International Journal of
TESOL & Education

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TESOL & Education

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Difficulties when studying away from home

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Abstract

This study points out the difficulties of being away from home and shows that going away from home is not easy, showing the importance of homesickness and the challenges of going away. We divide each other to collect data from 416 out of 735 students far away from home, such as Van Lang students University and other universities, especially college freshmen, to survey and analyze. Finally, through research, we find that there are some differences between male and female, between first-year college students living in dormitories located inside the campus and those living in boarding houses outside the campus, between freshman and university students of other courses about homesickness levels, score achievements and other issues. However, most of the students away from home miss their friends and family very much. The financial, environmental, social issues show that they all think that studying away from home is not easy as they thought.

Keywords: away from home, difficulties, studies

Background of the study

Getting a college degree is essential, especially in today's competitive world, which is why everyone wants to go to college and get a desirable degree. It is considered a developmental milestone that marks the transition expected in adulthood (Thurber & Walton, 2012). In particular, going to college was an enjoyable experience (Abdullah, Elias, Mahyuddin & Uli, 2009) cause that changes people's lives. However, it is natural to start college life with excitement and anxiety (University Counseling Services, 1998) because a transition to college can be considered an event major in life (Klingensmith, 2010) and the most demanding of all transitions (Farris, 2010).

The purpose of the study

There are many ideas about when studying far away from home is not difficult, so why is it difficult? Some people say that studying away from home is difficult. We have to face it is not as easy as we think it is not easy like that. The first difficulty we face is financing when you want to study abroad or go to university. It would help if you had good finance. Otherwise, it will be challenging. You have to pay for renting a house, travel expenses, living expenses, utility bills, etc., some do not have good finance, they have to work part-time to cover their living. Learning and working are hard. Students could fall into debt because the students can borrow money from the student financial aid agency to cover all their living and tuition. The second challenge is social problems to a new environment, a new country, a completely different life from home, social problems are very likely, and your child is at risk of others bully. Also, it is necessary to learn

to get used to a new school to catch up with the pace of life in the place. Otherwise, it will be pushed back, poor results. Not only that, when away from home, some people cannot gain any more knowledge because their abilities are not suitable for that level. Although the feeling of homesickness can be generally considered mild, for some, the distress level can be extreme (Thurber & Walton, 2007). The strong need for support is evident among persons who experience homesickness but lack the necessary social skills to acquire much-needed support (Van Tilburg, Vingerhoets & Vam Heck, 1996). Also, in the study, we found that the biggest thing is that homesickness is a lot of students who rarely power their families, but when they go to school far away, on average, they will power back to their families every six weeks. Some people even miss their parents' tears; they think that the feeling of homesickness is terrible, some people fall into depression because no one is around, feelings of homesickness rise very high. Not only that but also many other problems have similar problems as well.

Give everyone a different perspective on studying away from home, and we want to learn about the difficulties when the students are away from home and what is the problem you think is the most difficult, when away from home like that, family what does it mean to them, and Do they want to go back when there are so many difficulties? Or accept biting for a good future, and why should they try so hard?

The significance of the study

Learning is considered an important issue, not only parents but also by the State investing in modern facilities, equipment, etc... to recognize the importance. Despite the difficulties of long-distance study, parents accept to let their children go away from home to a new environment, a new country. The parents and the children also accept that going away from home will all in return that their children will have a better future and the students themselves will have good high-paying jobs. The meaning of this study is to make people have different perspectives on distance learning, and it is very difficult, not easy at all. Besides, the meaning of the two words 'family' studying far away helps you realize your father's love. Your mother gave you more than the love that you were near you said they were very troublesome, only wished to go as far as possible, but when you go to school far away you miss them, cry, want them to be here with you. Also, it shows you the loneliness when studying far away. The loneliness is terrifying. So, the family is the most important and most significant meaning in our research.

Statement of the Problem

This study aimed to research the experience of homesickness among first-year college students. Specifically, it sought to answer the subsequent questions:

1. Is there a difference in the experience of homesickness between male and feminine college freshmen?
2. Is there a difference in the experience of homesickness between first-year college students living in dormitories on the campus and first-year college students living in boarding houses outside the campus?
3. Is there a difference in the experience of homesickness between younger and older first-year college students?

Literature review

Colleges and universities today are faced with a growing problem of maintenance. Retention is taken into account to be an increasing problem because more and more college students are leaving universities and colleges per annum for a spread of reasons. This results in high rates of attrition and low rates of retention

(Farris, 2010). The problem of retention is often attributed to adjustment issues. Generally, the transition to school requires adjustment among college students (Roring II, 2008), and lots of students experience difficulties with the method of adjustment. Adjustment difficulty is manifested by problems associated with involvement, making new friends, being far away from home, and therefore the like (Farris, 2010).

It is important to notice that an individual leaving house is placed during a novel or maybe strange situation that entails a new living environment with the strong possibility of the need tore organize new friendships and social support (Roring II, 2008). This is due to the very fact that being in college requires one to experience a transformative time where one is required to work out who he/she is and what is necessary for him/her to require care of himself/herself(Farris, 2010). And because of the numerous changes simultaneously happening during a college freshman's life, the transition can cause the event of latest relationships with peers, romantic partners, and even professors (Roring II, 2008).

One common concern experienced by college freshmen during their period of evolution is homesickness. Homesickness can refer to the feeling of wanting to come back home, especially among those who left their homes for the first time (Duru & Balkis, 2013). It can lead a student back to the adjustment process because the most focus will be the missing of one's home (Farris, 2010). Several changeable are often taken into consideration when researching the experience of homesickness like that of gender, place of residence, and age.

First-year students' main factor is the first time away from home, a new place to set foot. Therefore, when studying, research shows that they have many difficulties to face for first-year students, such as getting used to a new environment, making friends, learning with results or not. And more than that is the anxiety and anxiety of freshman students that are homesick. Research also shows that they need some time to adapt to it. Similarly, Rooneyand Reardon (2009) affirms that it is relatively fine for some students, while for others, more self-awareness and self-study skills are necessary because the university requirements are very different from most high schools. Difficulty and corrections, especially in the early months of college, depending on background and personality traits (Feldman & Newcomb, 1994).

There is a significant difference in the homesickness experience between younger and older college students presents the difference in homesickness experience between college freshmen living in on-campus dormitories and those who live in off-campus homestays. Klingensmith (2010) assumes that college students are faced with the challenge of giving up old friendships and creating new ones. Also, going to college creates new family relationships, especially when one chooses to move away from home. And the challenge of leaving your ex-boyfriend and family and making new connections often creates a feeling of homesickness.

Parental protection affects students when transitioning to college life away from home. According to Hale (1939), overprotective parental protection has a variety of adverse effects on a student's transition to college. They have to find it very difficult to adapt to the unsupervised life of their parents while studying away from home. Students can email their parents on average six times per week, and female students tend to send emails more often than males (Trice, 2002). Feel lonely and shy at first, but after a while in other social relationships, that feeling of loneliness will decrease. Homesickness is inevitable. However, students can go home to rest on holidays. Relationships also change gradually. There will be other social relationships in the environment you live in. The family subsidizes some people, and with regular family contact, live better lives than those that are independent and have little contact with their families. General,

maternal participation appears to profit student efficiency and facilitate a flatter conversion to school studies. The gap doesn't hinder interactions.

Studying at university is that students are often given a certain experience by providing them a big opportunity to attach and meet with many new people, more creative ideas, begin to get older, and make an advanced future for themselves among their educational qualifications. However, the abroad students have had homesickness; they're different from home students; they need to leave home to go to another country to review. International students can easily take psychological state issues with different levels of influence (Rahat & Ilhan, 2016).

The previous research indicated an alliance between leave home to review or work and negative psychological state outcomes, like hopelessness and homesickness (Andrade, 2006; Chen, 1999). All pessimistic psychological and physical outcomes are associated with moving far away from home when everyone can't adapt to a replacement life, a replacement environment. They need to rebuild all new life contacts.

In the main, the reviewed literature provided a construction from which the study at hand can be researched. Retention concerns are a reality as recognized by (Farris, 2010). One very possible reason for the low retention of first-year school students had something to try to do with adjustment(Farris, 2010; Roring II, 2008). Homesickness can be associated with poor adjustment (Farris,2010). And to be ready to have a thorough understanding of homesickness, variables like gender, place of residence, and age are often investigated since extant literature claimed that the mentioned variables play significant roles within the experience of homesickness (Downs, 2002; Edwards et al., 1998; Farris, 2010; Robbins, 2003; Thurber & Walton, 2007; Thurber & Weisz,1997).

Methodology

Research context & sampling methods

Education is so important that many parents choose to let their children go away from home, but students also choose the same way for their future, but going away is also very difficult, causing students to face to face. To find out what those difficulties are, the most difficult problems students face, and what benefits the students do not, our team surveyed to investigate those issues.

The subjects we choose for this survey are far from school as students in other provinces or students abroad who come to our countries to study. A total of 416 first-year college students, including 165 males and 251 females living in dormitories within the campus and boardinghouses located outside the campus, served as the respondents of this study. Of which has 258 students living in dormitories situated inside the campus and 158 those living in boarding houses outside the campus. The 416 first-year students questioned were all students from different universities in Ho Chi Minh City in the first academic year of the 2019-2020 semester.

The procedure of the study

We will choose subjects for our research, and discuss questions together, create questions to interview, including Vietnamese and English; when identifying the subjects to interview and having questions, we divided the survey into three ways that are direct interviews, print out the paper, and each member in our group will distribute to them for their evaluation. In these two ways, we will survey first-year students from college from the same school. In a final course, we also create the same questions on the google form. Next, we copy the link and post them on social networking sites such as Facebook, confession groups of

universities in Ho Chi Minh City with the hope that the first-year university students of other universities will also participate in the survey to us obtain more data to help us can evaluate and analyze the results more accurately.

Instrument

First, we use a questionnaire with a total of 20 statements and some questions. To give feedback, students work by writing answers or selecting the available ones that match their thinking. Questionnaires are the popular choice for most large-scale surveys. It's fast, economical, and efficient.

We then divided into two small groups to conduct face-to-face interviews to gather the best feedback for the research. We searched and directly interviewed 25 students with the same type of questions repeatedly asked in sequence. The responses are recorded and all data stored on the smartphone. Face-to-face interviewing is conducive to flexibly developing ideas, exploring answers to become more active to find, analyze, and clarify information quickly.

The third tool is social networking sites. The advancement and popularity of modern technology applications make it easier to survey when survey conductors want to gather a wide variety of responses from people, places, and genders that are not in the area where we can hand out questionnaires or interview directly.

Data collection

After more than two weeks of the continuous survey from October 7, 2020, to October 23, 2020, using the three methods above, we distributed a total of 420 questionnaires, interviewed 25 students directly, and had 78 students from other universities participated in the survey on social networking sites that we posted earlier. However, after examining all the results collected, only 416 were matched. Specifically, 336 out of 420 votes were collected by our team members, of which 80 students submit blank papers and four students carelessly corrupt the ballots. 25 out of 25 students directly interviewed completed the questions posed by our team members and finally has had 59 out of 78 students surveyed on social networking sites took the on-demand survey, 19 students whose results were not accepted.

Data analyze

To test the hypotheses of the study, independent samples t-test was used. The independent samples t-test is employed when one wants to look at the mean difference between two exclusive or independent groups (Hyman & Sierra, 2010). Concerning the quantitative data, SPSS 18.0 was employed to analyze data. The descriptive statistic was calculated to determine the Number (N), the Mean (M), and the Standard Deviation (SD). The range means for the six-point Likert scale is applied as follows: low level is less than 2.66, medium level is from 2.67 to 4.33, and the high level is from 4.34 to 6 (Pham, 2010). During this study, these independent groups were the male and feminine college freshmen, college freshmen living in dormitories within the campus, people living in boarding houses outside the campus, and younger and older college freshmen.

Results

In our research, we obtain 416 people, mostly college freshmen. We survey some key issues such as the difference in the experience of homesickness between first-year college students living in dormitories located inside the campus and those living in boarding houses outside the campus is presented in Table 1, the difference in the experience of homesickness between male and female college freshmen is presented in Table 2, the difference in the experience of homesickness between younger and older first-year college students is presented in Table 3, and have financial difficulties and feel lonely without a family is presented

in charts. Table 1 presents the difference in the experience of homesickness between college freshmen living in dormitories located inside the campus and those living in boarding houses outside the campus.

Table 1.
Students' accommodation

	N	M	SD	T	Df	Sig.
Living in dormitories located inside the campus.	258	23.62	5.89	1.18	375.92	.24
Living in boarding houses outside the campus.	158	23.02	5.32			

Table 1 presented the difference in the experience of homesickness between first-year college students living in dormitories located inside the campus and those living in boarding houses outside the campus. It was no significant difference in the experience of homesickness between first-year college students living in dormitories located inside the campus and first-year college students living in dormitories outside the campus. But with those living in dormitories within the campus slightly scored higher than the mean scores.

Table 2.
The difference in the experience of homesickness between male and female college freshmen is presented.

