TẠP CHÍ KHOA HỌC VÀ GIÁO DỤC
ISSN: 1859-1612
Journal homepage: https://tckhgd.dhsphue.edu.vn

A study on EFL students' use of online applications to self-study English pronunciation

Phan Dinh Bich Thuy[1], Le Pham Hoai Huong[2]

[1]*MA student, Hue University, University of Foreign Languages and International Studies*

[2]*Hue University, University of Foreign Languages and International Studies*

ARTICLE INFO

Article history:
Received: 15 August 2023
Received in revised form: 22 September 2023
Accepted: 29 September 2023
Published 20 October 2025

Keywords:
Self-study
Online pronunciation applications,
EFL students

ABSTRACT

This research aims to investigate EFL students' perceptions and practice of self-studying English pronunciation through online applications. Data were collected from 102 participants studying English at a university in Vietnam. The study employed questionnaires, journals, and interviews to identify pronunciation challenges, explore self-study app usage, and examine its impact. The findings reveal that the students established regular habits, invested significant time into the use of these applications and engaged in various activities with user-friendly interfaces. They highly valued feedback, incorporating app suggestions, and practicing contextually. The study's results also confirmed the positive influence of online pronunciation applications on participants' engagement, attitudes, behavior, and pronunciation improvement. Notably, EFL students adeptly utilized the versatile features of these applications, enhancing self-study and English pronunciation skills. The findings provided implications for learning English pronunciation via online applications with traditional methods and exploring training programs to optimize language learning experiences via online applications.

1. INTRODUCTION

The emergence of online applications has ushered in innovative avenues conducive to self-directed language acquisition, affording learners the autonomy to refine their pronunciation skills autonomously. The ascendancy of online platforms in language pedagogy has been propelled by their inherent accessibility, interactive attributes, and personalized learning interfaces. This study investigated how EFL students self-studied English pronunciation through online applications. The demands of the modern world sometimes hinder the practice of communicating effectively in English, making online self-study a possible solution. More specifically, it surveyed 102 students at a university in Vietnam and their perceptions about self-studying pronunciation through online applications to find out the strategies they used to learn the pronunciation in English by themselves. It hopes to give practical implications for students on how to self study English pronunciation via online applications effectively.

2. LITERATURE REVIEW

2.1. The role of online applications in enhancing skills in studying-English pronunciation

Pronunciation is a crucial factor in effective communication, enabling clear and comprehensible interaction

Corresponding author: Phan Dinh Bich Thuy;
E-mail: phandinhbichthuy5@gmail.com
DOI: https://doi.org/10.26459/jse.038.2025

between individuals. Gilakjani (2016) defines pronunciation as the process of producing English sounds. Acquiring proper pronunciation skills involves repetition and correction to ensure accuracy. Effective pronunciation enhances learning outcomes, while poor pronunciation can hinder language acquisition. Overcoming challenges associated with one's first language helps learners develop new habits in pronunciation (Berry, 2021).

For EFL learners, pronunciation is vital to intelligibility and understanding of oral material (Alshehri, 2020). Both learners and teachers face difficulties in mastering pronunciation (Salim, Terasme, & Narasima, 2020). Pronunciation is an essential component of oral communication (Berry, 2021). Clear and correct pronunciation is important for articulating speech units effectively. The clarity of pronunciation ensures that information, ideas, or opinions are comprehensible to others.

Self-study constitutes a self-improvement process, encompassing autonomous learning programs, digital applications, and online courses that can act as supplements or alternatives to traditional classroom teaching (Holec, 1981; Benson, 2007). Modern technology applications, including various pronunciation applications and websites, play a significant role in self-studying English pronunciation. Learners have the flexibility to choose authentic voice samples and clear motion graphics, facilitating easy and effective practice (Berry, 2021).

While these applications provide valuable resources, successful pronunciation requires consistent individual practice outside of the classroom. Many students have embraced online applications to improve their English pronunciation, taking advantage of free options that allow immediate download. The availability of authentic voice samples and user-friendly interfaces further aids learners in honing their pronunciation skills.

