions remain evidence-based and responsive to students' needs (Burns et al., 2022; Cohen et al., 2011). Table 1 outlines the steps taken in this AR process and illustrates their role in implementing pedagogical changes and guiding decisions in pronunciation instruction within the context of this self-study.

Table 1

Steps taken in the AR Process for Teaching Pronunciation

Step	Description
Identifying the puzzle area	Identifying challenges in teaching practice: Shifting from nativeness-oriented approaches to intelligibility in pronunciation instruction, integrating theory with practice to enhance free speech production, preparing students for intercultural communication and training them in research to inform their future teaching practices.
Planning the action	Developing interventions to address the challenge, such as activities that connect theoretical concepts with real-world pronunciation use.
Implementing the action	Applying the planned interventions in the classroom, allowing students to practice pronunciation in various communicative contexts while engaging in research-led activities to support their learning.
Observing the outcomes	Monitoring the effects of the intervention by collecting data on student performance, feedback, and classroom interactions.
Reflecting on the process	Evaluating the intervention's success and determining if modifications are needed, leading to further cycles of action and refinement.

Note. Author's own work

After analyzing Table 1, which outlines the stages, characteristics, and changes introduced in ODII, the next section will explore some of the most impactful innovations that appear to have shaped pronunciation instruction over time, particularly within the author's context and based on his experience. This discussion aims to provide an overview of how these developments may have contributed to the gradual refinement of

pronunciation teaching, potentially enhancing both intelligibility and instructional effectiveness in this specific setting.

Research Methodology

The present AR was carried out in the context of *Oral Discourse II* (ODII), a one-semester course focused on suprasegmental phonology, offered in the second year of an English Teacher Education program at a public university in Mar del Plata, Argentina. ODII, which builds on the segmental phonology foundation from the first year, focuses on stress, rhythm, and intonation. It consists of 8 weekly hours and is taught by four instructors specializing in theoretical foundations, phonological discourse analysis, free speech and reflective tasks, and reconstruction tasks to refine pronunciation.

This longitudinal self-study involved both student teachers and the author, who led the ODII course. Between 1989 and 2024, River Plate Spanish-speaking students aged 19-27, with English proficiency levels ranging from B2 to C1, according to the Common European Framework of Reference for Languages, were enrolled in ODII. The author, a native Spanish speaker and English teacher with extensive experience in pronunciation instruction, traced his progression from student to assistant to course leader, offering reflections grounded in personal practice that contributed to understanding the evolution of pronunciation teaching approaches.

This section introduces Table 2, which outlines the pedagogical trajectory of the teacher-researcher, serving as both the foundation and the central driving force of this self-study and AR project. This AR study traces key experiences from 1989 to 2024, each characterized by distinct pedagogical approaches and outcomes. To illustrate the evolution of teaching practices more clearly, these experiences have been divided into stages, each covering specific time periods.

Throughout these stages, reflective practice and self-assessment guided continuous adjustments in teaching methods (Dickerson, 1989; Sardegna, 2022). Although no formal records, such as pre- and post-test results, exist from the earliest phases, reflective insights, along with teaching materials and course documentation, have been central to reconstructing and reporting findings throughout this research trajectory. This progression led to the adoption of TBL, followed by the integration of a CARC into ODII, the incorporation of RLAs, the MAT, the PFIAP model and ultimately, the inclusion of ICC in pronunciation teaching.

Table 2

Evolution of Pronunciation Teaching and Pedagogical Stages

Pronunciation Teaching Evolution	Stage (Date & Role)	Pronunciation Teaching Approach	Main Factors Triggering Change	Main Features & Results
Audiolingual Method (1960s-1970s) - Nativeness Principle (Levis, 2005)	Stage I: 1989-1991 (Student)	Audiolingual Method; Native-like pronunciation (O'Connor & Arnold, 1961)	Recognized gaps in spontaneous speech production	Focus on segmental accuracy, mimicry, phonetic transcription, RP model. Students struggled with intelligibility.
Communicative	Stage II:	Continuation of	Repetition drills	Limited fluency gains