	N	M	SD	T	Df	Sig.
Male	165	21.72	5.85	5.02	326.05	.00
Female	251	24.55	5.29			

Table 2 present the difference in the experience of homesickness between male and female college freshmen. As can be seen, in general, Female college freshmen scored higher than male. This indicates that more female students experienced homesick than male students.

Table 3.
The difference in the experience of homesickness between younger and older college freshmen.

	N	M	SD	T	Df	Sig.
Younger	227	24.82	4.96	5.58	362.89	.00
Older	189	21.76	6.05			

Table 3 presented the difference in the experience of homesickness between younger and older first-year college students. There was a significant difference in younger first-year college students. The mean scored higher. The following sections presents some questions directly interview about financial difficulties and feel lonely without a family.

- **Financial difficulties**

Chart 1   **Do you like studying away from home?**
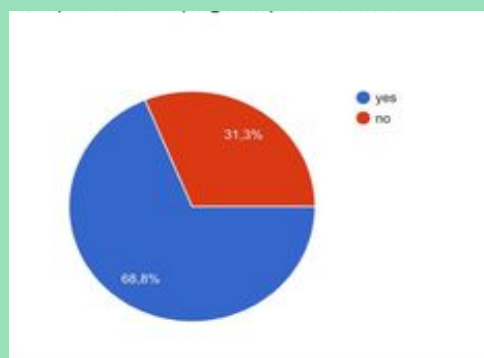
- 17 out of 25 students said they like to study away from home, equivalent to 68.8% of the total 25 students interviewed directly by our team members, as shown in chart 1.

Chart 2   **Studying away from home is a lot more complicated than you think, right?**
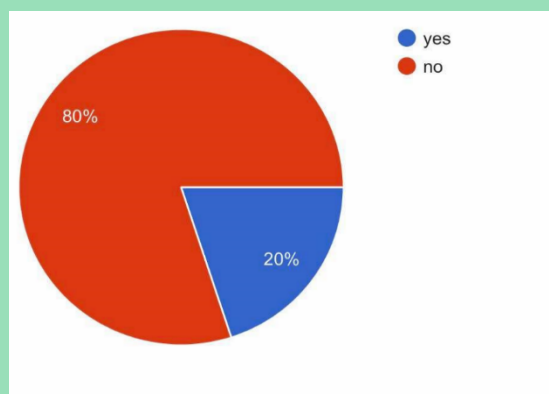
- 23 out of 25 students interviewed face-to-face shared that everything went against what you thought before (in charts 2). It doesn't look easy.

Respondent Ha Van Ty said that *"Going to school away from home is tough, and in my opinion, the most difficult one is financial and not having parents."*

Linh Chi pointed out that *"It was awful. I never thought that studying away from home had had so much pressure. When I first moved here, I was sick continuously for more than two weeks because of the sudden change of environment, so I have not adapted to the weather here. After almost a year of living and studying here, I realized that it was more difficult than I thought, academic pressure, study costs, new friends, new teachers, living expenses, connections the surrounding relationship gradually disappeared, the more the absence of a parent by my side, the sick times there was no caregiver like before, everything I had to do by myself made me feel more and more stressed."* And The rest of the students were interviewed face-to-face with similar responses.

In chart 3 answers the question Do you think finances are a big problem for you?

Chart 3   Do you think finances are a big problem for you?

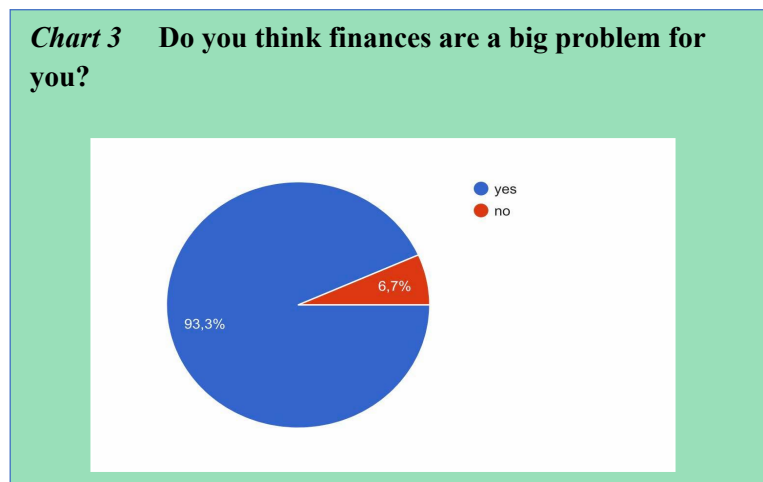My Hanh reported that *"Sure, anything I can say is that the money because if you would like to eat good food you've got to possess enough money to urge. Everything needs money. That is my view."*

About Cong Vinh, he said that *"I think finance is the biggest challenge for students away from home."* And other similar opinions as above.

After the investigation was released, we all felt it extremely meaningful. Nearly 69% of respondents said that they enjoyed studying away from home and even expected it. But 80% of students admit that life away from home is too difficult for them. It is entirely unlike what they think. More surprisingly, more than 93% of them said that they were all in financial trouble. Some even say that this was the first time they left their families to go somewhere else for first-year students college away from home. They have to study by themselves, learn by themselves how to survive without their parents. They have to learn how to be independent, economical, and time management to work part-time to support their family and ensure that they complete their studies well. According to My Kien (a first-year student of TDTU), they also need to learn how to adapt to a new life, new friends and finds it very difficult. Old relationships are fading because there is no time to chat or keep in contact as often as before. The few remaining students do not have financial difficulties because their parents support them.

- **Loneliness/ Homesickness**

On loneliness and homesickness, we received various opinions through the survey, as follows: 17 out of 25 students answered that they were homesick and they even felt very lonely application. The remaining eight students said they did not miss home much (in charts 4).
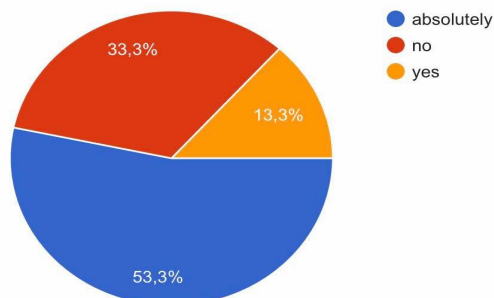
Chart 4   *Do* you feel lonely when you go to school far away with no one beside you?

Thu Huong reported that *"When I'm away from my relatives, my friends are not beside me, I learning to do everything on their own, so I feel very lonely and miss my family very much."*

Kim Ngan shared that *"When we are near family, we do not feel the love from our family, but when we are away, we only wish to eat a meal cooked by the mother. Going to school far away helps me to realize that I love my family more. I need to be more mature. I love my family."*

Besides sharing that they miss their family very much, some opinions say no to this.

According to Duc Thinh (a first-year student in the public relations department at VLU), shares that study far away is an excellent opportunity for him to train himself better, to learn how to be independent, not dependent on his parents. Going far is an opportunity and a challenge that helps him learn new things from everyone around him, get to know more places, and make new friends. Sometimes it was difficult, tiring, and stressful, but it also made him stronger. So, he knows that nothing was easy. Besides, his hometown is not very far. When he can arrange a time, he often returns to his family. So, when asked about homesickness, he has very little and almost no. He feels that experiencing a new study environment in a new city, making new friends, and being exposed to a new lifestyle is truly an enjoyable experience.

Chart 5   Studying away from home has many difficulties, so why do you still choose to study far away?

Because I want to study well to get a good job with a high-salary. And then, I can support my family in my conditions

change life

i think it's good for the future

because i want to be independent, have more experience life also challenge myself

Because i like VLU

cause my family they want the best for me even far but we have no choose

Chart 5 is a summary of a few ideas to the question of why you still decided to choose to study away from home despite so many difficulties?

Nhat Khoa replied that *"It will help my future be better, have a degree, and be in a better working environment too I can take care of my family. So, although I don't like to study far away, for myself, for the family, I must strive.*" And many others ideas like that.

Discussion

According to the results of other studies and based on the results of our research, the results are similar in terms of homesickness. The problem of homesickness is considered to be the most common in the world. Psychological help, support, and supervision are purposed at lessening the feeling of homesickness (Duru & Balkis, 2013). Homesickness is a common symptom among students studying away from home, especially for freshman college students. But excessive homesickness leads to increasingly negative conditions in students, so there is more support and support in terms of psychology so that students can separate from their families, preparing to nurture relationships new and developing resilience to the outside society paving the way for future success. And since more and more college students are looking to study away from home, healthy modification to separation is necessary (Thurder & Walton, 2012). That's why our analysis of freshman college freshman's homesickness experience is so valuable. The study aims to uncover the inadequacies of first-year college students so that the school and parents can take timely support measures. As the studies found, there was no difference between males and females in homesickness. Although females tend to be homesick than males because males have more opportunities to establish social relationships than females, have more communication opportunities, and are not limited in activities because they think they can protect themselves. The marginally higher mean score of those living in dormitories on the campus is often explained by the fact that life in dormitories between the campus is more structured compared to those in boarding houses outside the campus. Also, stringent policies like earlier time limits are instrumented in campus dormitories, so lesser time to roam around and socialize (Van Tilburg et al., (1996)). About older college, first-year students are better ready for the circumstances they encounter since their focus is more on finishing their respective degrees instead of being far away from home. Thinking about the good side of things to feel better was admitted by Thurber and Walton (2007) as a thinkable treatment to homesickness.

Summary

In the survey, we found no difference between first-year college students living in dormitories located inside the campus and those living in boarding houses outside the campus because it only shows that homesickness is generally being experienced by college students who have been away from their homes.

According to the survey, homesickness is the problem that both sexes are most talked about, especially females. Because men have more opportunities to establish social relationships than women, have more communication opportunities, and are not limited in activities because they think they can protect themselves.

There is a significant difference between the mean scores of younger and older first-year college students, with younger first-year college students scoring higher.

And then, finances are the next challenging issue that you guys talk about, and finances are considered the most difficult.

Conclusion

Based on research also shows that there are 80% of students think that studying away from home makes them face many difficulties, and more than 31% do not like to learn far away, but because of the future, they still choose to study far away even if they do not like.

Going to school away from home means leaving our old friends, leaving the family to create new relationships, new friendships, and new experiences. Going to school away from home gives us real experiences of homesickness, loneliness, and even hard times.

Therefore, women and younger college freshmen have higher homesickness intensity than men and older first-year college students. Learning away from home helps us improve our social communication skills, increase our independence and save money.

Implications

This study focused on homesickness among first-year college students. It mainly investigated the intensity of the experience of homesickness among first-year college students, the difference in the experience of homesickness between male and female college freshmen, the difference in the background of homesickness between first-year college students living in dormitories within the campus and first-year college students living in boarding houses outside the campus, and thus the difference in the experience of homesickness between younger and older first-year college students. Also, this study was only limited to 416 college freshmen respondents that came from some university. So, the results of this study cannot be generalized to other colleges or universities either in the Philippines or abroad. Despite the many limitations of this study, the results of this study proved that homesickness is a reality and truly being experienced by college freshmen. For that reason, our study proposes to replicate the scope of the survey, expand the research object to see the difference in homesickness between freshman and previous year students.

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The effects of Audiovisual Media on Students' Listening Skills

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Abstract

Listening is a fundamental ability to train English. The purpose of this article is to describe the use of audiovisual media in improving students listening skills. The primary purpose of this research is to know the application of sound learning to sound development in improving listening and understanding the ability to listen to English students after learning how to use visual media. This review is quantitative. About data analysis, percentage, and point t-test, the sample was used. The results show that students of English students a significant increase in understanding after learning with videos and students the positive attitude for using videos in listening to listening skills.

Keywords: Audio Visual, Media, Listening,

INTRODUCTION

Listening is the cornerstone for all other abilities to be established and the primary medium by which students develop original interaction with their target language and culture. It is considered the most challenging language skill for specific language learners. Therefore, the presentation of object issues audiences using sound (video) are expected to attract learners learners' passion for materials presented through multimedia (text, image, image, image the sound, video) in different colors and images are exciting and (Dornyei, 2001: 89). Hiroyuki (2021) found that many students felt satisfied with the learning emvironment when apllied media to the blended training. If there is contact between speakers and listeners, communication occurs. Therefore, auditory functions are explicitly and substantially linked to the amount and consistency of speech skills. Listening to language learners depends on many factors, such as language abilities, context awareness, etc. Students need to listen to many different texts in order to develop listening skills, such as short phone dialog boxes, airport announcements, guidance on how to work, voice, poetry, songs. The key purpose of listening to the secondary level is that, in actual circumstances, students can learn how to work effectively. According to Van et al. (2021), using media to help students learn English will bring a strong potential to enhance language skills for learners and promote the process of learning English. Luu et al. (2021) claim that not many studies examine the effectiveness of some kinds of media in developing English competence.

The aim of listening is to provide guidance to students or collect information from different types of messages or genres such as voice, study, directive, poem, song, etc., and dialogue: debate, debate, movies, etc. Teachers should consider things such as student motivation, interest, and learning styles, to achieve goals.