The advantages and challenges of self-studying English pronunciation through online applications have been highlighted in the research. Learning pronunciation via these applications offers accessibility and flexibility, accommodating learners' schedules and access limitations (Jin & Chen, 2020). Interactive features like voice recognition technology and personalized feedback enhance engagement and motivation, while continuous practice and immediate feedback improve retention and accurate pronunciation (Zhan & Cheng, 2019; Liu & Jiang, 2019). Audiovisual aids aid comprehension and the self-directed aspect fosters autonomy and discipline (Cui & Zhang, 2019; Mahmud, 2020). Nevertheless, challenges persist, including the shift from native-like pronunciation to intelligibility (Jenkins, 2000). Learning path confusion, concentration difficulties, and limited feedback hinder progress. The absence of human interaction and guidance impede assessment and motivation, with technical issues adding to the challenges. Strategic engagement is essential to navigate these obstacles while harnessing the potential of online pronunciation applications (Jenkins, 2000).

2.2. Technology and language learning

Incorporating technology into language learning has been researched with a specific focus on the transformative potential of mobile-assisted language learning (MALL), the pedagogical implications of information and communication technology (ICT), and the promise of computer-assisted language learning (CALL). MALL employs mobile devices like smartphones and tablets to enhance accessibility and motivation (Jin & Chen, 2020; Zhan & Cheng, 2019). The utilization of Information and Communication Technology (ICT) tools can expedite the acquisition of fundamental skills encompassing listening, speaking, reading, and writing (LSRW). This can be achieved through the creation of enhanced educational resources (R. Bhushan, 2020). CALL involves computer technologies, including Computer-Assisted Pronunciation Training (CAPT), providing valuable resources for sound production (Egbert & Petrie, 2005). These technological approaches empower learners to navigate language acquisition challenges while leveraging digital tools for enhanced pronunciation skills.

2.3. Related studies

The previous studies have explored the topic of self learning pronunciation of English via the use of applications. For example, Haryadi and Aprianoto (2020) explored the impact of integrating an English Pronunciation app within a university pronunciation class which yielded commendable outcomes with heightened student engagement, attitude, conduct, and an enhanced sense of autonomy. Likewise, Wongsuriya (2020) embarked on an exploration of the efficacy of the Google Translate app as a tool for fostering English pronunciation improvement among students situated in remote regions of Thailand. The results of this study unveiled substantial enhancements in the pronunciation abilities of the participants, underscoring the practical utility of digital tools in remote learning contexts.

Building upon the notion of technology-enhanced language learning, Kholis (2021) ventured to ascertain the impact of the ELSA Speak App on the pronunciation skills of students within an Indonesian university, revealing affirmative outcomes marked by improved test scores and an enhanced ability to enunciate diverse

lexicon. The study by Khoa et al. (2021) places a spotlight on the dynamic interplay between traditional in-class teaching and the application-based self-study method, leading to the conclusion that a harmonious blend of both avenues stands as the most efficacious approach.

Shifting focus to learners' experiential insight, Nurcihan Yürük (2020) delved into the efficacy of the Kahoot application as a catalyst for the development of English as a foreign language (EFL) pronunciation skills. The study engaged a two-group setup, employing diagnostic tests to assess sound mispronunciation, and the outcomes unequivocally underscored the efficacy of digital platforms in nurturing EFL pronunciation.

Further enriching the discourse, Zana et al. (2022) embarked on a journey to fathom students' perceptions of Mobile Assisted Language Learning (MALL) in pronunciation education, unraveling a complex tapestry of positive perceptions that were occasionally intertwined with challenges arising from internet connectivity, technical glitches, and familiarity with mobile-based learning.

In general, these previous studies illuminate the robust impact of online applications on the realm of language learning, with a discernible emphasis on the intricacies of pronunciation. The resounding theme that emerges from these studies is the empowering potential of technology in fostering learner confidence, honing linguistic dexterity, and facilitating a natural acquisition of language skills. However, there remain questions to be explored how EFL students actually made use of certain applications to learn English pronunciation and their evaluation of these applications.

3. METHODOLOGY

This study employed a mixed-method approach, sequentially outlining the collection and analysis of both quantitative and qualitative data across two distinct phases. In the initial phase, a questionnaire survey gathered quantitative data to explore EFL students' awareness and attitudes toward self-studying English pronunciation via online applications. There were 102 participants aged 18 to 23 in this study. They had a minimum of 10 years of English language study and all were willingly engaged in the study. The participants' diverse English proficiency levels and from various university English classes, enhance the study's breadth. Subsequently, the qualitative phase centered on data collection through semi-structured interviews and journaling.