Language Teaching (CLT) (1980s-1990s)	1991-1994 (Assistant)	traditional approach	showed little transfer to spontaneous speech	highlighted need for communicative shift.
Discourse Intonation & Prosody Awareness (1990s)	Stage III: 1995-1996 (Assistant)	Introduction of Discourse Intonation (Brazil et al., 1980; Bradford, 1988)	Exposure at a conference	Emphasis on meaning/prosodic functions. Students reported greater awareness of intonation.
Discourse Intonation Implemented (Late 1990s)	Stage IV: 1996-1997 (Assistant)	Discourse Intonation fully adopted (Brazil, 1997)	Positive pilot test feedback	Simplified dictations raised pass rates but reduced challenge, prompting later adjustments.
Blended Attitudinal & Discourse-Based Models (Late 1990s)	Stage V: 1997-1999 (Assistant)	Blended Attitudinal + Discourse Intonation	Need to balance segmental and suprasegmental work	Adjusted dictations improved engagement. Higher pass rates, but spontaneous use remained weak.
Task-Based Learning Emerges (2000s)	Stage VI: 2000-2002 (Assistant)	User-friendly approach (Allwright, 1984); spontaneous production	Need for freer speech practice	Greater fluency observed, but accuracy issues persisted.
TBLT Formalized (2002-2006)	Stage VII: 2002-2006 (Assistant)	TBLT (Skehan, 1998; Ellis, 2003)	Research on TBLT effectiveness	Pronunciation in communicative tasks. Pre/post-tests showed moderate improvement ($p = .04$).
Traditional vs. Communicative Methods Compared (2007)	Stage VIII: 2007 (Course Leader)	Return to drills and RP models	Comparative study	Traditional drills yielded less improvement in spontaneous speech.
ELF Awareness (2008-2012)	Stage IX: 2008-2012 (Course Leader)	Lingua Franca Core + CABC	Awareness of ELF principles	Traditional drills supplemented with ELF tasks; CABC raised awareness of global varieties.
Expansion of Communicative &	Stage X: 2013	Refinement of CABC	Research on intelligibility	Research-based tasks confirmed awareness

Awareness-Raising Tasks (2013–Present)	(Course Leader)			gains ($p = .007$).
Refinement of the CABC (2017-2019)	Stage XIII: 2017-2019 (Course Leader)	CABC with research-led tasks	Balanced curriculum	Exposure to varied accents increased engagement and awareness.
Remote Learning & Multimodal Assessments (2020-2021)	Stage XIV: 2020-2021 (Course Leader)	MAT (Luchini, 2024)	Pandemic shift	Self-assessment and reflective learning expanded.
Hybrid Learning & Self-Monitoring (2022-2023)	Stage XV: 2022-2023 (Course Leader)	Hybrid MAT	Need for flexibility	Blended instruction improved monitoring and reflection.
ICC Integration (2024–Present)	Stage XVI: 2024 (Course Leader)	PFIAP + ICC	Global communication needs	5-stage model emphasizing intelligibility and adaptability. Preliminary data show enhanced ICC awareness.

Note. Author's own work

After analyzing Table 2, which outlines the stages, characteristics, and changes introduced in ODII, the next section will explore some of the most impactful innovations that appear to have shaped pronunciation instruction over time, particularly within the author's context and based on his experience. This discussion aims to provide an overview of how these developments may have contributed to the gradual refinement of pronunciation teaching, potentially enhancing both intelligibility and instructional effectiveness in this specific setting.

Discussion

TBPT was introduced in 2005 (Luchini, 2005a, 2005b, 2006) as a novel approach since, until that time, Task-Based Learning (TBL) had only been applied to grammar and vocabulary instruction. Recognizing the potential of TBL to enhance pronunciation learning, this method was developed to integrate pronunciation practice into communicative tasks. Within ODII, students showed persistent suprasegmental difficulties, and TBPT provided measurable gains in awareness and fluency. A typical class followed exposure, noticing, controlled practice, communicative tasks, and reflection with feedback. Results showed a 75% improvement in suprasegmental awareness and fluency, with students reporting greater confidence in oral production.