LITERATURE REVIEW

Learning a foreign language as a second language is a dynamic process in which several factors affect learners' linguistic development. The most widely used language for those who speak a foreign language as a second language is English in Vietnam. It is very difficult to acquire a foreign language, but there are ways to help second language learners learn the new language more easily with each skill. I want to speak on how to improve communication skills in this study. One of the problematic skills for learners, especially young kids, is internal listening. Therefore to help kids learn this skill well through media, we need very appropriate learning methods. Practical listening abilities help you understand what the speaker needs to say and edit the pronunciation and standardize it.

According to Başaran and Köse (2012), in "The effects of captioning on EFL learners' listening comprehension," In the research study which examined the influence on the understanding of the listening comprehension of the English - level intermediary and the giant of English, Turkish, or no subtitles. In one of the three passes, participants saw the first 19 - min section of the harry potter film and the order of phoenix: English subtitles, Turkish, or no captions, and completed a multi-choice test. The results show that compared to watching the same DVD content without subtitles, students have improved their general understanding of Spanish DVD videos with English subtitles or Spanish subtitles. Twenty students at a low level are randomly allocated through care conditions: subtitles and subtitles by Turkish subtitles and subtitles. In each situation, each party sees the DVD only once: English subtitles, Turkish subtitles, or no captions. Since the same degree of students in English and Turkish captions, there is no significant difference between their scores can indicate that both English and Turkish subtitles have the same effect as the low-end of the 19 - minute film segment. The use of English subtitles and Turkish can mean both English and Turkish subtitles increased lower levels of understanding of the 19 - minute movie.

The article of Safranj, J. (2014) is about the advancing comprehension of listening by films. In high school, nine students are learning, and 29 of them are college students. Twenty-nine of them chose to watch movies in English. The students' attitude towards the disadvantages of improving listening skills. Many students want to watch the caption film and assume that captions positively influence their understanding. Students' attitude towards the proposal improves listening skills through film shows in learning; students need more time to learn and need more guidance. Although the context is inadequate for students to learn English, many students say foreign languages will compensate.

Habib Gowhary, H. et al. (2014) studied The Effect of Video Captioning on the Listening Comprehension of Iranian EFL Learners. Since students in Iran learn English as a foreign language, the opportunity for these learners to be exposed to the external target language is due to limited limitations. In their countries where English is not the English language, EFL students learn English, so they have very little chance of hearing the language, so they don't know the language when they are created for native speakers. To better prepare for practical cases and respond correctly to the language outside the classroom, teachers must provide their students with the opportunity to listen to natural language examples or in the school. The effect of feedback is understandable about language learning, which is similar to Krashen. Captions will improve students' target language awareness and enhance language learning in practical ways using new phrases and new phrases.

Janfaza, A. et al. is the author of the study "Impacts of Captioned Movies on Listening Comprehension" in 2014. Captions are described as a visual text distributed through a variety of media matching the target

language signal.   Markham, Peter, and McCarthy describe the captions as text on the hình of the student's native language combined with the second language music in the video, while captions are text on the same screen.   The unknown is that the teacher's ability to educate those learners to simplify the captions.   The theoretical context in the theory of multimedia learning, the ability to restrict and help processing activities with captions in the language of the language under Mayer's channel. Captions can be described as redundant text that matches sound signals and appear in the same language as the target sound, that is, the principle and principle of the caption. Different types of captions in the late 1990s, Guillory discovered the impact of various forms of captions on understanding learners, and research shows that captions are fully beneficial.   When final comments, captioned videos are available simply to produce, it becomes common to use captioned videos to learn foreign languages.   You've suggested that videos are played once with captions and once without captions to prevent the abuse of captions.

"Movie Subtitles and the Improvement of Listening Comprehension Ability: Does it help?" by Mehdi Latifi, M. et al., (2011) focuses on 36 of Iran's intermediate learners are distributed to participants in three groups: subtitles: subtitles: subtitles, standard groups, and groups.   The data review results show that groups of captions are more dominant than NSG for mc tests, and SSG has performed better than BSG, but there is no significant difference between NSG and BSG.   In general, relative to other categories, research on group results shows a higher average score NSG.   Three classes are given to participants who are selected: a caption subtitle - a standard subtitle - subtitle and a final subtitle group.   Prior to the term, the review institute all students and 36 in the 90 selected subjects and are randomly allocated for three classes at the intermediate level: subtitle - subtitle, subtitle, and non - subtitle group.   The first figure shows that the standard group of headings reached the highest level in the exam, followed by the bimodal - subgroup and finally ranked by the non - subtitle group.   Analysis of IELTS test data shows that compared with other groups, there are no groups of subtitles that are worse and better than the standard group, although there is no significant difference between the standard group and the subtitle group.

Humiras Betty MarlinaSihombing et al. (2018) focuses on the opportunity to help students develop their listening skills by watching English films. In reality, many activities can be conducted while listening, and many media can be used to provide listening activities to enhance their ability to listen. When listening, this exercise also involves a real job, such as taking missing words in full, text - or - receiving the text of the album, or receiving a phone call. Through receipt, we absorb language data that can not be produced. Students often hear more in class than they claim. The aim of listening is to help learners cope with listening in real life, with many different kinds of hearing in real life. The purpose of teaching-learning is to help learners cope with listening in real life. Other similar exercises may be carried out as a review of paragraphs to look at topics above teachers that need to help students improve communication skills such as listening, listening, illustrating, explaining, listening to relevant information. Teachers may ask them to do listening exercises, such as listening to English songs, news, lectures, voice, and viewing English, for learners to practice listening outside the classroom.

According to I.P.F.C.K.Brian et al. (2017) in the research "the effect of teaching using audiovisual (video) media, on seventh-grade students' listening comprehension at SMP Negeri 1 mengwi academic year 2017/2018", EFL students need to master all the fundamental language skills such as saying, listening, reading, and writing in order to acquire a foreign language and the first language. The incorporation of knowledge from the text with the information known to the listener is the most fundamental feature of comprehension. At the initial stage of language learning, three key reasons to endorse the value of listening

to foreign languages to learn a new language should be to learn like a child who learns a mother. And it's not only a good process that you understand, and it's a process of catching the concept of writing or implicit text. Some of the phases of hearing sound are used to make students aware of the intent of listening and to reflect on data generated to test the comprehension of students. The findings show that after studying with videos and students with optimistic attitudes towards the use of videos in listening skills, the ability of students to listen to English has improved significantly. In conclusion, to enhance students' comprehension, teachers should use video resources as a replacement for teaching.

Rosdiana (2018) says about the usage of audio visuals as media to enhance the listening capacity of learners. Learning media refers to learners' means and means of communication or knowledge. It is anticipated that the media in teaching and learning will help educators enhance learning achievements in learning. In teaching and learning, learning is that it produces new interests and advantages, motivates and encourages learning behaviors, and gives students psychological effects. The learning process appears to decrease less than another study, based on the findings of English students. In order to achieve the purpose of teaching and learning the curriculum, good media and teaching materials capable of attracting learners over time and not deviating from the curriculum should be sponsored. The role of the media under Sherman as a tool in the teaching and learning process in teaching and learning is not an additional feature but also its function of understanding the efficacy of education and learning. The more sensory technologies used by learners, are easier to accept and recall, and ultimately, the media will help push learners.

Research by Listiyaningsih, T. and Surakarta, I. (2017) clarifies the effect of listening to a song in English in Listening Class to develop listening skills. Individuals can make it through the English song to develop listening skills because listening to the English song effectively improves listening skills. It unconsciously learns the ears to listen comprehensively when listening to the music, particularly the English song, and when listening in the classroom, the individuals who hear the English song will understand the meaning of the text. As a consequence, from listening to listening to unique listening abilities, the emphasis is. In previous listening and research studies, the effect of training at different cognitive levels was examined by telling the story and text in game-based training interventions and illustrating how to use general vocabulary-based speech. Learning through media learning is to gain expertise or skills in a new or new subject. The mental vocabulary of the English songs can be strengthened by listening to the English song since they get more vocabulary from that song, they can improve the vocabulary of the ch. This article demonstrates the inference from above that the English song can enhance listening skills because the song can be a medium to enhance listening skills.

Ni Luh Gede Windy Lestary and Si Luh Nyoman Seriadi (2019) show The Use Of Songs To Develop The Listening Comprehension Capacity of Students. Next, listen and repeat; the pressure of this method of listening on the required pronunciation, in which students sustain listening exercises that will repeat the words throughout the practice period. The standard approach used in this type of hearing is to provide listening based on the assignment that a listening material is given to students and respond to a task based on information. Exposing students to various hearing forms will help students focus attention on listening materials based on listening purposes. The first two forms of listening, Nunan explains, are specifically listening, where students have to listen to a material and then stabilize the particular details in the text. It is predicted that listening practices are linked explicitly to text, and learners will undertake these activities while listening. She says listening to an English song will improve listening skills based on her diary since the song could be a platform for improving listening skills. You can incorporate vocabulary, develop

grammar, understand listening skills, and have a way to improve listening skills through listening to the English album.

Rizka Amalia (2017) shows listening and listening skills strengthened by using images of animation and method of debate. Animated videos can encourage students to understand more because they represent a visual sense that enables students to understand their learning abilities and develop them. The key benefits of using cartoon videos are the use of animated videos that can assist learners in understanding more complicated concepts. The techniques used for the implication of the video in class are a variety of realistic techniques: a. Watches for viewing b. The freeze-frame predicts that students will see it from the start. In framing and forecasting practices, teachers pause the video to display photos, feelings, responses, and feedback while the video is being played. Do teachers discuss the quality of the video in a corresponding activity to learn about the video?

The research of Mardiya Kamilah (2013) focuses on the usage of contextual video to enhance the output of students' capacity for listening. Teachers should instruct students to familiarize students with English terms and conversations in order to make students more interested in teaching. The student response table indicates that the students in the laboratory reacted more accurately than the students in the control group. The student's response to the use of context videos in practice is based on the questionnaire study, the response of the student to the practice of using context videos. With the meaning in context, the benefits of contextual video in the knowledge of English students in practicing responses to students on the merits of the context of the English language are spelled out. In the percentage of students linked to the relational psychology of students, contextual videos have a variety of forecasts to understand what meaning is conveyed. With respect to student psychology, the meaning of the context increases the students' motivation and interest in listening. Students should concentrate more on listening because contextual videos have a dynamic and sound vision of 130, which draws the attention and interest of students, then makes students enjoy listening practice time.

Dewi Cahyaningrum (2010) presents the effectiveness of the use of video in teaching oral narrative text listening. It is expected that the listener would combine their past experiences with text, listening to grasp a storytelling narrative. Based on the above explanation, it is expected that the teaching of the text of the story using the video would be more successful than teaching the story without video by mouth. The teaching of the text of the story using the planned video is more productive than teaching the story by mouth without using the video, based on the description above. In teaching stories about the mouth, the use of video as a teaching means that text will inspire students to listen to stories. It makes sense and logic, based on the explanation, if teachers use video to teach stories through their mouths to establish favorable conditions for students to listen to stories. In this scenario, teachers should use video to teach text storytelling because the video has had a good effect on creating situations for learners to listen to a better oral story. There are also several other media that can be studied for media efficiency so that they can be applied to listening to text to allow learners to understand oral skills and improve verbal skills.

Marian Tyson (1989) writes in his thesis about "the effect of media on the listening comprehension scores of intermediate ESL students." In an instant recovery protocol that hears more text than students viewing the same content, Esl learners listening to an audiotape will score a higher score. Support for the fourth hypothesis suggests that more than those who are watching the film, students listening to a better audiotape may recognize the text's key points. Sometimes the amount of effort depends on listening to an academic

lecture needing more effort than watching and listening to a dramatic sitcom on television, a special difference if later. The listening test followed the improvements in the focus of l2 's teaching. Students are listening to the understanding of their understanding by they can understand and recall certain facts.

Abang Muhammad Rizkan, Mukhaiyar, and Refnaldi (2018) show the effect of using Youtube as an instructor media on the students' listening abilities. The results show that youtube is more effective than the sound aimed at the listening abilities of the second students. No YouTube/audio contact. Consequently, it is recommended that lecturers use youtube as a medium or as a way to assist their students in teaching the application of two different media. New technology like the internet, smartphones, TV, and computers are now something that can not be isolated from the lives of students. Including classes, there are three classes, and the total number of students is 95. Alqahtani has published experiments on the efficacy of using Youtube to enhance listening comprehension. Use Youtube more effectively to teach second-semester learning than using sound. Using sound to teach listening more effectively for students who are taught using youtube.

Elsa Elfiona, M Zaim, Refnaldi (2019) conducted a study on mobile media based on mobile teaching and education. Based on research, special technologies, mobile learning, and learning improve teachers' imagination in teaching materials, motion, access, and excellence. Most teachers and students have difficulty teaching and learning in high schools. Listening skills are one of the English skills that students can study, but they are almost often ignored in teaching and learning because of many factors, such as the limitations of communication and learning. In teaching and learning, the presence of mobile phones will help teachers provide the most appropriate media for special learners who listen to use mobile devices to teach listening skills. Students do not encourage listening skills. Students and teachers benefited from the use of the trade center in teaching and learning, such as easy access materials and external lessons, allowing students to train and develop inputs. Innovation, such as mobile media, is driven and introduced by teachers in teaching English, specifically in teaching.