The questionnaire consists of three clusters. Cluster one has 10 items to collect data on EFL students' perceptions of using applications to study English pronunciation. Cluster two also has 10 items to gather information about how EFL students use online pronunciation applications to self-study English pronunciation. Finally, the 10 items of cluster 3 target at exploring students' reflections on actual self studying English pronunciation via online applications

Out of the total participants, ten were randomly selected for these in-depth qualitative methods, offering rich insights into the rationale behind EFL students' perceptions and attitudes regarding self-studying English pronunciation through online applications. Over a ten-week period, data collection encompassed questionnaires, interviews, and journaling. By blending quantitative and qualitative data collection approaches and drawing from participants across multiple English classes at EFL, the study provides a comprehensive and robust viewpoint on the practice of self-studying pronunciation through online applications. This methodological blend facilitates a comprehension of overarching trends and individual experiences within the EFL context.

The quantitative data collected from the questionnaire was analyzed with the use of the SPSS software for mean and standard deviation values. The interview transcripts and the journal entries were processed through content analysis. The emerged themes from the qualitative data sources were coded and extracted to combine with the quantitative data to answer the following research questions:

- What are EFL students' perceptions of self-studying pronunciation through online applications?
- How do EFL students use online pronunciation applications to self study English pronunciation?
- What are students' reflections on self studying English pronunciation via online applications?

4. FINDINGS

4.1. EFL students' perceptions of self-studying pronunciation through online applications

The data from the questionnaire indicate participants' average perceptions and the variability in their responses. The findings from interviews and journals provide insights into EFL students' views on app effectiveness, motivation, learning strategies, advantages, disadvantages, attitudes towards self-study, and improvement suggestions, showing their awareness of self-studying pronunciation through online applications. The study measured students' attitudes toward learning English pronunciation through online applications and assessed questionnaire reliability. The achieved Cronbach's Alpha coefficient of 0.81 indicates a satisfactory

level of consistency. These coefficients suggest the questionnaire reliably measures the objective structure of English pronunciation self-study through online applications for EFL students.

Table 1. EFL students' perception of using applications to study English pronunciation

Statement	M	SD
1-Self-studying English pronunciation using online applications is useful for my major at university.	4.12	0.76
2- I like to practice English pronunciation through online applications because of their convenience.	4.22	0.64
3- Using online applications is the best way to get additional practice to improve English pronunciation	3.76	0.89
4- Using online English pronunciation learning applications can enhance my English-speaking confidence	3.98	0.66
5- I find self-studying pronunciation through online applications saves money and time	4.04	0.82
6- The online applications for self-studying English pronunciation are usually engaging tools	4.01	0.71
7- I find online applications to be more effective than classroom instruction for improving English pronunciation	3.39	0.99
8- Without a teacher or tutor to guide me, I can rely on online applications the support the need to fully master English pronunciation	3.46	0.99
9- These applications are good resources for me to practice English pronunciation	4.11	0.74
10- Online application using interactive exercises and games so I have many opportunities to practice my pronunciation in a fun and interactive way	4.03	0.70

As can be seen from table 1 that on average, participants in the study expressed a positive perception of practicing English pronunciation through online applications, believing it could enhance their English-speaking confidence (Item 4, M= 3.98) and found the applications engaging for self-study (Item 6, M= 4.01). They considered these applications valuable resources for pronunciation practice (Item 9, M = 4.11) and agreed on the fun and interactive opportunities they offered (Item 10, M= 4.03). Moreover, participants perceived self-studying English pronunciation using online applications as quite useful for their university majors (Item 1, M = 4.12) and appreciated the time and cost-saving benefits of self-study through these applications (Item 5, M = 4.04). While they moderately agreed that online applications could support their need to master English pronunciation independently (Item 8, M= 3.46), they recognized their value as a supplementary tool for gaining additional practice in English pronunciation (Item 3, M= 3.76). Overall, the findings indicated that participants acknowledged the usefulness of online applications for self-study, appreciated the time and cost-saving advantages, and considered them valuable for their English pronunciation learning goals. The participants' views reflected a favorable perception of online applications as convenient, confidence-boosting, engaging, and effective resources for English pronunciation practice.