The CABC emerged as an extension of TBPT (Luchini, 2005a, 2005b, 2006), designed as a separate block with explicit awareness-raising activities (Sardegna, 2011). In ODII, learners developed stronger self-monitoring through pronunciation journals, guided listening, and reflective tasks. Qualitative evidence

showed that students became more intentional in tracking their progress, which enhanced intelligibility (Luchini, 2012, 2015).

RLAs were introduced to connect theory with practice and expose learners to diverse English accents. Students analyzed speech samples, transcribed them, identified communication breakdowns, and classified errors using Jenkins' Lingua Franca Core. Learners gained analytical skills and phonological awareness, with 85% reporting increased ability to assess intelligibility (Luchini & Alves, 2021; Luchini & Galante, 2024a). These activities also encouraged reflection on global English use and prepared learners for intercultural communication.

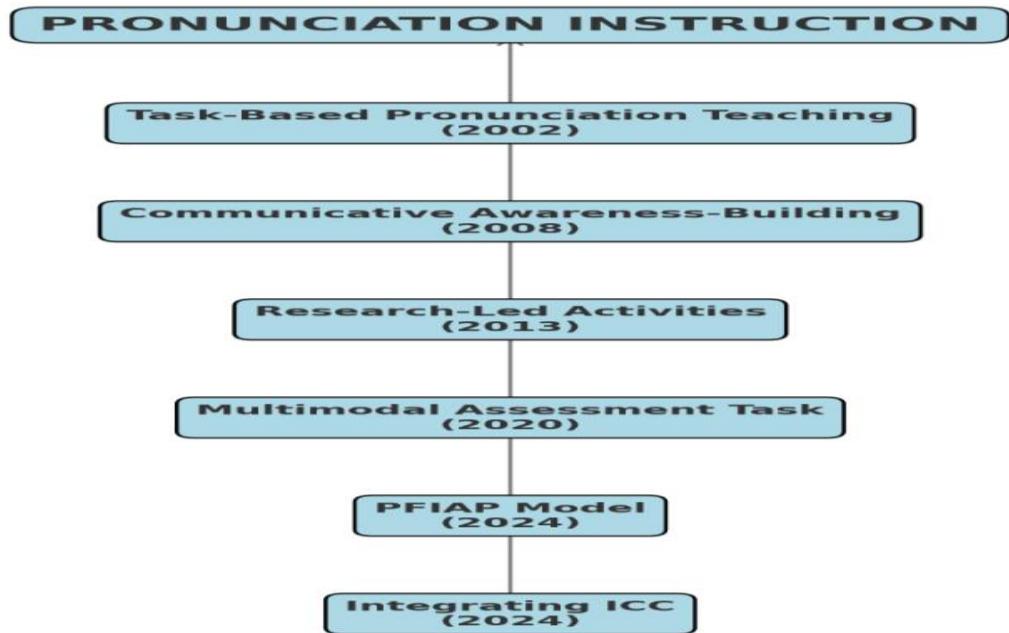
The MAT addressed the gap between theoretical knowledge and communicative use of prosody (Kennedy & Trofimovich, 2010). Students analyzed a model, recorded themselves, compared, received peer feedback, and reflected. Results indicated that 90% of students reported greater confidence, and 78% showed measurable improvements in prosody and rhythm (Luchini, 2024a; Luchini & Galante, 2024b). Some students requested more practice in prosodic features, pointing to the need for refinement.

The PFIAP framework (Luchini, 2023, 2024) guided learners step by step from perception to production. Implemented in ODII, it enhanced recognition and production of stress and rhythm patterns. Related studies in secondary education confirmed its effectiveness (Luchini & Galante, 2025; Berardo & Luchini, 2024). Students not only improved accuracy in stress placement but also valued the structured progression, which made abstract suprasegmental concepts more accessible.

The ICC component aimed to foster adaptability to different English varieties, moving beyond native-like benchmarks (Sifakis, 2004; Baker, 2015). Students engaged in attitude questionnaires, speech sample evaluation, and video analysis tasks. In ODII, 85% of students reported increased adaptability, and qualitative feedback showed greater preparedness for multilingual contexts (Luchini, 2024b). Moreover, integrating ICC highlighted the importance of intercultural awareness in pronunciation pedagogy. Future research could explore the role of telecollaboration in this area, examining how virtual exchanges with speakers from diverse backgrounds can foster adaptability and pronunciation development (Dugartsyrenova & Sardegna, 2018).