Cicih Nuraeni (2014) deals with the impact of teaching media and learning encouragement students' listening comprehension. Students' lack of interest and desire to learn could be by media and improper approaches for students or students. Intrinsic motivation happens when students have the internal motivation to do something because it brings pleasure, because they think it's interesting, or because they believe it's really important to understand. It implies that teachers should retain and increase the learning incentive of students to learn by creating an environment of comfort in teaching media learning, based on the principle of Cassandra. The teacher center for teachers with a range of good points that can be found while using Advantech media can make it easier for teachers to listen to students 'learning process. Multimedia teaching will make students curious, explore the minds of students, encourage students to burst, stimulate the interests of students in learning, increase class productivity, and produce more suitable teaching results. Students are interested in learning through the learning dynamics of natural students. Students with high learning motors pay attention to classroom learning events instead of students with low learning motors. In order to improve students' internal motivation, teachers need to attract, for example, to clarify or why it is essential to learn a specific subject or ability to help students create action plans, including students.

Mei Hardiah (2019) touches upon using audiovisual media to improve student listening skills. Students are split into small groups, and the project predicts the contents of the lecture through sound 2. The researchers

and teachers will take the following students to distribute. Students' concentration and focus increased with the use of sound-visual media since the video media has the capacity to focus more on their focus on listening level. The ability of students to listen, particularly students in grade three, is still poor, based on the experience of writers and observations. With the use of sound-visual media, the attention and emphasis of students increased because the video media has the potential to focus more on their focus on listening level. Based on the experience of writers and observations, the ability of students to listen, particularly students in grade three, is still low. Students are assigned to each learner after thinking about psycholinguistics. In general, the findings of the study of class action carried out in English by sound media to enhance the ability of students to listen can be inferred.

Fatma Riftiningsih (2018) publishes the use of video media to improve the students' listening ability for students of second grade in Sman two Grabag of senior high school. For students in the rear to see clearly, the screen must be wide enough. When teachers stop and start videos, show a brief period, stop and start, it will make students frustrated. As mentioned below, the writer wants to test the technique, the teaching procedures use the media, time for students to ask some trouble, offering some questions for students to know their skill. In order to see students listen to listening skills, learn to help teaching and research, teachers ask students to remember what teachers teach. Teachers welcome and try to explore pupils: good morning, students, how are you doing? Then teachers tell students what they're going to learn that day, like, students; we're going to learn about pollution today.

Irodatil Hudiah Khasanah (2019) finds Teaching Computer-based Listening Usage. Learning with Media is the foundation for the creation of all other skills and the key medium by which students begin to communicate with their target language and culture is listening to a forum. Students need to listen to several different texts in order to develop listening skills, such as short phone dialog boxes, airport announcements, directions on how to work, voice, poetry, songs. Participants are expected to understand the real-life listening style through this content and define the important details. The object of listening is to make guidance or collect information from various types of messages or genre types and identify the issues that students have to deal with.

CONCLUSION

After reading these articles, the findings indicate that listening skills in L2 have many components. Learning and learning structures vary very differently but generally lead to good results when they improve their listening skills. Similar to language and cognitive components. The theory of the second language address has many factors affecting language learning and development, but the study shows important factors recognized through scientific research. Through stimulating activities, people fascinate, bring high efficiency in their activities. Any higher-interest activities, who do so easily effectively, create positive emotions for people who are performing their activities. They will find joy in activities; activities will become gentler, less easily, with high concentration. According to Nguyen (2021), the media helped improve the students' listening skills and affected their autonomy positively. In contrast, people feel constrained and active and makes people tired and quality of performance significantly. The interest in learning is significant for student achievement.

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The Effect of ICT on Learners' Speaking Skills Development

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Abstract

The prosperity of humanity has been advanced and modernized due to the constant growth of science and technology. The innovation of modern technology is an excellent contribution to upgrading the quality and effectiveness of second language education, not exclusively to teach the understudies, yet also to make them employable individuals in higher education. In this case, ICT, Information, and Communication Technology assume an essential part in assisting students' exposure to various sources of current learning materials and authentic inputs. To clarify the impact of ICT in second language teaching, there have been several studies conducted to investigate the positive effect of the implication of ICT in teaching to enhance the speaking skills of students. This writing aims to review various related research studies in terms of methods, participants, and results.

Keywords: ICT, Speaking skills, effects, language teaching, language learning

Introduction

In the age of globalization, learning a second language is essential. Speaking seems to be the most crucial and challenging to acquire in language learning (Nunan, 1995; Bueno, Madrid, & Mclaren, 2006). According to Ur (1996). One's understanding of a language can be shown by his verbal ability explicitly. A person's speaking skills will be evaluated outside the classroom rather than reading, writing, or listening (Brown & Yule 1983). A speaker is only successful if listeners can understand his talk. Speaking comprehensively and fluently is a key to effective communication, not only to impress others in everyday interaction or job interviews. According to Van et al. (2021), using technology in learning English, the students will see the effectiveness on the four macro skills, including listening, speaking, reading, and writing.

Yet, many learners find it hard to transfer their thought instantly into verbal in a second or foreign language. It requires learners to acquire a quite great deal of vocabulary as well as an understanding of grammar structure. Pronunciation is also a key to produce a confident talk. Moreover, the initial function of speaking is to deliver an accurate message. Hence, teaching and learning speaking have faced many challenges and have been received much concern from educators and learners. In the past, communicative activities were neglected in schools and universities due to various reasons. The main teaching method used then was grammar-translation that oral accomplishment was not emphasized. Lack of materials and authentic inputs also led to struggles in teaching and practicing speaking the language. Developing learners' speaking ability has been a topic attracting many researchers. Tran and Nguyen (2021) assert that with the Corona Virus' epidemic, implementing elearning at universities in Vietnam has been an essential measure to remain the students' learning

achievements. However, Bui et al. (2021) found that while some students find collaborative blended learning beneficial, other ELF students still struggled in interaction and concentration.

With the spread of science and technology, the world is modernized and digitalized. There have been tons of inventions born to develop and transform the ways things are done, which help the process faster and easier. Education is not an exception. Nowadays, students can learn, especially second language, more effectively and more enjoyable with the help of Information and Communication Technology (ICT). ICT is the combination of communication and telecommunications, which refers to the media used to process information, share images and audio such as smartphones, televisions, network transmission, etc. This writing aims to collect experts' ideas about the possibility of applying ICT into second language teaching and learning to enhance students' speaking skills.

Literature review

Sherine et al. (2020) investigated the effect of Mobile Assisted Language Learning (MALL) on the development of speaking skills, segmental and suprasegmental features of pronunciation, and how to Bring Your Own Device (BYOD) approach enhanced listening and speaking skills. Twenty-five Electronics and Communication Engineering freshmen were chosen to be the participants of the study bringing personal devices to the lab. Data was collected from a pre-test and post-test based on IELTS speaking test format and semi-structured personal interviews after a 15-week semester. As resulted in the alternative hypothesis and the interviews, after the training program, participants' speaking performance, as well as pronunciation, were significantly improved. The BYOD approach was also approved by the majority (64%).

In a study conducted by Aryani (2019), the purpose was to accomplish an advanced audio-visual media to improve speaking skills called SCREAMBLE. The subject of the research was nine boys and nine girls from Kindergarten B preschoolers in Cahaya Bangsa School. The media was designed and developed through a procedure including ten steps in which tests, evaluations, and refinements were made to reach standard quality. The researcher gathered data from behavior observation and a verbal test consisting of pre-test and post-test. The outcome of using the media was positive. SCREAMBLE had brought certain improvements in the speaking skill of the participants.

In 2012, Pereira, Sanz-Santamaría, Montero, and Gutiérrez examined the potential of taking advantage of technology to implement interactive videos and Rich Internet Application, Babelium, into increasing learners' exposure to second language oral practice. The respondents of the research were selected from two groups of students doing the subjects English II and English III from the BA of Pre-Primary and Primary Education at the Public University of Navarre, Spain, including 30 students (level B2.1. initial stage of CEFR) and 60 students (B2.2. advanced stage of CEFR). The result of the study was obtained from a survey including two questionnaires. It was clarified that the students taking part in the trial test had intended to practice speaking English more frequently.

Apriyanti et al. (2018)evaluated the impact of using Instagram as the public environment to perform the second language on students' ability in the real world. The researcher chose 25 senior students in a public speaking class of Politeknik Negeri Padang. The research applied the descriptive-qualitative method. Students' talks were analyzed and scored with five levels using a public speaking quick references card. The result showed that the students had put effort

successfully into their performance, well-organized content, controlled voice, and appropriate body movement. Thus, students still needed to develop English knowledge such as lexical and grammatical points.

In 2019, Eissa conducted a study to reveal reasons why adult learners in the Kingdom of Saudi Arabia could not produce fluent English speaking as a foreign language and to test whether Digital Story Telling (DST)can be effectively applied in teaching English as a foreign language to help students improve speaking ability. The quality of the approach was examined through pre-test, post-test, and a questionnaire at the end of the experiment. Participants were girls only aged from 18 to 22 who had been training English for four years. The result indicated that applying DST could help the learners who had found oral skills complicated have more confidence in speaking English.

Romlah (2018) aimed to help learners achieve communicative competence on transactional/ interpersonal text by remedial teaching using 'Talking Stick.' The researcher examined 44 students of class VIIA of SMPN 1 Kabupaten Cirebon Kedawung – Kabupaten Cirebon, on – Jalan Cideng Raya Jaya.   Kemmis and Taggart cycle model with four stages including planning, implementation, evaluation - observation, and refection was used in the experimental classroom. Speaking tests, observation, and a questionnaire were used to collect data. The outcome of cycle 1 was not satisfactory, which did not meet the goal. After some improvement with cycle 2, it could be said that Talking Stick was an accomplishment that developed learners' speaking proficiency, engaged learners in orally using the language, and also provided a different learning environment.

The purpose of Mohammadi and Safdari (2015) was to indicate the possibility of online mobile-assisted activities enhance intermediate English learners' speaking skills. Samples of the research were 90 students from English classes in Simin institutes, Tehran. All participants, including 44 males and 46 females, are at the same level, aged from 13 to 16. They were fairly divided into three categories interactive (learners-learners interaction), non-interactive (learners-teacher interaction), and conventional groups. Only the two interactive and non-interactive groups experienced online speaking activities through WeChat mobile application, while the conventional one was lack of the help of technology. The researchers used pre-tests and post-tests based on Cambridge Preliminary English Test speaking section to collect statistics. The result demonstrated that the speaking performance of interactive learners surpassed the others.

In a study by Chen and Yunus (2016), the authors aimed to examine the feasibility of STARS, known as 'star table', a motivational program, on inspiring learners speaking English. A quantitative method was employed using a survey questionnaire to collect the data. The study participants were 30 average students in grade 3 (9 years old) from a rural area school in Sarawak, Malaysia. In conclusion, the program helped promote learners' desire to speak English within the classroom and in general, even in public. The program a success which increases learners' motivation for learning a second language.

Lailatuzzakiya et al. (2020) questioned the influence of listening to English songs on students' speaking proficiency. A kind of quantitative method was used to examine if there was any correlation between listening habits to English songs and the speaking skills of learners. The researchers employed a questionnaire and an English-speaking test to collect the data. The study population was 30 3rd semester students of the English Education Department at State Islamic University of Sunan Ampel Surabaya. The outcome stated that there was no equivalence between the two variables. In other words, listening to songs is not a factor that affects speaking skills.

In 2017, Machmud and Abdulah explored the effectiveness of a modern smartphone teaching method on supporting learners to overcome their anxiety of speech. A quasi-experimental design was employed in this study. Using a foreign language anxiety classroom scale questionnaire, the researchers selected 20 highly anxious and lowly anxious students; and divided each group into two. One experienced a new teaching method using a Smartphone-integrated model, and one was applied with the conventional method. After collecting data from an oral test, the result showed that in the new teaching model class, both high and low anxiety students receive a higher score in comparison to the conventional class. It proved that the Smartphone-integrated teaching model was a success in helping students conquer their speaking anxiety in a second language.

Mortaji (2018) investigated learners' viewpoint on how videotaping influences English as a foreign language public speaking skills of college students. Twenty random first-year students aged 18 to 20 from a Public Speaking course at Al Akhawayn University in Ifrane, Morocco were chosen to participate in the study. The data was collected from various methods videotaped speaking performances, pre, and post-videotaping surveys, and a self-reflective essay. The outcome revealed that the public speaking capabilities of the students adjusted positively. The result of this study confirmed that videotaping and self-reflection brought a significant impact on the enhancement of students' public speaking abilities and helped encourage their learning autonomy and confidence.

Zulhermindra and Hadiarni (2020) researched to develop students' public speaking skills at the English Education Department (JTBI) of IAIN Batusangkar by applying Videotaped Feedback. The investigators used a Classroom Action Research method to collect statistics via observation, test, and interviews. The data were analyzed quantitatively and qualitatively. Participants of the study were all 98 students of the English Education Department. The result showed that students' public speaking score had risen from 6.95714 (Mid Term Test) to 7.026 (Final Test), which meant that videotaped feedback method successfully helped students enhance their speaking capacity level from deficient to efficient.