Furthermore, journal analysis reveals student perceptions of self-studying English pronunciation via online apps. Key findings include an appreciation for convenience, flexibility, and the ability to practice anywhere, even offline. The efficacy of short sessions and reminders for effective time management is also recognized. S1 underscores this convenience, remarking, "Learning pronunciation through applications makes it more convenient to practice speaking. Just a phone, even if we don't need to connect to the internet, we can still practice speaking anywhere, at any time." Similarly, S2 echoes this sentiment, observing, 'It helps me to be flexible in arranging my study time because I am not limited in my schedule.' Secondly, students find online pronunciation applications engaging and motivating, attributing these qualities to features like mini-games, rewards, and appealing characters. The presence of visual aids and interactive elements not only renders learning enjoyable but also sustains motivation. S1 conveys this enthusiasm, asserting, 'Learning pronunciation through applications also help learners have a sense of excitement." Correspondingly, S5 gave the idea "Inspire students with a variety of lessons and games. Regular learning applications come with beautiful illustrations and games to make them more interesting. After each lesson, there is a score and learners collect the points to progress."

Furthermore, the insights gained from interviews with EFL students about self-studying English pronunciation through online applications indicate that their opinions offer valuable perspectives on this approach. The main ideas from the students' perspectives on self-studying English pronunciation through online applications are as follows:

Motivations for using these applications display a range of diversity, as students seek improved pronunciation for enhanced job prospects and better communication with non-native speakers. In addition,

students emphasize the advantages of self-study, encompassing enhanced pronunciation, vocabulary enrichment, and the flexibility of learning at one's own pace and location. They express gratitude for the accessibility and cost-effectiveness of learning materials through smartphones. S6, for instance, articulates the aspiration to refine pronunciation for better job opportunities, stating, "Because my pronunciation is not correct and my class performance is lacking. Furthermore, I aim to achieve proficient pronunciation to bolster my job prospects post-university graduation." However, certain drawbacks are identified, including limitations in self-study capability, the need to transition between applications disrupting continuity, challenges in error identification and correction, and the expenses associated with quality applications and the requirement for an internet connection. These insights underline the significance of addressing these limitations to enrich the user experience within online pronunciation applications.

Overall, the students' perspectives highlight the importance of online pronunciation applications for self-study, while also emphasizing the need to address these drawbacks for an enhanced user experience. Participants in the study displayed a positive perception of practicing English pronunciation through online applications, finding them convenient, engaging, and effective for self-study. They appreciated the flexibility of learning anytime and anywhere, even without an internet connection, along with short practice sessions and regular reminders that aided in managing their study time. The applications' interactive features, including mini-games and rewards, motivated students and maintained their enthusiasm for learning. Moreover, online applications proved beneficial in helping students identify and correct pronunciation errors through detailed feedback and practice opportunities. The students' motivations for using these applications varied, with some seeking improved pronunciation for better job prospects, while others aimed to enhance communication with foreigners. However, despite the benefits, some drawbacks were noted, such as limitations in self-study ability, the need to switch between applications, difficulty in identifying and correcting errors, and concerns about costs.

4.2. How students use online pronunciation applications to self-study English pronunciation

The study aimed to examine EFL students' use of online pronunciation applications for self-studying English pronunciation and assess the reliability questionnaire. The resulting Cronbach's Alpha coefficient of 0.85 indicates strong internal consistency and reliability, making the questionnaire a valid tool for evaluation "self-studying English pronunciation through online applications by EFL students at EFL." The higher reliability index (0.85) compared to previous coefficients (0.81/0.82) strengthens its internal consistency. In summary, the questionnaire demonstrates high reliability in the targeted construct.

Table 2. How EFL students use online pronunciation applications to self-study English pronunciation

Statements	M	SD
1- I set up a routine to self-study English pronunciation via online applications.	3.73	0.71
2- I spend much time using an online pronunciation applications to learn with each session it provides	3.56	0.78
3- I do a variety of exercises and activities available in online pronunciation applications	3.88	0.65
4- I navigate online pronunciation applications with ease.	3.76	0.71
5- I receive the feedback provided by online pronunciation applications and fix my mistakes with pronunciation.	3.86	0.88
6- I often incorporate feedback from online pronunciation applications into my daily English practice	3.89	0.87
7- I use online pronunciation applications to record my own speaking and check my pronunciation.	3.92	0.79
8- I use online pronunciation applications to practice speaking English in context, such as in short conversations or dialogues	3.93	0.85
9- I use online pronunciation applications to focus on specific areas of English pronunciation that I find challenging, such as stress patterns or difficult sounds.	3.99	0.78
10- I practice the correct pronunciation of native speakers by self-studying through online applications.	3.88	0.79

As can be seen from table 2, analysis of data on EFL students' use of online pronunciation applications for self-studying English pronunciation reveals positive trends. On average, participants reported forming a habit (Item 1, M= 3.73) and dedicating significant time (Item 2, M= 3.56) to using these applications. They engaged in various exercises and activities (Item 3, M= 3.88) and found app navigation easy (Item 4, M= 3.76). Participants received feedback and corrected pronunciation (Item 5, M=3.86), incorporated app feedback into practice (Item 6, M= 3.89), recorded their speech for pronunciation testing (Item 7, M=3.92), and practiced

English in context (Item 8, M= 3.93). They focused on specific areas of difficulty (Item 9, M=3.99) and native pronunciation (Item 10, M=3.88). Overall, EFL students demonstrate positive engagement with online pronunciation applications, using various features to improve their English pronunciation skills with moderate agreement among participants.