The innovations implemented in ODII TBPT, CABC, RLAs, MAT, PFIAP, and ICC integration collectively demonstrate that embedding pronunciation in communicative, reflective, and research-informed tasks enhances learner autonomy, confidence, and supra-segmental control. These findings suggest that integrating communicative, multimodal, and intercultural approaches can significantly enrich pronunciation pedagogy and better prepare learners for global communication. To visualize how these innovations are interrelated, Figure 1 maps their development. The figure highlights how each stage built on the previous ones, showing the cumulative and interconnected nature of the pedagogical evolution described in this study.

Figure 1. Hierarchical Evolution of Innovations in Pronunciation Teaching



Note. Author's own work

^a Figure created using OriginPro (OriginLab Corporation, 2024)

By organizing these innovations chronologically, the chart shows their cumulative impact and how pronunciation instruction has progressively incorporated communicative, research-based, multimodal, and intercultural dimensions. Table 3 complements this perspective by placing the innovations side by side and highlights their main features and outcomes.

Table 3

Pedagogical Innovations in Pronunciation Teaching and Their Main Outcomes

Pedagogical Innovation	Key Features	Main Outcomes
TBPT	Integrated pronunciation into communicative tasks	Improved fluency, suprasegmental awareness, learner confidence
CABC	Awareness-raising activities, reflective journals	Stronger self-monitoring, enhanced intelligibility
RLAs	Analysis of speech samples, focus on ELF	Increased analytical skills, awareness of global varieties
MAT	Multimodal self/peer assessment tasks	Higher confidence, improved rhythm and prosody
PFIAP	Step-by-step framework (perception → production)	Better stress/rhythm accuracy, structured learning

ICC integration	Attitude questionnaires, intercultural tasks	Greater adaptability, intercultural awareness
------------------------	---	--

Note: Author's own work

Together, the chart and the table offer a comprehensive account: the figure captures the developmental sequence, while the table underlines the distinctive contributions of each stage. This dual perspective strengthens the clarity of the study's trajectory and highlights its contribution to evidence-based, learner-centered pronunciation pedagogy.

The most important takeaways from this longitudinal self-study underlies key shifts and innovations in pronunciation teaching that may have significant pedagogical implications. These findings can serve as a reference for other educators and researchers looking to improve pronunciation instruction in diverse learning contexts.

The transition from a native-like pronunciation model to an intelligibility-based approach represents a fundamental change in pronunciation pedagogy. Rather than focusing on accent reduction, the study emphasizes the importance of making learners comprehensible in real-world communication. This shift aligns with global communicative needs and the role of ELF.

Integrating pronunciation instruction within communicative tasks leads to more meaningful and effective learning. The findings suggest that pronunciation instruction is most effective when integrated with broader communicative and contextualized learning practices, rather than approached in isolation.

Self-assessment, guided pronunciation journals, and analytical listening exercises play a crucial role in pronunciation learning. Encouraging learners to reflect on their pronunciation progress enhances their autonomy and ability to self-correct, leading to more sustained improvements over time.

Exposure to different English accents and the exploration of intelligibility and comprehensibility issues in different speech samples help learners become more adaptable communicators. This approach broadens students' understanding of pronunciation and moves beyond traditional native-speaker benchmarks, preparing them for real-world linguistic diversity.

The introduction of the MAT, which involves self-recording, peer feedback, and comparative analysis, leads to higher learner engagement and significant pronunciation gains. Allowing students to evaluate their own and others' pronunciation fosters greater awareness of their strengths and areas for improvement.

The five-stage model (Perception, Focalization, Internalization, Application, Production) offers a clear pathway for developing pronunciation skills systematically. The findings suggest that scaffolding pronunciation instruction through structured phases enhances learners' ability to internalize and apply suprasegmental features effectively.