To support second language learners to reach their goal in the target language, a study by Almarshadi et al., 2019 illustrated the benefit of Mobile devices in language learning (M-learning), particularly with speaking skills. A quantitative method was employed in the study. A well-organized questionnaire was designed to gather the source of fundamental data. Another source of data was obtained through the consultation of previous studies. The researcher selected undergraduate students of English courses at the College Languages and Translation at King Saud University, Riyadh, in The Kingdom of Saudi Arabia, with a population of 200 to join the study. The efficiency in developing English speaking skills of M-learning was clarified in the result.

Farmana's (2018) 's goals were to investigate the effectiveness of software called Learn to Speak English to improve students' speaking competence and increase students' interest in speaking class through the software. Sixty-eight students from 2 classes (B class and D class), 34 students each, of the Mahummadiya University of Makassar were chosen to join the study. The study applied the Quasi-Experimental method. To collect student's speaking skill data, both the experimental group (B class) and controlling group (D class) went through a process of 3 steps, including a pre-test, treatment, and a post-test. The data later were analyzed using descriptive and inferential statistics. A questionnaire was designed and analyzed using the Likert scale to gather data on students' interests. The result demonstrated that the software positively affected both variables, students' speaking skills and interests.

Sherine, Seshagiri, and Sastry (2020) aimed to identify 1) the effect of integrating Whatsapp, a mobile application, and informal learning to develop learners' communicative skills based on some IELTS test criteria fluency and coherence, lexical resource, grammatical range, and accuracy, and pronunciation.,2) explored how students interpret the improvement in their speaking competence. The researchers combined two research methods in the study, quantitative and qualitative. A pre and post-test procedure clarified the first objective. A pre and post-survey questionnaire was carried out to obtain data for the second objective. One hundred and ten undergraduate engineering students from rural areas were randomly selected to be the experimental group. The results signified improvement in their speaking skills, and it also proved that students' viewpoint toward speaking skills had changed.

A study carried out by Saran, Seferoglu, and Cagıltay (2009) examine the possibility of employing mobile phone in foreign language learning and teaching, mainly to help learners obtain better pronunciation in the word unit. A quantitative method, including a pre/post-test quasi-experimental design, and qualitative, consisting of post-study semi-structured interviews and a questionnaire, were applied in the study. Participants involved in the study were students from the English Preparatory School of an English-medium university in Turkey. There were divided into three groups that experience different teaching supplies mobile phones, web pages, and original handouts to make a comparison. Data collected from both methods supported the idea that mobile phones significantly contributed to learners' pronunciation perfection.

Madiyoh, Hidayanto, and Putro (2018) investigated how watching movies influences learners' speaking capability development. A quasi-experimental method with a pre-test and post-test group design was employed in the study. Thirty-three out of 203 senior high school students in the second semester of the academic year in an Islamic High School were selected to join in the research. The participants were distributed into two groups, one was an experimental class (33 students), and one was a control class (29 students). Data were analyzed using Multivariate Analysis of Variance. In conclusion, it could be seen that there was a remarkable improvement of students of the experimental group compared to the control one, and audio-visual media can be used as an authentic material to teach speaking skills.

In a study by Ashtiani and Zafarghandi (2015), the purpose was to examine the influence of English verbal songs on grown-up learners' speaking production, specifically connected speech elements. In the piloted and validated Nelson test organized to 60 intermediate English learners aged from 18 to 25 in a language institute in Tehran, 40 participants were chosen based on their communicative performance results. They were divided randomly into two groups: experimental and control. Both groups went through a process that consisted of a pre-test of English decoding and speaking, treatment in a period of 18 sessions in 7 weeks, and finally a post-test. However, only the experimental group was exposed to the new teaching method using English songs. The outcome illustrated that statistically, verbal songs positively influenced the adult learners' connected speech aspects. Nonetheless, reading aloud and speaking improvements were vague, based on insignificant different scores of the post-test.

Halimah, Lustyantie, and Ibrahim (2018) investigated EFL students' insight regarding the utilization of Oral application in the Community Language Learning method in engaging themselves in learning speaking skills beyond the classroom and also in improving their speaking ability. A qualitative descriptive method with Likert-scale questionnaires was applied in this investigation to gather huge information. Twenty-four first-year advanced level English Students of a private university in East Java, Indonesia, including five males and 19 females, were chosen

to participate in the study. The result demonstrated that the Oral application got over speaking anxiety and assisted students with better pronunciation, intonation, and steady speaking speed.

In a study conducted by Do and Dang (2014), the purposes were 1) to examine the effect of video-recorded feedback, a new teaching technique, to develop students' speaking acquisition and speaking comprehension of English as a Foreign Language, and 2) observe students' perspective on the implementation of the technique in public speaking courses. The participants of the study included 50 upper-intermediate and advanced level (based on CEFR test) students who were in the third year of a public speaking course at a university of foreign languages in Vietnam. Data was gathered utilizing video recording of students' presentations, students' reflection forms, questionnaires, and in-depth interviews. The result illustrated that video-recorded feedback effectively improved learners' speaking skills, and learners appreciated the technique as a new teaching tool.

Conclusion

Bringing positive results in previous studies, ICT should be highly recommended for language teaching and learning. Not every means of ICT could improve all the aspects of speaking skills. Thus, teachers can take advantage of rich online sources and combine different types of input with building up students' communicative competence. Teachers should also introduce useful applications or websites for students to do more practice at home. This way of learning is more amusing so that learners are engaged in the lessons more productively. It was believed that speaking is not a skill that students can learn at home alone. It could only be acquired by experiencing it. However, due to the growth of modern technology, learners can be assisted to study by themselves outside the classroom.

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A review of the effects of media on foreign language vocabulary acquisition

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Abstract

The current review article is accomplished to evaluate the effectiveness of a variety of social media in learning a foreign language vocabulary among learners. Another objective is to give some suggestions for using social media in teaching vocabulary based on its influence on students' performance and teachers' and students' perspectives about this method of teaching and learning. The root of the article included several main features such as the authors, the aims, the participants, and the results or the implications of the study. Through the review article, it is clear that social media is one of the most efficient means to promote vocabulary learning among EFL and ESL learners since it involves several benefits that are demonstrated in the following articles.

Keywords: Media, EFL, ESL, Social media, vocabulary

Introduction

With the emergence of technology, people nowadays can get access to various media types that benefit both teachers and students in teaching and learning a foreign language. Thanks to social media, students can interact with others via chatting or even calling videos, learning from watching videos, and searching for information effortlessly. Therefore, the importance of media cannot be denied and should be applied appropriately in education. The teachers also play a main role in selecting effective applications from different media to provide their students with good learning conditions. Teachers should take some relevant applications into consideration that aim at motivating the learners' needs. Indeed, the learning activities of using media are abundant and attractive to learners as they involve live images, sounds, music, and even games related to learners' interest topics. According to Faizi et al. (2014), students themselves take advantage of social media for their means of communication and entertainment, such as playing games and watching television. Another important factor of social media is providing meaningful and comprehensible input that proves successful learning outcomes. Vocabulary is a major aspect of learning a foreign language that has a close connection with other skills such as listening, speaking, reading, and writing skills. Compared with the use of traditional methods of teaching a foreign language that depends on textbooks and teacher-centered approaches, students recently have opportunities to acquire vocabulary by themselves with the help of social media as well as teachers'

facilitation. Because of the new method itself, many researchers are now focused on analyzing the role of social media in acquiring foreign language vocabulary. Therefore, this paper reviews several articles that compared the effectiveness of traditional teaching methods and the application of media in the acquisition of a foreign language.

Literature review

Whether the application of media in teaching and learning a foreign language is positive or not, many authors carried out the five following studies based on quite similar participants and methods. That means the experimental approach focused on discovering the effects of many media types, including clips, games, youtube, computers, and iPad. The authors also paid attention to students' attitudes by giving them questionnaires and collecting the data to construct valuable techniques for improving foreign language acquisition. Besides, each study's elements are also briefly summarized so that the readers can understand easily.

Yuksel and Tanriverdi (2009) carried out a study to investigate the improvement of English vocabulary acquisition by applying English subtitles on a video among foreign language learners, Turkish students in particular. One hundred and twenty Turkish-speaking college students studied English as a foreign language engaged in the English courses to complete the treatment before being randomly divided into caption and no-captions groups. The pre-test and post-test analysis checked the significance of captions on gaining English vocabulary. The results reported a considerable achievement of both groups in the post-test compared to few distinctions in the pre-test. The caption group developed slightly more than the no-captions group. Therefore, watching movie clips with subtitles or not can be a helpful way to gain language vocabulary and enhance listening and comprehension skills.

Aghlara and Tamjid (2011) investigated a study about the impact of digital games on computers on foreign vocabulary acquisition among Iranian children. This study aims to compare the effect of learning vocabulary through SHAIEx – a digital computer game including multimedia and hypertext technologies – and traditional methods on enhancing children's vocabulary capacity. The participants of 40 young girls at the age of six and seven receiving no exposure to English were split into two groups of twenty, including an experimental group and a control group, and had the same 45-day course. In the experimental group, the children freely chose any games in SHAIEx that used many means of hypermedia and were suitable for their levels. Both groups then took a final exam to check their vocabulary knowledge. The data showed that children from the experimental group got greater marks than those in the control group; therefore, it is ensured that digital games offer significant benefits of vocabulary acquisition.

In the article, Kabooha and Elyas (2015) assessed how much vocabulary students can gain, how their retention can be improved, and their attitudes via Youtube Videos in reading activities. There were 100 female preparatory-year students from the age of 18 to 20 at King Abdul-Aziz University, Jeddah, Saudi Arabia, and four English teachers who were non-native speakers. An equal number of students were divided into three experimental classes, who then studied reading with video clips, and one control class who were taught by traditional methods within seven weeks. Firstly, to classify students' awareness of the target words in the context, a pre-test VKS was organized. Then, a post-test was also carried out to determine the vocabulary competence of students after the treatment. Finally, the questionnaires were used to record both students' and teachers' attitudes of using Youtube Videos in their study. The results indicated that Youtube video

clips played a crucial role in improving students' vocabulary acquisition and retention, and all the participants viewed Youtube videos as a helpful and effective way of learning vocabulary.

Han, M. & Niu, S. (2019). Effect of Computer Multimedia Assisted Word Annotation on A study was conducted by Han and Niu (2019) to analyze how computer multimedia affects Chinese students' English vocabulary acquisition in terms of supporting word annotation. The participants were 105 students from a Chinese university with a non-English major. Based on the two variables, including annotation mode and English levels, the students were divided into six groups of levels to took the quick vocabulary test and delayed vocabulary test. The results reveal that various annotations bring positive effects on incidental vocabulary depending on the levels of students. Among them, text+picture+voice annotation mode can be the best means of promoting the English language incidentally for high-level learners compared to few differences for low-level ones.

Furthermore, the combination of text+image+voice in a high-level test is the most beneficial mode of deepening vocabulary memory. At the same time, there is no considerable change in the text, meaning test, and the delay test of low-level students. As a result, the application of multimedia-assisted annotation is critical to improving learners' incidental vocabulary competence, especially in reading comprehension.

In the research, the utilization of iPad and its significance were examined by Wang et al. (2015). The authors compared the essential changes in students' vocabulary competence between learning English from iPad App and traditional teaching method. They evaluated how much information and communication technologies (ICT) benefited the learning motivation through students' perceptions. Seventy-two first-year students studying English in a Taiwanese private university who participated in the treatment were split into one experimental group looking with iPad app and a control group taught by the audio-lingual method. A t-test was used to analyze the progress of learning vocabulary, followed by a questionnaire for students in the experimental group to get their perspectives about ICT use. The results indicated that students' vocabulary proficiency was considerably improved via the iPad App that created a comfortable atmosphere and motivated students' needs to use ICT in the classroom.

The performance of Facebook and Youtube in learning a foreign language and their influence on ESL learner's vocabulary proficiency was determined by Abbas et al. (2019). The authors also explored how social websites can bring learners positive aspects of learning new words. The study was conducted with the participants of 25 students at International Islamic University who were given ten close-ended paper questionnaires and 10 English teachers answering five close-ended and five open-ended questions online. As a result, social websites are pretty attractive to learners because of their informative knowledge and exciting entertainment. However, only a few students agreed that Facebook and Youtube supported their vocabulary acquisition by employing other people online. Besides, many teachers gave positive feedback about the effectiveness of social websites in encouraging the learning environment and enhancing students' vocabulary proficiency.

Shao (2012) investigated a study to evaluate the efficiency of multimedia in facilitating learners' vocabulary acquisition as well as consider whether the multimedia application was practical for learners in gaining vocabulary or not. Eighty chosen participants were the first-year students aged 18 to 20 who were studying Computer Application University of Science and Technology Beijing and were at the same level of English proficiency. The experimental group

of 40 students received the multimedia application-based training called 'I Love English Vocabulary' software, whereas the other 40 students in the control group studied with the traditional instruction. It was found that the outcome of the research was promising after the data analysis. The implementation of the multimedia software was extremely optimistic for the learners as well as successfully improved their vocabulary acquisition. Although the adaptation of multimedia in the curriculum was not verified because of such reasons, the authors believed the learner's attitudes would be changed someday.