The journal results revealed that participants chose various applications for self-studying English pronunciation, with some being more popular and frequently used than others. The mentioned applications include Cambridge Dictionary, Duolingo, Say ELSA, WordBit English, Tflat, Pronoun Learners, Easy English, PingoLearn, FluentU, Speak English Fluently, Talk to ELSA, Audio: Pronunciation, Oxford Dictionary, Elsa Speak, Mochimochi Dictionary, Cake, SpeechAce, Memrise, Tedic, Shadowing, English Sounds Pronunciation, Pronunciation, Dunno Dict, and Spotify. Among these, Say Elsa, Duolingo, Cake, and Mochimochi Dictionary were the most commonly used, offering various resources and tools for improving pronunciation skills. EFL students use online pronunciation apps extensively, gaining from reminders, games, vocabulary, error correction, and native videos. Modules for specific sounds, phonetic materials, bilingual subtitles, and recording enhance learning. Practical exercises, authentic videos, idioms, and phrases boost the apps' self-study effectiveness. S9 mentioned “I used WordBit to self-study English pronunciation, this application allows users to learn vocabulary right outside the lock screen, has a variety of vocabulary at each level and a system of lessons to help learners remember for a long time.” Overall, the applications provided valuable features to enhance self-study, improve pronunciation skills, and enhance overall language proficiency.

Results from the interview showed that EFL students reported using various online pronunciation applications for self-study, including popular ones like Elsa Speak, Lingo, Cake, Duolingo, Pingo Learn and TFLAT. These applications offer interactive features, feedback, vocabulary expansion, and video dialogue practice. Students combine them with traditional learning methods and use them flexibly during breaks or free time. Study frequency varies, with some spending specific days and times each week, while others use the app daily. The interviewed students found the user-friendly platforms useful for their pronunciation self-study routine. S5 used Elsa and Pingo Learn, and spends 3 days a week, 1 to 2 hours each session. "I used ELSA and PINGO LEARN to self-study pronunciation in English. Elsa corrected each sentence in detail for me, showing the mistake through each sound for me while Pingo Learn for a practice dialogue with a given video, then edit from that dialogue. I spend 3 days a week learning pronunciation, 1 to 2 hours each session."

In conclusion, EFL students find online pronunciation applications valuable for self-studying English pronunciation. These applications offer diverse features that cater to learners' needs, from reminders and mini-games for motivation to error detection and pronunciation tests for correction. Native speaker videos and sound-focused modules enhance understanding while reading materials and recording features enrich the learning experience. Overall, these applications provide comprehensive and effective resources for students to improve their pronunciation skills through self-study.

4.3. Students’ reflections on self studying English pronunciation via online applications

The study evaluated EFL students' usage of online pronunciation applications for self-studying English pronunciation. The questionnaire showed satisfactory internal consistency and reliability with a Cronbach's Alpha of 0.81 and 0.82 for standardized items, supporting its validity in assessing the targeted construct.

Table 3. Students’ reflections on self studying English pronunciation via online applications

Statements	M	SD
1- I feel that I have improved my self -study skills for English pronunciation through using online applications.	3.57	1.04
2- I feel that online applications are a suitable replacement for in-person instruction in English pronunciation	3.43	1.10
3- I find online applications motivating and engaging in practicing English pronunciation	3.51	1.12
4- I find it difficult and challenging to use online applications to learn pronunciation	3.07	1.06
5- I rather use online applications in class than do pronunciation activities in Textbooks	3.30	0.99
6- I find online pronunciation applications useful for learning English pronunciation	3.72	0.96
7- I am confident to speak English after self-studying pronunciation through online applications.	3.62	0.97
8- I find that using online pronunciation applications is a convenient and flexible way to practice English pronunciation on my own time and at my own pace	3.74	0.99
9- I will continue to use online applications for self-studying pronunciation in the future.	3.79	1.09
10- I will recommend online applications to others for self-studying pronunciation.	3.78	1.07