Integrating ICC into pronunciation instruction helps students become more aware of different accents, enhance their capacity to adapt their speech patterns according to varying communicative contexts and interlocutor needs. The findings show that training students to analyze speech samples with varied accents increases their adaptability and intercultural awareness.

The study highlights the importance of continuous innovation and reflection in pronunciation teaching. By integrating TBPT, the MAT, RLAs, and ICC, pronunciation instruction becomes more effective, engaging, and applicable to real-world communication.

Pronunciation teaching may benefit from moving beyond static, native-speaker-centered approaches toward intelligibility, self-regulated learning, and intercultural awareness. The results of this study suggest that such orientations can provide a solid, research-informed foundation for improving

pronunciation instruction and may be transferable to diverse contexts where learner confidence and communicative effectiveness are central goals. At the same time, the findings should be interpreted with some caution, since the study relies primarily on self-reflective and course-based data without broader external validation. This limitation does not diminish the pedagogical value of the innovations described, but it does highlight the need for future work that incorporates additional sources of evidence to strengthen the claims made here.

Conclusion

This longitudinal self-study documented how pronunciation pedagogy in ODII evolved through the integration of innovative approaches such as TBPT, RLAs, the MAT, and the PFIAP model. These methods collectively enhanced learners' suprasegmental awareness, autonomy, and communicative effectiveness, and they also showed how a gradual move from traditional to more research-informed and communicative approaches shaped teaching practices over time. The incorporation of ICC further enriched pronunciation instruction by equipping students with the adaptability required in multilingual communication settings. This suggests that pronunciation pedagogy benefits not only from the development of linguistic accuracy and prosodic control but also from the inclusion of intercultural sensitivity as part of communicative competence.

Action Research (AR) played a pivotal role in guiding these pedagogical transformations. It enabled systematic reflection, supported progressive refinements, and created a closer alignment between theory and classroom practice. The cyclical nature of AR fostered professional growth while ensuring that innovations remained responsive to learners' needs.

While these contributions provide valuable insights, a limitation of the study lies in its reliance on self-reflective and course-based data without broader external validation. This limitation could affect the generalizability of the findings and points to the need for further research that incorporates complementary sources of evidence. Future studies may investigate the long-term effects of task-based and multimodal instruction on learners' overall communicative competence, and at the same time examine how ICC-oriented practices, including telecollaborative exchanges, can strengthen this process by fostering adaptability in diverse cultural contexts. Pursuing these lines of inquiry in an integrated manner would help ensure that pronunciation pedagogy continues to evolve in ways that are dynamic, learner-centered, and responsive to the demands of global communication.

References

Abercrombie, D. (1991). Teaching pronunciation: Why a non-native accent isn't bad. In *Pronunciation*. Longman.

Allwright, D. (1984). Why don't learners learn what teachers teach? – The interaction hypothesis. In D. M. Singleton & D. G. Little (Eds.), *Language learning in formal and informal contexts* (pp. 3–18). Proceedings of a joint seminar of the Irish and British Associations for Applied Linguistics held at Trinity College, Dublin.

Allwright, D. (1997). Planning: Intervention or interference? In G. M. Jacobs (Ed.), *Language classrooms of tomorrow: Issues and responses* (pp. 134–147). SEAMEO Regional Language Centre.

Baker, W. (2015). *Culture and Identity through English as a Lingua Franca*. De Gruyter Mouton.

Berardo, E., & Luchini, P. L. (2024, December 12–14). *Teaching the use of contrastive nuclear stress in secondary EFL classes: Evaluating the impact of the PFIAP pedagogical model* [Conference presentation]. Accents 2024: 17th International Conference on Native and Non-Native Accents of English, University of Łódź, Poland.

Bradford, B. (1988). *Intonation in context: Intonation practice for upper-intermediate and advanced learners of English*. Cambridge University Press.

Brazil, D. M. Coulthard and C. Johns. (1980). *Discourse Intonation and Language Teaching*. Longman.

Brazil, D. (1997). *The Communicative Value of Intonation*. Cambridge University Press.

Burns, A. (2009). Action Research in Second Language Teacher Education. In A. Burns & J. C. Richards (Eds.), *Cambridge Guide to Second Language Teacher Education* (pp. 289–297). Cambridge University Press.