In the study, Ebrahimzadeh (2017) compared the use of traditional pencil-and-paper treatment and the application of commercial digital video games to EFL learners' vocabulary acquisition. Two hundred and forty-one male students studying at high schools at the age of 12 to 18 were assigned to be three groups of participants. The first group – Readers - learned new words by reading; the second group – Players – learned new words by playing a video game; and the third group – Watchers – observed two classmates compete. Following a pre-test, all students had to complete the post-test after the six-week sessions. The final findings indicated that the Players and Watchers' performance was higher than that of the Readers, and the Players performed as quite similar to the Watchers; DVG could be seen as an effective tool in promoting learners' vocabulary acquisition.

Zainal and Rahmat (2020) explored how social media influenced students' vocabulary acquisition and their interest in language learning skills and how social media affected language learning acquisition positively and negatively. The authors used the quantitative analysis design, which analyzed the data collected from questionnaires. Many students studying at both private and public universities in Malaysia were joined in the survey to share their attitudes and opinions on the application of social media in enrich vocabulary. According to students' responses, they agreed that it was highly useful as they tended to search for new words' meaning on social media and applied them into suitable contexts. Besides, the use of social media encouraged them to write and use English more frequently. Finally, social media was an efficient means of correcting grammar and spelling as well as learning new 'slangs' online.

In the study of Centinkaya and Sutcu (2019), the improvement of students' vocabulary sources was examined by the usage of Whatsapp to send messages with multimedia annotations together with students' views on Whatsapp and multimedia annotations' educational use. The participants included 59 girls and 53 boys studying grade 9th who took the English course with the same teacher. The combination of the quantitative methods with pretest and posttest and the qualitative one using open-ended question forms. Seventy-two words from the grade 11th coursebook were selected to be introduced and filtered by the expert to become reliable words for achievement tests. The multimedia annotation also involved three stages such as texts, pictures, and audio. As a result, students' vocabulary acquisition was more improved via using 'Text+Picture+Audio' and 'Text+Pictures' than other multimedia. Although a few students complained about the useless posts on the phones, many of them expressed positively to the usefulness of the treatment.

In 2013, Bakar and Nosratirad conducted a study to illustrate the significance of computer games acted as a learning tool in reinforcing adults' vocabulary learning. Three participants were chosen to join the treatment based on their equal English level as well as their volunteer to learn English, who, however, were required to have the ability to use computers. The method used for collecting data consisted of semi-structured interviews, observation, a check-list for self-report, pretests, posttests, and lists of vocabulary. SIM 3 game was selected as it involved meaningful

English words and its free connection. The results of the study showed that computer games not only raised students' awareness of independently learning English through games but also increased their levels of vocabulary proficiency. It was suggested that this learning technique can be applied as funny exercises for low-level students to practice their vocabulary learning.

Kurniawan is the author of a case study that was conducted to illustrate how social media affected students' English vocabulary as well as explained social media as an important role in students' vocabulary acquisition based on their respective usage. Tenth and eleventh-grade students who took part in the study also actively participated in social media for improving their English vocabulary. The questionnaire was used to answer the first question and the vocabulary test was carried out to gather data for the second one. The data revealed that many students with greater social media users got much higher scores than those who were lower social activeness. Based on the results, social media was confirmed as an effective means of language teaching and learning, vocabulary acquisition in particular.

The influence of WeChat – a popular social application in China – on the CFL learners' vocabulary achievement was examined by Pamintuan and et al. (2018). The purpose of the quasi-experimental study was whether there was any difference between the pretest and the postest's treatment of the control group and the experimental group. Besides, the authors also illustrated some implications of this study for further study. Six males and twelve females at the age of 18-21 participated in the study within ten-day treatment using Wechat messaging, Official Accounts, and Mini Programs, who were Filipino students studying Chinese as a foreign language. Students' performance data was collected from the pretest and post-test, followed by the observation and checklists of students' behavior in acquiring new vocabulary. The results showed that WeChat could improve students' vocabulary acquisition and motivated their attitudes toward learning the Chinese language.

The research of Letchunmanan and Hoon (2012) aimed to investigate the potential effect of computer games on broadening ESL learners' vocabulary and what strategies should be used to acquire vocabulary among learners. The participants of this study were ten Form, Four students, at a semi-urban school. These volunteered students engaged in fourteen weeks of treatment – seven weeks studying vocabulary via traditional strategies that used dictionary, contextual clues, and semantic mapping and seven weeks studying through computer games. Pretest, posttest, and questionnaires were used as major methods to collect and analyze data. The results of the t-test illustrated that more learners studying with computer games were able to gain new words than those who learned vocabulary with traditional methods. However, there was no significant change in using new words in their writing essays. Furthermore, most learners found computer games interesting, joyful, and challenging in learning vocabulary.

Sivagnanam and Yunus (2020) carried out research in which they explored the positive effects of social media on enhancing pupils' vocabulary and several difficulties among pupils in using social media to study vocabulary. Thirty-one year 5 students and twenty-two year 4 students were the respondents of the study who were determined by purposive sampling method. The method of the study was questionnaires which included 6 sections followed by a final section. Students expressed whether they considered social media's features, what challenges they faced, and what motivation factor they got. The findings revealed that students found social media effective and motivated in learning vocabulary, whereas they also faced the challenges of wrong spelling usage and short forms in writing.

An experiment on the impacts of multimedia factors, including visual texts, spoken texts, and graphics in a Web-based self-instruction learning program on the increasing of students' vocabulary acquisition, was carried out by Kim and Gilman (2008). All 172 middle school students were split into six groups in which they were taught with different methods. The testing methods were applied including pretest, posttest, retention test, and an attitude inventory. The findings showed that students who received visual texts and added graphics or visual texts added graphics, and added spoken texts would score higher than groups learning with other types of instruction. This means that the use of visual texts combined with graphics was offered to be an efficient way to improve students' vocabulary acquisition.

According to Mousavi and Gholami, how students acquired vocabulary incidentally through watching flash stories with or without subtitles was examined in 2014. Moreover, the authors also focused on the differences between the related influences of watching stories with or without English subtitles on elementary EFL learners' incidental acquisition of vocabulary. Ten males and eighteen females elementary level EFL learners participated in the study. They were divided into two experimental groups - one was taught by watching flash stories with English captions (group A) and another group would watch flash stories without captions (group B). The control group only read flash stories through English texts (Group C). A placement test and a pilot test were conducted to create suitable groups of participants as well as the suitable target vocabulary. A t-test also was involved in examining how many words students got after their treatment. The results demonstrated that both group A and group B had a development in vocabulary improvement compared to low scores of group C. Furthermore, there were no important differences between the scores of group A and group B. Therefore, it is more effective to watch flash stories with or without captions than to read a file.

An analysis of the application of online games to vocabulary learning among university students was stated by Yip and Wan (2006). The purpose of this study was to demonstrate how online games affected students' vocabulary learning and evaluated their attitudes about the strength and the weakness of online games in vocabulary learning. The subjects involved 100 freshmen studying English as a foreign language at the Hong Kong University of Science and Technology. The first three classes – A, B, and C – learned the target vocabulary from websites as the experimental group while the second three classes – D, E, and F – were exposed to the target vocabulary from the lessons as the control group. All respondents were required to take a pretest before taking a learning process, followed by a posttest, survey questionnaires, and interviews. The findings showed that online vocabulary games learners outperformed learners who had face-to-face lessons to acquire and retain new vocabulary. Both learners and teachers considered online games when they learned vocabulary as online games offered entertainment and motivation in learning a language.

Akkuzu (2015) experimented with the use of a game-based application to investigate its effects on primary and secondary learners' English vocabulary acquisition. Besides, the author also evaluated those learners' views on the performance of the game-based application that they used for their English vocabulary learning. There were 33 males and 31 females at the age of 6 (Grade 2) and 16 (Grade 8) who joined in the treatment. The respondents were not familiar with mobile equipment but also had the level of proficiency from beginners to pre-intermediate. To enhance learners' new word knowledge, the author used a vocabulary game during their lesson. A variety of methods were applied, such as a pre-test, a post-test, a survey on learners, and a semi-structured interview with teachers. The post-test results revealed that most classes' levels had high

improvement in their vocabulary knowledge, unlike the grade 2nd students with slight changes. According to the interview, both teachers and students gave positive opinions towards using games in learning English because of their exciting and colorful visual aids, which helped them learn new words easily. Due to the efficiency of game-based applications, it should be considered to use in learning language classrooms.

The use of music and songs was examined in the study of Kuśnierek in 2016 which aimed at exploring what extent music and songs helped students enhance their memorization of vocabulary when they learned English through music and songs. The participants of the study included two groups of twenty-eight students at the age of eleven to twelve who have learned English for five years. Within the two-week lessons, three types of data collection instruments were introduced involving a preliminary questionnaire, an evaluation questionnaire, and teacher observations. Additionally, a pre-test was offered before the lessons and a post-test was used after the treatment to evaluate their knowledge. The findings showed that many students were into music and agreed that songs were an effective tool for them to learn vocabulary. Based on the post-test results, students were able to remember the words longer after their repetition of listening to songs.

Implications for future research

Based on the findings of twenty studies, it is concluded that the use of media has great significance for the process of acquiring foreign language vocabulary for students. Media thus should be more explored and developed in the classroom so that learners can reach their target language easily and interestingly. Teachers should take advantage of technologies in teaching and apply differently selective means of media that suitable for students' proficiency to gain the most effective results.

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The Differences of Individual Learners in Second Language Acquisition

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Abstract

Second language acquisition is believed to be affected by many factors such as external factors including communicative environment factors, comprehensive inputs, etc.; moreover, inside-learner factors or individual learner differences such as the physiology, namely, aptitude, age of onset, gender, emotion, or motivation of learning, and strategies adopted also contribute significantly to the process of learning. This literature review is predominantly to investigate individual differences towards second language acquisition and the relationship and correlation of the factors.

Keywords: age, gender gap, individual differences, motivation, second language acquisition, strategies

Background of the study

Individuals are the same, but simultaneously, people are species of mankind and share features in common; however, no one is exactly similar to anyone else. This results in how differently everyone has access to something, namely language acquisition. It is clear that the age-related factor is no longer an unfamiliar term in second language acquisition. Children spend a sensitive period from birth to puberty for exposure to languages, and their left brain hemisphere is steadily specialized for language (Lenneberg, 1967, as cited in Finn, 2010). Therefore, creating motivation for the youngster to acquire or learn the second language, or even adult learners, is an essential demand. Any success must be based on the high efforts that are put into, positive attitude, and extreme desire. People usually call these psychological comprises motivation (Pourhosein Gilakjani, Leong, and Saburi, 2012, as cited in Alizadeh, 2016). Motivation plays a role as a torch and leads the learners to the destination. Without it, people will face many difficulties (Alizadeh, 2016). Motivation performing in the gender gap is also a disputatious issue; however, Muhammad and Ghani (2013) claimed that gender does not matter between males and females in their motivative and desirable forces to learn a new language. Besides, the relationship and correlation of those matters will be discussed and investigated.

Researches have been conducted on the factors comprising the dissimilarities and how they have impacts on the language learning/acquiring process. This work is considered as a literature review of twenty previous studies to take into account factors of individual learner's differences such as age, gender, personality, strategies, as well as motivation, and by this, this article examines what extent and how they affect the process of language acquisition to give a closer look on this issue.

Age of Onset

Hammad (2016) conducted a study to examine whether young learners can learn the second language better at earlier ages and have native-like speaking skills to investigate if older ones are more suitable for learning grammar and syntax. The writer employed a qualitative method that the researcher analyzed the data collected from the speaking and writing samples of an eight-year-old girl from the Maldives. She studied at a usual primary school and had access to English at two; later, he compared to observe the outcome and improvement of the language skills she made. As a result, the research can not answer the question it is better to learn a second language at an earlier or later age; notwithstanding, with the data collected and how it demonstrates, it can be assumed that earlier beginning of learning a second language brings many benefits to speaking skills, especially the sound patterns and native-like accent. No less important, the result provided evidence to prove later age gain such knowledge as grammar, syntax, styles, vocabulary, etc., better.

This research was to examine the theoretical framework of researchers about the age factor in second language learning. The result showed that adult L2 learners have no chance to gain native-like ultimate attainment. Additionally, fewer young L2 learners achieve it than the number in the initial assumptions. Abrahamsson and Hyltenstam (2009) carried out a large-scale study of Spanish/Swedish bilinguals within two years. They selected 195 participants, including 132 females and 63 males, from 1 to 47 years old, with Spanish as the native language and ten native Swedish speakers as judges; all of them must meet certain criteria. They made three advertisements for the detailed age group respectively 19 years old and older only (but it had been biased to very young children, they had to change two later times), older than seven only, and above ten only, on a daily newspaper, took samples from a 15-minute interviewing call, then figured and analyzed.