As can be seen from table 3, the analysis of students' reflections on self-studying English pronunciation through online applications yielded key findings. On average, participants reported improved self-study skills (Item 1, M=3.57) and saw online applications as viable alternatives to in-person instruction (Item 2, M=3.43). They found the applications motivating and engaging (Item 3, M=3.51), but some also found them challenging (Item 4, M=3.07). Most preferred using applications in class over traditional textbook activities (Item 5, M=3.30). Participants perceived online pronunciation applications as useful (Item 6, M=3.72) and felt more confident in speaking English after using them (Item 7, M=3.62). They appreciated the convenience and flexibility of the applications (Item 8, M=3.74), expressing intentions to continue using and recommending them (Items 9 and 10, M=3.79 and M=3.78). However, responses varied significantly, reflecting diverse opinions and experiences among the participants, with some expressing challenges and different perspectives.

Analysis from the journal showed that EFL students have positive reflections on self-studying English pronunciation through online applications. They appreciate the convenience of practicing anytime, anywhere, even without an internet connection. Interactive features, creative vocabulary illustrations, and engaging mini-games make learning fun. S2 expressed “Through the applications, I am more confident about my pronunciation. Although the application when fully used functions must pay a rather high fee (suitable for working people rather than students), the results are worth it. Personally, I'm willing to pay that fee to get better results.” Applications effectively correct errors, leading to notable improvement. Despite limitations compared to human interaction, students view them as convenient, engaging, and useful for pronunciation learning, complementing other methods. S6 mentioned that "In my opinion, online applications are a useful tool for learning English pronunciation with various resources and interactive exercises. However, they can't replace human teachers or conversation partners who offer personalized feedback and assistance.” Overall, EFL students give positive reviews about self-studying English pronunciation through online applications, noting their strengths and contributions to the shared language learning experience.

According to the interview results, EFL students find online pronunciation applications highly effective in enhancing their pronunciation skills. They appreciate the access to a wide range of pronunciation vocabulary and exposure to British and American English variations, which improves their voice, tone, and pronunciation. S9 expressed “Through the use of the application, it has helped me to pronounce better, so I am more confident when interacting with foreign tourists more effectively. Online applications not only help me but also help other learners learn from the treasures of pronunciation vocabulary, and different pronunciations of A-English and American English.” The practical application of daily life through videos and conversations is also valuable. These affordable apps offer a cost-effective alternative to traditional classes. Factors like diligent practice, motivation, personalized lessons, and error correction contribute to their self-study effectiveness. Students gain confidence in foreign interactions and see benefits for others too. These apps notably improve accents, intonation, and challenging sound pronunciation, fostering native-like speech. Flexible use and practical content enrich learning. EFL students acknowledge app benefits, emphasizing motivation, effort, practice frequency, and personalized learning for pronunciation improvement.

5. DISCUSSION

The study aimed to explore EFL students' perceptions of self-studying English pronunciation through online applications by collecting data from 102 students at the Faculty of Hue University of Foreign Languages and International Studies EFL through questionnaires, face-to-face interviews, and learner journals. The findings underscored the students' keen awareness of the significance of self-studying English pronunciation through online applications. The study yielded three primary insights based on participants' mean responses. Firstly, students found online applications highly effective for enhancing English pronunciation, appreciating their convenience, confidence-boosting attributes, engagement, and overall effectiveness. These findings align with previous studies such as Wongsuriya (2020) and Kholis (2021) which emphasized students’ positive perceptions of online applications for English pronunciation learning.

Secondly, students demonstrated moderate agreement regarding the utility of online applications for their academic pursuits, recognizing benefits such as time and cost savings, as well as valuable self-study support. The literature highlights the impact of online applications on engagement, attitude, conduct, and improvement when students self-study pronunciation. The current study also found the positive effects of online pronunciation applications on students' participation and engagement in such aspects as in the studies by Haryadi and Aprianoto (2020) and Fouz-González (2020),

Thirdly, the participants’ opinions were mixed regarding the superiority of online applications over traditional instruction, yet they acknowledged their supplementary role as tools for additional pronunciation practice. Interviews provided further depth, highlighting the convenience, engagement, and motivation

fostered by online pronunciation applications. Participants emphasized the applications' adaptability, error detection, correction features, and practice opportunities. However, students also cited certain drawbacks, encompassing limitations in self-study capabilities, the necessity to switch between applications, challenges in identifying and rectifying errors, and concerns about costs and internet connectivity requirements which were also identified in the study by Khoa et al. (2021).