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.

Burns, A., Edwards, E., & Ellis, N. J. (2022). *Sustaining action research: A practical guide for institutional engagement* (1st ed.). Routledge. <https://doi.org/10.4324/9780429265273>

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

Byram, M. (2021). *Teaching and assessing intercultural communicative competence* (3rd ed.). Multilingual Matters.

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). Routledge.

Cutler, A. (2015). Lexical stress in English pronunciation. In M. Reed & J. Levis (Eds.), *The handbook of English pronunciation* (pp. 106-124). Wiley Blackwell.

Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379-397.

Dickerson, W. B. (1989). *The Role of Formal Rules in Pronunciation*. In P. S. Dale, H. W. Kirchner, & P. M. Mehringer (Eds.), *Proceedings of the First Annual Eastern Michigan University Conference on Languages for Business and the Professions* (pp. 135-148). National Textbook Company.

Doughty, C. J., & Williams, J. (1998). *Focus on form in classroom second language acquisition*. Cambridge University Press.

Doughty, C., & Williams, J. (Eds.). (1998). *Focus on form in classroom second language acquisition*.

Cambridge University Press.

Dugartsyrenova, V. A., & Sardegna, V. G. (2018). Raising intercultural awareness through voice-based telecollaboration: Perceptions, uses, and recommendations. *Innovation in Language Learning and Teaching*, 13(3), 205–220. <https://doi.org/10.1080/17501229.2018.1533017>

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Faikhambata, C., & Clarke, A. (2010). Thai pre-service science teachers engaging action research during their fifth year internship. *Asia-Pacific Journal of Education*, 33(1), 1-16.

Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals*. Oxford University Press.

Kemmis, S., & McTaggart, R. (1988). *The action research planner*. Deakin University Press.

Kennedy, S., & Trofimovich, P. (2010). Language awareness and second language pronunciation: A classroom study. *Language Awareness*, 19(3), 171-185.

Levis, J. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly*, 39(3), 367-377.

Levis, J. M. (2018). *Intelligibility, Oral Communication, and the Teaching of Pronunciation*. Cambridge University Press.

Low, E. (2015). The rhythmic patterning of English(es): Implications for pronunciation teaching. In M. Reed & J. Levis (Eds.), *The handbook of English pronunciation* (pp. 125-137). Wiley Blackwell.

Luchini, P. & Galante, D. (2024b). A multimodal model for assessing L2 pronunciation: Enhancing autonomy and self-regulation through student-selected materials. *GRADUS*, 9(1), 84-106.

Luchini, P. & Galante, D. (2025). Implementing the PFIAP model: A stage-based approach for teaching English stress and rhythm in bilingual education. *SPEAK OUT!* 72, 25-35.

Luchini, P. (2005a). A new approach to teaching pronunciation: An exploratory case study. *Journal of Asia TEFL: Refereed Journal of the Asian Association of Teachers of English as a Foreign Language*, 2(2), 35-62.

Luchini, P. (2005b). Task-based pronunciation teaching: A state-of-the-art perspective. *Asian EFL Journal*, 7(4), 191–202.

Luchini, P. (2006). Incorporating Task-based instruction into the teaching of English pronunciation: a new global trend. *ASIA EFL Journal. Op. ed. 6,3.* http://www.asian-efl-journal.com/op-ed_2.php

Luchini, P. (2012, September). *Analyzing the impact of the inclusion of a communicative component into a traditional approach for the development of pronunciation skills*. Paper presented at the European Society for the Study of English Conference, Faculty of Arts and Sciences, English Language and Literature, Boğaziçi University, Istanbul, Turkey.

Luchini, P. (2015). *Incidencia de rasgos prosódicos en la adquisición de una pronunciación cercana a la nativa en alumnos de inglés: Un estudio comparativo con diseño experimental mixto* [Unpublished doctoral dissertation]. Facultad de Humanidades, Departamento de Letras, Universidad Nacional de Mar del Plata, Argentina.