Wang (1991) investigated how differently younger and older adult learners acquired the second language. The author recruited 30 voluntary immigrant women who speak Mandarin and learn English in the Canadian context; these participants lived in Canada for at least six months and at most sixty-six months. Then, he divided them into two groups called the earlier age of arrival (AOA) group (from 25 to 35 years old) and the later AOA group (between 40 and 55 years old) and asked them to take part in an individual interview. They needed to answer three lists of questions with regard to experiences with English, thoughts about oral skills improvement, and ideas if age affects L2 acquisition. He next recorded the interview, collected, and analyzed the data to draw a conclusion that younger adults could learn a second language better than the older ones. However, this result must be confirmed by some more experiments or interviews with other groups such as the male group of varied ages.

Motivation

Motivation in Second Language Acquisition

Carrió-Pastor and Mestre (2013) conducted a study to explore the correlation of motivational formation. Two questionnaires of integrative motivation and instrumental motivation were created to collect data from participants. He selected two groups of freshmen in Universitat Politècnica de València, twenty majoring in Electrical Engineering (Group A) and twenty in Geometrics and Topography (Group B) for qualitative research on motivation. English was taught in connection with the engineering handbook as well as the controlled tasks were given for group A; simultaneously, Group B was with general English. Various resources were provided, and more free tasks were asked to be finished. At the end of the term, these two groups filled in the questionnaires, and the data was collected to analyze and examine. The results showed that Group A was more likely to relate to instrumental motivation. They would

like to develop English for their profession in the future; conversely, Group B is integrative motivation and merely tended to learn a foreign language.

To investigate the extent of the motivation of the Filipino foreign language learners, Gonzales (2011) chose 150 students who studied foreign language from three universities from Metro Manila to fill two questionnaires anonymously. The first one created by him in 2000 to measure the degree whether they agree or disagree by using a scale from 1 (strongly disagree) to 5 (strongly agree) with six motivational orientations in learning the L2, including an ambition for career and academic development, the need for turning out global citizen, the ability for communicating with foreigners, desire for satisfying themselves, improving self-confidence, and integration with multi-culture. The second one is about some information about the learners and the language they were learning. The data were analyzed by a statistical software called SPSS. The result showed that the participant mostly learned a foreign language mainly for their career opportunity, followed by communication and integration with the target culture. What is more, female learners would like to know the second language for communication and self-efficacy more than males; while the oldest learners (20 years old and above) prefer satisfying themselves, the younger would like to become global citizens by learning a second language.

Thirty freshmen from Sirindhorn International Institute of Technology of Thammasat University were requested to fill in a 20-item questionnaire based on the Likert Scale format of Gardner's Attitude and Prapphal's Attitudes Testing as well as open-ended questions about the difficulty they had when learning English. Wimolmas (2013) collected and analyzed the data by SPSS program to examine the extent and kind of English language learning motivation of the student in the second semester, 2012. The result showed that instrumental motivations dominated more slightly than integrative motivations. The students thought that writing skills were the most difficult skills to improve, respectively speaking, reading, and listening. In addition, he recommended the survey should be participated by various students from different years and majors for more reliability and validity.

Gonzales and Lopez (2015) carried out a study to recheck if the questionnaire of foreign language teaching motivation (Gonzales, 2006) reliable and valid and measured the different types of motivation of students learning a foreign language. The foundation was still FLLMQ, but in this study, there were 40 items used and more deeply analyzed in the revised FLLMQ. They took 640 college students from universities who, at least, had learned English for one semester as participants (160 students from each foreign language class including Mandarin, Nihongo, French, and Spanish. Measurement models GFI, AGFI, NFI, NNFI, CFI, and RMSEA were used to collect the data, and SPSS version 20 and Statistica analyzed them. The result showed that the reliability and validity of the new version of Gonzales's FLLTM are high, and the motivation and proficient skills must go together to learn the language successfully.

Cocca et al. (2017) carried out a study to measure the motivation level of students of the Autonomous University of Nuevo Leon (UANL) in Mexico as well as to examine the validity of the attitude/motivation test battery (AMTB), which is the Mexican version. Two hundred forty-two students, including 191 males and 51 females at the Faculty of Sports Organization, were successfully administered to respond to a questionnaire. It consists of 43 items (initially 56 items) towards nine aspects of attitude and motivation such as interest towards foreign languages, the intensity of motivation, evaluation of English teaching, attitude towards learning English, attitude towards native English-speakers, integrative orientation, the will to learn English, assessment of the English course, and Instrumental orientation. The

results indicated that after the modification, the AMTB is better and more suitable than the original one.

Gender and Relations/Correlations

To inspect the gender gap in second language acquisition amongst English learners of Latin people to create a better and more suitable ESL curriculum, Peters (2019) designed a digital survey that included both short-answer questions and multiple-choice formats for more reliable and various data. Fifty participants from Mexico (50%), Colombia (14%), Venezuela (14%), Guatemala (10%), and the rest (12%), from 19 to 76 years old, identified their gender as female (44%), male (28%), and 28% preferred not to reveal. They answered the survey, and the result showed a surprising difference from some previous researches. According to the result, respectively, 92% and 94% of the survey takers stated that gender did not influence their education and English learning process. Additionally, they showed interest in learning pronunciation, grammar, and daily vocabulary.

The research that focused on students' motivation and demotivation at the University of Applied Science when they learn English was conducted by Krčelić (2017). The purpose of this paper is to investigate if gender makes different motivation and demotivation for learning English and to show how if it has an effect on them. Sixty-two freshmen majoring in business economics and finance, office management, and cultural management were involved as participants, including 39 females and 23 males. All of them had at least three years of studying English and the average years of learning English is 12 years and one month. A two-part questionnaire was administered to the participants. The first part was used to collect demographic information, and the second one was the 5-point Likert-Scales and included 20 items (comprising nine motivational and 11 demotivational items). Google tools created them, and the participants voluntarily enrolled anonymously. The result showed that the most important thing that has an impact on motivation is that students think English can help with future education and jobs. Besides, teachers are the main reason for demotivation because they give a lack of support, and females were significantly different towards motivation and demotivation.

Reyes (2018) did research to check and evaluate how psychological personality factors affect English as a second language acquisition in elementary students. All of the 4th grade, the 5th grade, and the 6th-grade students of a public primary school in Bonao and Las Palmas Elementary School, Dominican Republic, are the participants because English is a compulsory subject there. The study used the observation method, which was obtained through a questionnaire focused on demographic information of students such as institution, grade, sex, and origin; and also three aspects including 16 items such as motivation of students (item 1-3), academic performance which was monthly evaluation (item 4), and characteristics traits which included shyness, extroversion, authoritarianism, ethnocentrism, Machiavellianism, anomia, record, eagerness for participation, empathy, cultural permeability, tolerance for ambiguous situations, state of anxiety (item 5-16). Quite like Likert-Scale, each item has got four degrees to choose from. The result showed that personality factors indirectly influence second language acquisition, especially the aspects of patience in work, authoritarianism, and low state of nervousness. Specifically, the 5th-grade students had a double authoritarian and anxious degree in comparison with grade four.

This article demonstrated how the difference in gender affects the second language learning process conducted by Catalán (2003). Two main questions that are likely to be answered in the study were the number of strategies and the range of strategies to learn vocabulary by male and female students. A questionnaire was administered to 279 males and 302 females who speak Spanish and learn Basque and English as their second languages. Four

hundred fifty of them were studying English in elementary, primary school, and university. The rest were adults and studying Basque in courses by the government. The questionnaire included personal information as gender, age, level, and mother tongue; and a checklist of 60 strategies to tick classified by determination, social, memory, cognitive, and metacognitive strategies. The results after data analysis inferred that both the number and range of learning strategies were significantly different between female and male students; specifically, the females applied more strategies than the males and the males with a larger range.

Coskun (2014) did research to examine the degree of motivation between boys and girls in two famous private single-sex schools in Albania (one is all-boy and one is all-girl), which asked for anonymity to obtain reliable outcomes. Two hundred thirty-five students who did not major in English were asked to do a 31-item survey questionnaire. Motivation Scale (MS) and SPSS were used to collect and generate data. The result indicated that female students were more motivated to learn English better than the male in a certain environment. However, he admitted that the limitation occurred to his research on account of the shortage of participants and the variety of schools. Furthermore, he suggested that single-gender schools are good for forming motivation for learners, and there should be a special curriculum created for such schools.

Ansyari and Rahmi (2016) conducted a piece of research to figure out the different language learning strategies with reference to the gender of grade ten students at State Senior High School 12 Pekanbaru in Indonesia. 90 girls and 90 boys were randomly chosen from classes (9 female and nine male students from each class) to complete Oxford's Strategy Inventory for Language Learning questionnaire, including some strategies such as memory, cognitive, compensation, metacognitive, affective, and social. The data, later, were collected and generated by the Independent Sample T-test formula on SPSS version 17. The result presented that the participants mainly performed metacognitive strategies, and there were no considerable different strategies from boys to girls, and these results are pretty different from some previous research.

A study on how gender has an impact on foreign language speaking anxiety and motivation was carried out by Öztürk and Gürbüz (2012). 383 Turkey pre-intermediate students of Afyon Kocatepe University English preparatory program, during the 2010-2011 semester, were selected (158 boys and 225 girls) to be administered two questionnaires. Besides, 19 students were chosen to be interviewed (9 male and 10 female). The Motivation & Attitude Questionnaire (MAQ) including 30 items (21 integrative and 9 instrumental) and Foreign Language Speaking Anxiety Questionnaire (FLSAQ) based on FLCAS (Foreign Language Classroom Anxiety Scale), were used to collect data about motivation; for the interview, the participants have to answer three questions by telling (1) the reasons they want to learn English (2) the way they can measure their extent of motivation for learning English and (3) if they think speaking English is an obstacle in learning. All the answers and data were collected, analyzed, and transcribed by the researchers. The result showed that the girls had more motivation to learn English than the boys' by degree. However, the girls also were the ones who were more anxious than their counterparts.

Gargalianou et al. (2015) researched how characteristics and sex impact foreign language anxiety among mature multilingual people who have Dutch as their first language and English as their second one. A Dutch university created a web-based survey and requested 320 bilingual adults enrolling in a business program course with an average age of 18,8 to participate (106 females and 214 males). An online questionnaire was used to obtain the learners' personal information such as age, gender, major, etc., and to what extent they get anxious when using the foreign language. All the information was kept confidential. The result

indicated that gender does not really affect the process of foreign language acquisition. Besides, the ones with high emotion and conscientiousness perform better in learning a foreign language, especially for women.

The study was conducted by Nikitina and Furuoka (2007) to examine the belief about the language learning process from male and female learners' perspectives. The participants were 107 Russian learners at University Malaysia (the academic year 2005/2006), including 65 female and 42 male students. The majority of them are Chinese and Malay, which are also their mother tongues; besides, Indian, Kadazan, and others. Forty-one students could speak three, twenty-three students could speak four, and 15 students could speak five dialects or languages. They were administered a questionnaire including 34 statements following five themes of language learning (aptitude, difficulty, motivation and expectations, strategies, and the nature of language), and it employed a give-point Likert-Scale. The result inferred that women learn languages better than men; moreover, the men claimed that those who are good at mathematics and science have trouble being good language learners.

This study was predominantly conducted by Bernat and Lloyd (2007) to examine 155 females and 107 males who were taking courses of English in an Academic English Program. They were requested to respond to a 34-item survey from Beliefs About Language Learning Inventory" (BALLI) about five areas of English language learning as foreign language aptitude, the obstacles of language learning, the natural factors of language learning, communicative and learning strategies, and motivations and desirable outcome. The data was collected and analyzed by SPSS version 14.0. Moreover, the Wilcoxon-Mann-Whitney test was implemented to investigate the relationship between beliefs about language learning and sex. The results demonstrated that, generally, male and female students had got the same beliefs about language learning. Only one item was statistically significant, and another one was with lateral signification. These results were quite different from some previous studies carried out in the U.S.A.

The research carried out by Radwan (2011) mainly focused on examining the relationship between the use of language learning strategies (LLS) and sex difference and measuring English proficiency by using three norms as students' grade point average (GPA) in English courses, time of studying in the English Department, and students' self-rating awareness. A questionnaire was given to 147 students from regular classes who major in English at Sultan Qaboos University, but only 128 students finished and sent it back. The participants were freshmen (30), sophomores (21), juniors (39), and seniors (38) consisting of 39 males and 89 females and aging from 18 to 23; what's more, all of them had got at least eight years of learning English as a foreign language before university. Oxford's SILL version 7.0 was used to administer 50 statements as a questionnaire to students with the five-point Likert-type scale following six categories: memory, cognitive, compensation, metacognitive, affective, and social strategies. Results of analysis of variance inferred that, firstly, the students preferred metacognitive strategies to others, and memory strategies were the least favorable. In addition, male students are prone to social strategies than females, and better performed students applied more cognitive, metacognitive, and affective strategies than the less proficient. Finally, first-year students used more strategies than juniors, seniors, and sophomores, respectively.

This research was conducted by Viriya and Sapsirin (2014) to investigate how different sex affects language learners' styles and strategies. The perceptual learning-style preference questionnaire (PLSPQ) and version 7.0 of the Strategy Inventory for Language Learning (SILL) by Oxford were applied to examine the learning strategy preferences of 150 first-year students at the faculty of Information and Communication Technology (ICT) of a university in

Thailand. The authors administered a 50-item questionnaire followed by the five-point Likert-type scale to collect the data. The results indicate that gender, for tactile, does affect language learning style, and for individuals, females favor the minor learning style, whereas male students prefer the major one. However, there is no evidence for the consideration that gender differences affect their language learning strategies.