In general, the study's findings provide valuable insights into EFL students' perceptions and experiences of self-studying English pronunciation through online applications. The findings confirm the positive impact and effectiveness of online applications for self-study, while also acknowledging challenges and limitations that need to be addressed for further improvement. The study adds new insights by exploring specific reflections of EFL students and their appreciation for the convenience, flexibility, and significant improvements in their pronunciation skills through online applications. These findings contribute to the existing literature and underscore the importance of motivation, effort, practice frequency, and personalized learning experiences in self-studying English pronunciation via online application.

6. CONCLUSION AND IMPLICATIONS

In conclusion, the present study sheds light on EFL students' perceptions of self-studying English pronunciation through online applications, providing valuable insights into their experiences and attitudes. The findings demonstrate that students are highly aware of the importance of using online applications for improving their pronunciation skills. They perceive these applications as effective resources, offering convenience, confidence-boosting elements, engagement, and overall effectiveness

Nonetheless, students also highlighted certain drawbacks, such as limitations in self-study ability, the need to switch between applications, difficulty in identifying and correcting errors, and the cost and internet connectivity requirements. This underlines the importance of addressing these issues to enhance the user experience and effectiveness of online pronunciation applications.

The findings have implications for educators, curriculum designers, and developers of online pronunciation applications. Recognizing the positive perceptions and experiences of students, educators can integrate online applications into language learning curricula to enhance students' pronunciation skills. By providing targeted support and resources, institutions can promote the effective use of these applications for self-study.

Curriculum designers and application developers can take into account the features and benefits that students appreciate most, such as error detection, correction, and engaging exercises. Addressing the drawbacks identified by students, such as enhancing the applications' user-friendliness and minimizing connectivity requirements, can further improve the overall user experience.

In summary, this study contributes to the growing body of research on the effectiveness of online pronunciation applications for self-study. The findings underscore the positive impact of these applications on students' language learning experiences and highlight areas for improvement. As technology continues to play a pivotal role in language education, it is crucial to continuously enhance the design and effectiveness of online pronunciation applications to provide learners with valuable tools for improving their pronunciation skills and overall language proficiency. The current study’s findings however may not be generalized to other contexts due to the small sample size and the recorded data from the participants’ recalling.

REFERENCES

Alshehri, A. (2020). *Perception of the English phonotactics by Saudi English majors: A comparative study. Arab World English Journal*, 11(4), 207-222. https://doi.org/10.24093/awej/vol11no4.14

Benson, P. (2007). *Autonomy in language teaching and learning*. Language Teaching, 40, 21–40.

Berry, D. M. (2021). *Level up your pronunciation: Impact of a mobile game*. MEXTESOL Journal, 45(1), n1.

Bhushan, R. (2020). ICT and ELT: *The Pedagogical Perspective. In Smart Intelligent Computing and Applications*. Springer, Singapore. https://doi.org/10.1007/978-981-32-9690-9_20

Cui, Y., & Zhang, Y. (2019). *The Effect of Using Mobile Applications on EFL Learners' Pronunciation Accuracy and Fluency*. Language Learning & Technology, 23(3).

Egbert, J. L., & Petrie, G. M. (Eds.). (2005). *CALL Research Perspectives*. Routledge. https://doi.org/10.4324/9781410613578

Fouz-González, J. (2020). Using apps for pronunciation training: An empirical evaluation of the English File pronunciation app. *Language Learning and Technology*, 24(1), 62–85. https://doi.org/10125/44709

Haryadi Haryadi, S., & Aprianoto, A. (2020). *Integrating “English Pronunciation” App Into Pronunciation Teaching: How It Affects Students’ Participation and Learning*. Journal of Languages and Language Teaching, 8(2), 202-212.

Holec, H. (1981). *Autonomy in foreign language learning (First published 1979, Strasbourg: Council of Europe)*. Pergamon Press. https://doi.org/10.33394/jollt.v8i1.2212

Jenkins, J. (2000). *The phonology of English as an International Language*. Oxford University Press.

Jin, L., & Chen, S. (2020). *The Influence of Mobile Learning on English Pronunciation: From the Perspective of Cognitive Load Theory*. English Language Teaching, 13(4), 55-65.