Luchini, P. (2024a). The multimodal assessment task: Extending the pedagogical shift in L2 pronunciation teaching to assessment. *UMAULE*, 66, 80–98. <https://doi.org/10.29035/ucmaule.66.80>

Luchini, P. L. (2024b). Integrating pronunciation teaching and intercultural communicative competence: Enhancing intelligibility and adaptability in L2 learners. *Konin Language Studies*, 12(1), 35–54.

<https://doi.org/10.30438/ksj.2024.12.1.2>

Luchini, P. L. (2023). Enhancing second language learning: The PFIAP model and its pedagogical implications. *Konin Language Studies*, 11(2), 127-140.

Luchini, P. L. (2024). Modelo de desarrollo lingüístico secuencial en L2 (PFIAP): potenciando el aprendizaje efectivo de una L2. *Visitas al Patio*, 18(2), 242-256. <https://doi.org/10.32997/RVP-vol.18-num.2-2024-4865>

Luchini, P., & Alves, U. K. (2021). Incorporating a research-led activity in the L2 pronunciation class: An innovative pedagogical view. *Speak Out! The Journal of the IATEFL Pronunciation Special Interest Group*, 65, 15-21.

Luchini, P., & Chiusano, A. C. (2009). Implementing accuracy and fluency-based tasks for the training of the English plosive consonants. *Concordia Working Papers in Applied Linguistics*, 2, 57-69.

Luchini, P., & Galante, D. (2024a). Exploring the effects of integrating a research-led activity in the English pronunciation class: An evaluative study with Argentinian pre-service teachers. *International Journal of English and Literature*, 15(1), 1-6. <https://doi.org/10.5897/IJEL2024.1617>

Luchini, P., & Kennedy, S. (2013). Exploring sources of phonological unintelligibility in spontaneous speech. *International Journal of English and Literature*, 4(3), 79-88. <https://doi.org/10.5897/IJEL12.049>

Munro, M. J., & Derwing, T. M. (1995). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning*, 45(1), 73-97.

Nagel, C. L. (2021). Assessing the state of the art in longitudinal L2 pronunciation research: Trends and future directions. *Journal of Second Language Pronunciation*, 7(2), 154–182. <https://doi.org/10.1075/jslp.20059.nag>

O'Connor & Arnold (1961). *Intonation of colloquial English* (2nd ed). Longman.

OriginLab Corporation. (2024). *OriginPro* (Version 2024) [Computer software]. OriginLab. <https://www.originlab.com>

Pennington, M. C. (2021). Teaching pronunciation: The state of the art. *RELC Journal*, 52(1), 3-21. <https://doi.org/10.1177/00336882211002283>

pronunciation: a new global trend. *ASIA EFL Journal. Op. ed.* 6(3) http://www.asian-efl-journal.com/op-ed_2.php

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching*. Cambridge University Press.

Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.

Sardegna, V. G. (2011). Pronunciation learning strategies that improve ESL learners' linking. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 2nd Pronunciation in Second Language Learning and Teaching Conference, Sept. 2010* (pp. 105-121). Iowa State University.

Sardegna, V. G. (2022). Evidence in favor of a strategy-based model for English pronunciation instruction. *Language Teaching*, 55(3), 363–378.

Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129–158. <https://doi.org/10.1093/applin/11.2.129>

Schmidt, R. W. (1995). Consciousness and Foreign Language Learning: A Tutorial on the Role of Attention and Awareness in Learning. In R. Schmidt (Ed.), *Attention and Awareness in Foreign Language*

Learning (pp. 1-65). Honolulu: University of Hawaii Press.

Sheen, R. (2002). Focus on form and focus on forms. *ELT Journal*, 56(3), 303–305. <https://doi.org/10.1093/elt/56.3.303>

Sifakis, N. C. (2004). Teaching EIL—Teaching international or intercultural English? What teachers should know. *System*, 32(2), 237-250. <https://doi.org/10.1016/j.system.2003.09.010>

Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford University Press.

Ullman, M. T. (2001). The neural basis of lexicon and grammar in first and second language: The declarative/procedural model. *Bilingualism: Language and Cognition*, 4(2), 105-122.

Ullman, M. T. (2004). Contributions of memory circuits to language: The declarative/procedural model. *Cognition*, 92(1-2), 231-270.