Conclusion and implications

There are many viewpoints about the array of factors such as age, motivation, and gender gap of individual differences and their effects on second language learners. After studies on this subject, controversial results and findings are usually given out and lead to other conflicting studies to reexamine and criticize. However, these articles above partly help us with the knowledge and awareness of the effect of individual differences on second language acquisition. Teachers can reflect and contemplate to understand more about the students to implement and weigh up more carefully what and how to do better. Therefore, this issue demands more effort and discussion to work out in the future.

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Teachers' Beliefs and Practices of Pronunciation Teaching
in EFL Classrooms: A Literature Review

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Abstract

Pronunciation is considered one of the crucial features of second language acquisition (SLA) since its importance has been emphasized to improve English listening and speaking performance. In addition to that, many teachers and researchers have investigated and applied pronunciation instructions in TEFL. However, in some recent research, pronunciation has been undervalued and neglected in some tertiary English teaching programs due to several limitations and obstacles in instructions. Therefore, teachers have believed that great attention should be paid to pronunciation training to contribute to the English proficiency of EFL learners.

Keywords: Pronunciation, listening and speaking, English proficiency

Introduction

Pronunciation instruction (PI) has brought an important potential in terms of informing theory and practice (Lee et al., 2014). In particular, it is acknowledged to be an initial part of one's speaking performance in a second language so that poor pronunciation may cause misunderstanding and lead to unsuccessful oral communication. This view was also supported by Zhao (2008), who stated that the rich moderate language that can be understood is essential in the process of learning foreign languages because comprehensible inputs absorb only the language learners, they possibly grasp this foreign language. Pronunciation may help EFL learners be successful in communication because it is regarded as the firm foundation of a language learner's speaking performance (Atli & Bergil, 2012; Basuki, 2018; Ghorbani, 2019). Thus, PI should be considered a key element to ESL learners' speaking proficiency. Many scholars have held the view that applying pronunciation training to improve English speaking skills should be paid great attention to in the discipline of SLA.

Literature reviews

Pronunciation has gradually regained some of its former prominences in the second language (L2) classrooms over the last few years, even though it is considered one of the most challenging subjects to teach. Many scholars, therefore, have agreed that pronunciation training in the classrooms is much essential in the field of TEFL (Burri, 2015).

At first glance, Saito et al. (2019) focused on L2 pronunciation development regarding aptitude by examining how aptitude and experience influence L2 pronunciation learning. The participants in the study were 40 Japanese freshmen students. Based on the framework of Meara (2005), three aptitude components related to the production of pronunciation are associative

memory, phonemic coding, and sound sequence recognition. The instrument employed in the study was the LLAMA test which was used to measure language learning aptitude. The findings essentially showed that individual differences in their development of L2 pronunciation could be related to their profiles of aptitude and experience.

In a communicative language learning context, Foote et al. (2016) also provided an insight into the relationship between teachers' behaviors and their teaching of L2 pronunciation. The data were collected by observing how three experienced teachers integrated pronunciation teaching in the classrooms in Quebec, Canada. The research results illustrated that pronunciation instruction was less paid attention to in the lesson plans utilized, and these teachers mainly focused on corrective feedback regarding students' pronunciation mistakes. Moreover, professional pronunciation training should be considered for improving the quality of teacher's teaching.

Additionally, to clarify the effects of movies on the Affective Filter of the students (motivation, self-confidence, and anxiety) in the process of English acquisition, Nath et al. (2017) carried out a study in a university in Malaysia. Participants chosen were low-achieving students. In order to data collection, three research steps were employed. Remarkably, the students were asked to discuss the movies through Facebook groups, write their thoughts in reflective notes and answer semi-structured interview questions. Interestingly, most of the students were excited about the integration of movies in learning English because it helped minimize anxiety and increase motivation and self-confidence. Thus, to help students effectively acquire certain language skills (vocabulary and pronunciation knowledge), English teachers should think of using movies as a teaching and learning tool.

From another perspective, Baker (2014) investigated teachers' knowledge, beliefs, and practices of teaching English pronunciation and explored pronunciation-oriented techniques they obtained in the classrooms. In the study, interviews and classroom observations were two key instruments utilized for five experienced English teachers, whereas questionnaires were designed for students. The findings illustrated that guided techniques were the least frequently used in pronunciation instruction, so that teachers played a pivotal role in employing appropriate techniques to raise students' motivation. For that reason, teachers should provide concise explanations of English pronunciation and supervised and directed practices on learner pronunciation.

In terms of difficulty in learning languages, many ESL learners are aware of the challenges in obtaining English pronunciation due to phonetic system, segmental the suprasegmental levels (Cenoz & Lecumberri, 1999). According to Dwi Warry (2019), some main factors causing English pronunciation mistakes were investigated. The instrument was employed in the research through questionnaires. The data were gained through a sample consisting of 10 randomly selected from 32 students. The findings revealed that both internal and external factors contributed to the students' English pronunciation errors. As a result, second language learners should emphasize the importance of practicing English pronunciation in order to communicate effectively in English. Likewise, Zielinski (2012) emphasized exploring perceptions of English learners on pronunciation difficulties affecting effectively communicative ability. Data were obtained from 26 participants in Australia as part of a broader longitudinal study. In the research results, although many surveyed people believed that pronunciation problems might not influence everyday communication, some of them valued the confidence in speaking English with good pronunciation.

According to Vančová (2019), it has been highlighted that pronunciation plays a crucial role in communication; however, little attention has significantly been paid to the English pronunciation acquisition. Thus, EFL learners are not aware that it should be one of the primary things to be mastered if they want to have good speaking performance. Additionally, it was importantly noted that the application of efficient teaching techniques is expected not only to better learners' English pronunciation but also to empower them with some listening and speaking skills (Nguyen, 2014).

Hence, in terms of pronunciation teaching, Leung and Brice (2012) examined several factors affecting English pronunciation in Hong Kong. Data were descriptively collected and analyzed from 37 adult participants who were native speakers of Cantonese. As a result, there are five suggested instructional methods for speech development. Besides, Priya and S (2020) shed light on the significance of phonetics in pronunciation instruction by figuring out some factors that influence ESL learners' English pronunciation. An experiment was conducted on Indian tertiary students. To improve students' English pronunciation, methods and techniques were applied in the classrooms based on CLT theory. The instrument used in the study was observed for exploring students' needs and problems they encountered regarding pronunciation. The findings showed that drilling and minimal pair techniques effectively assisted language teachers in providing learners with an understanding of the English sound system and promoting spontaneous speaking development.

In addition to that, the objective of the research by Pardede (2018) was to improve English pronunciation by the use of the explicit teaching approach. The activities included watching English videos and listening to phrases that contained English pronunciation features difficult for students. This study consisted of 21 participants who were majored in English education at a university in Indonesia. Then the study employed tests and questionnaires for collecting data. The results from the tests showed an improvement in students' English pronunciation skills. Furthermore, the questionnaires also indicated that the participants were interested in this method and believed the helpfulness of developing their pronunciation as well as oral communication.

Besides, the drilling method was employed to enhance the students' mastery of pronunciation by training phonetics and word stress (Basuki, 2018). This experimental research consisted of two cycles, and there were four phases in each cycle. The participants were fourth-semester students who majored in English language education. In the process of doing research, some pronunciation tests were given to the students, and their pronunciation practice was observed and recorded in the classroom. The collected data were then qualitatively and quantitatively analyzed. The research results revealed that the drilling method should be considered using as an effective way to enhance students' pronunciation ability and meet the learning outcome in the syllabus. In a similar vein, Wi and Mora (2018) focused on investigating the effectiveness of integrating captioned videos on pronunciation teaching. The Reading Index for Dynamic Text adapted by Kruger and Steyn (2013) was utilized in the research as a measure of learners' pronunciation development. The research findings shed light on the relationship between reading and audio-text integration skills, and it was suggested that efficient reading might be what led to modality integration.

Regarding pronunciation testing, Liu and Hung (2016) was aimed to see how effective computer-assisted pronunciation teaching in English pronunciation was in Taiwan. The participants were 51 Taiwanese first-year students, and they received an eight-week pronunciation training and then were given computerized speaking tests for evaluating their quality of

pronunciation improvement. The findings showed that the participants' pronunciation was considerably improved and that they favored audio-visual feedback on this technique. In addition to that, Baker and Burri (2016) examined the ways experienced English gave feedback on the students' performance of pronunciation. Key research instruments included interviews and classroom observations. The teachers' beliefs and practices revealed that a combination of explicit and targeted feedback could be a powerful force leading to English comprehensible achievement. Furthermore, some fundamental tools were suggested for addressing pronunciation teaching in EFL classrooms.

However, it has been assumed that phonetic transcription and word stress have been neglected in several pronunciation programs of teaching English in tertiary education due to some obstacles in instructions, although the significance of pronunciation has been emphasized. In addition to that, recent research has shown that pronunciation instruction is underrated and frequently ignored in both published textbooks and classroom practice despite increasing some evidence for the effectiveness of properly organized pronunciation teaching in ESL/EFL contexts (Nguyen & Newton, 2020b). Therefore, in recent years more research has been paid on teachers' beliefs because they have influenced their approaches to teaching pronunciation in real situations.

In particular, Bai and Yuan (2019) explored the beliefs and practices of non-native English teachers regarding pronunciation teaching in Hong Kong. In the study, written reflections and follow-up interviews with teachers were used to collect data. The findings suggested the teachers valued the importance and objective of pronunciation teaching; however, it seemed they did not feel confident and well-prepared for their teaching. In the same vein, Burri (2015) explored teacher cognition about pronunciation teaching and some factors affecting its goal. The researcher was a non-participant observer and used questionnaires, classroom observations, and interviews to gather information from 15 English teachers. The findings provided several valuable insights into the cognition development of the teachers in learning and teaching pronunciation.

Saito (2014) also designed an investigation into the usefulness of experienced teachers' perceptions for clarifying important pronunciation problems for students' intelligible pronunciation acquisition. A qualitative approach was employed with a sample of 120 experienced teachers in New Zeeland. The research suggested that teachers should focus on students' needs, pay attention to their pronunciation problems in order to help improve their English pronunciation through effective practices in the classrooms. Moreover, the syllabus for teaching pronunciation should be considered to design appropriately. Later, Buss (2016) contributed to this research theme by examining the beliefs and practices of EFL teachers in Brazil. Particularly, a number of 60 participated in the research, and the surveys via email were utilized as a major instrument. The findings showed that most of the teachers had positive attitudes toward pronunciation teaching; however, their teaching practices tended to be applied traditional methods to their teaching in the classroom. Therefore, more professional pronunciation training should be designed for teachers to improve their English proficiency as well as teaching ability.

As part of a research project in Vietnamese contexts, Nguyen (2019) researched exploring the Vietnamese EFL learners' needs for pronunciation teaching. In particular, six EFL teachers were interviewed individually, while focus group interviews were conducted with 24 students. The data were then transcribed for content-based analysis. As a result, both the teachers and students valued the essence of pronunciation in English learning. In addition to that, the pronunciation was suggested to be taught explicitly and systematically to promote the general communicative purposes of EFL learners.

Nguyen and Newton (2020b) continued to emphasize the essence of the practices and beliefs of the teaching of pronunciation by EFL teachers. The research methods used were non-participant classroom observations and follow-up interviews with six teachers for gathering data. The findings showed that the teaching of pronunciation by these teachers was generally unplanned and reactive, mainly employed corrective feedback techniques to learners' mistakes. Interestingly, they figured out a mismatch between what the teachers informed their pronunciation teaching preparation and how they performed it. Besides, the teachers opined that the lack of professional pronunciation training caused them the limitation of teaching pronunciation.

Hence, Nguyen and Newton (2020a) continue to research to investigate the teachers' beliefs of the value of The role of teacher professional learning (TPL) in the workshop. Specifically, the study adopted a case study approach with the participation of six teachers. Data were collected from classroom observations and individual interviews. The results provided that the workshop training encouraged cooperative learning, grabbed students' interests, and created an effective learning environment for pronunciation teaching with the goal of communicative practice. Furthermore, the study contributed to understanding the potential of TPL for pronunciation pedagogy in EFL contexts of education.

Implications for further research studies

Many teachers and researchers have devoted large quantities of time to exploring SLA research because it focuses on the learner's needs. Several studies have also revealed that EFL learners have not met satisfactory results in their English learning, particularly pronunciation. In addition to that, there is a lack of professional knowledge, little attention to pronunciation teaching in the design of EFL curricula, and professional training for English teachers. More and more research, therefore, has continued to examine the pivotal role of pronunciation instruction and some problems in the context of TEFL both teachers and students have encountered. Specifically, the LLAMA test, explicit teaching approach, drilling methods, auditory techniques, and movies are considered effective instruments to help learners overcome their barrier of learning pronunciation and enhance English listening and speaking proficiency. More importantly, some recent paper concludes with several practical solutions and implications for teacher education programs because they wish for more pronunciation training and future research.

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