Khoa, B. T., Khoa, S. D., Oanh, L. T. K., & Kien, D. T. (2021, November). *The role of Pronunciation English Learning Applications in Vietnam: An experimental study*. In 2021 1st Conference on Online Teaching for Mobile Education (OT4ME) (pp. 50-57). IEEE.

Kholis, A. (2021). *Elsa speak app: automatic speech recognition (ASR) for supplementing English pronunciation skills*. Pedagogy: Journal of English Language Teaching, 9(1), 01-14.

Liu, Y., & Jiang, L. (2019). *Design of a Mobile Application for Improving EFL Learners' Pronunciation*. English Language Teaching, 12(9).

Pourhosein Gilakjani, A. (2016*). What Factors Influence the English Pronunciation of EFL Learners*? Modern Journal of Language Teaching Methods (MJLTM), 6(2).

Salim, A., Terasne, T., & Narasima, L. (2020). *Enhancing the students' pronunciation using shadowing technique at senior high school students*. JOLLT Journal of Languages and Language Teaching, 8(1), 20-28.

Wongsuriya, P. (2020). *Improving the Thai Students' Ability in English Pronunciation through Mobile Application*. Educational Research and Reviews, 15(4), 175-185.

Yürük, N. (2020). *Using Kahoot as a skill improvement technique in pronunciation. Journal of Language and Linguistic Studies*, 16(1). https://doi.org/10.17263/jlls.712669

Zana, C., Suriaman, A, Darmawan, D., Marhum, M., Rofiqoh, R. & Nurdin, N. (2022). *Students' Perceptions on the Use of Mobile-Assisted Language Learning (MALL) in Learning Pronunciation*. International Journal of Current Science Research and Review.

Zhan, Y., & Cheng, W. (2019). *Exploring the Effects of Using English Pronunciation Applications on College EFL Learners' Speaking Proficiency*. English Teaching & Learning, 43(3).

Nghiên cứu việc sử dụng các ứng dụng trực tuyến để học phát âm tiếng Anh của sinh viên

Phan Đình Bích Thủy[1], Lê Phạm Hoài Hương[2]

[1]Học viên cao học, Đại học Huế, Trường Đại học Ngoại ngữ

[2]Đại học Huế, Trường Đại học Ngoại ngữ

THÔNG TIN BÀI BÁO

Quá trình xử lý:
Ngày nhận bài: 15/8/2023
Ngày nhận bản chỉnh sửa: 22/9/2023
Ngày nhận đăng: 29/9/2023
Ngày xuất bản: 20/10/2025

Từ khóa:
Tự học
Ứng dụng trực tuyến học phát âm
Sinh viên học tiếng Anh như là một ngoại ngữ

Tác giả liên hệ:
Phan Đình Bích Thủy
Địa chỉ e-mail:
phandinhbichthuy5@gmail.com

TÓM TẮT

Nghiên cứu này nhằm tìm hiểu nhận thức và thực hành tự học phát âm tiếng Anh của sinh viên thông qua các ứng dụng trực tuyến. Dữ liệu được thu thập từ 102 sinh viên đang theo học tiếng Anh tại một trường đại học ở Việt Nam. Nghiên cứu sử dụng bảng hỏi, nhật ký học tập và phỏng vấn để xác định các khó khăn trong phát âm, khám phá việc sử dụng ứng dụng tự học và xem xét tác động của chúng. Kết quả cho thấy sinh viên đã hình thành thói quen học tập thường xuyên, dành nhiều thời gian cho việc sử dụng các ứng dụng này và tham gia vào nhiều hoạt động khác nhau trên các ứng dụng. Họ đánh giá cao phản hồi từ ứng dụng, tích cực áp dụng các gợi ý và thực hành phát âm tiếng Anh trong ngữ cảnh. Kết quả nghiên cứu cũng khẳng định ảnh hưởng tích cực của các ứng dụng phát âm trực tuyến đối với sự tham gia, thái độ, hành vi và sự cải thiện phát âm của người học. Đáng chú ý, sinh viên đã khai thác linh hoạt các tính năng đa dạng của những ứng dụng này, từ đó nâng cao khả năng tự học và kỹ năng phát âm tiếng Anh. Những phát hiện này gợi ý việc kết hợp học phát âm tiếng Anh qua ứng dụng trực tuyến với các phương pháp truyền thống, cũng như phát triển các chương trình đào tạo nhằm tối ưu hóa trải nghiệm học ngôn ngữ thông qua các ứng dụng trực tuyến.