

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ART AND SCIENCE
FOREIGN LANGUAGE DEPARTMENT**



“How the use of educational applications (apps) in mobile smartphones can positively influence the development of English pronunciation sub-skill on students from English Teaching Major, at the Department of Foreign Languages, of the University of El Salvador”

**IN ORDER TO OBTAIN THE DEGREE OF:
BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING.**

PRESENTED BY:

Marina Carolina Herrera de Gutiérrez HR12023
Juan Carlos Andaluz Recinos AR14072

Ana Grace Gómez Alegría, MsD.

RESEARCH ADVISOR

MsE. Miguel Angel Carranza Campos

GENERAL COORDINATOR OF THE GRADUATION PROCESS

San Salvador, El Salvador, November 22th, 2021

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

PRESIDENT

Roger Armando Arias, M.A.

ACADEMIC VICE-PRESIDENT

Raúl Ernesto Azcúnaga López, PhD.

ADMINISTRATIVE VICE- PRESIDENT

Juan Rosa Quintanilla, Ing.

SECRETARY GENERAL

Francisco Alarcón, Ing.

AUTHORITIES OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES

Oscar Wuilman Herrera Ramos, MsC.

DEAN

Sandra Lorena Benavides de Serrano, MsD.

VICE - DEAN

Juan Carlos Cruz Cubias, MsE.

SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

Ana Grace Gomez, MsD.

HEAD OF THE DEPARTMENT

Miguel Ángel Carranza Campos, MsE.

COORDINATOR OF GRADUATION PROCESSES

Ana Grace Gomez, MsD.

RESEARCH ADVISOR

EVALUATING COMMITTEE

Ricardo Garay Salinas, MsE.

Carolina Ramos de Gómez, MsD.

ACKNOWLEDGEMENTS

First of all I want to thank God for giving me the opportunity to reach one of the most important goals I had. In addition, I would like to express my gratitude to my parents, my sisters, my husband and my daughter. All of them gave me the support and strength I needed to continue until the end.

Finally, I want to thank our advisor Ana Grace Gomez Alegria for her time and patience to guide us through the whole process.

Marina Carolina Herrera de Gutiérrez

First, I would like to thank God for giving me the opportunity to help us reach this goal as we have faced difficulties during the pandemic which has been challenging to proceed working. I would like to thank my family and friends as they have been encouraging me to proceed as well as my friend and partner Carolina Herrera because she is a very responsible person. Plus, I appreciate the help and time our advisor Ana Grace Gomez Alegria has provided us as she has guided this process very well.

Juan Carlos Andaluz Recinos

TABLE OF CONTENTS

Abstract	V
Introduction	VII
Chapter 1 Statement of the Problem	9
1.1 Importance	9
1.2 Objectives	11
1.2.1. General Objectives	11
1.2.2. Specific Objectives	11
1.3 Research Questions	12
Chapter 2. Methodology	13
2.1. Research approach	13
2.2 Type of study	13
2.3 Population and sample	14
2.3.1. Population	14
2.3.2. Sample	14
Chapter 3. Findings	15
3.1 Teaching pronunciation methods in ESL/EFL	15
3.2 Developing pronunciation skills in ESL/EFL classrooms	16
3.3 Use of mobile smartphones at the Foreign Language Department	17
3.4. Using smartphones and mobile phones to improve Language Skills	19
3.5. Educational apps for improving English pronunciation learning.	19
Chapter 4. Conclusions	36
Chapter 5. Recommendations	37
References	38
Web References	40

ABSTRACT

Pronunciation as one of the most important spoken sub-skill, it was considered unnecessary in the past when EFL teachers were delivering an English class. The idea was that teachers felt under pressure since English was not their first language. Also, due to lack of resources and little direction regarding how to teach pronunciation, teachers refused to teach in this field. (Derwing in Jahangiri & Sardareh, 2016). However, through the time teachers have noticed that students were struggling with different issues with pronunciation, and it has taken importance in the English teaching language field. Nowadays, teachers can have their teaching resources in the palm of their hands with the use of smartphones and access to the Internet. They can use different kinds of educational applications on mobile phones and smartphones that can help students to practice their accent, and pronunciation.

This study has provided the compilation of resources and the information that can be used for further investigations in order to understand the use of educational apps on mobile smartphones, and the benefits on the development of the English pronunciation skills of students from the English Teaching Major at the University of El Salvador. The objectives of this study are related to providing theoretical support to the topic of using educational apps on mobile smartphones, as well as analyzing documents to find out the benefits of teaching English by using those technological tools to help students to improve the pronunciation of the English language.

The information collected was taken from articles, webpages, journals, online books, and other researches related to the topic. These resources are related to the following topics: English pronunciation, educational apps (for English pronunciation improvement), EFL learners, and the use of mobile smartphones for learning English pronunciation. Documents were analyzed in order to find the information that is related to pronunciation and the benefits of using educational apps on Mobile smartphones for learning English pronunciation. The expectations were focused on finding how teachers use this technological device in order to practice pronunciation inside and outside the classroom. This study has helped researchers to provide a proposal for teachers to make use of educational apps on mobile smartphones to

innovate the classes and motivate students' learning. Researchers created a hand out with some educational apps that can help students to improve the English pronunciation skills.

Keywords: Pronunciation, educational apps, mobile smartphones, EFL learners, EFL teachers.

Pronunciation: The act or manner of pronouncing syllables, words, and phrases with regard to the production of sounds and the placing of stress, intonation, etc. It's not longer a neglected skill and many textbook writers, course designers, and educators create opportunities for students to develop effective communication, fluency and intelligibility.

Educational apps: they are reformulating the education system. Nowadays, there are a huge number of applications that students can easily download to their mobile phones and carry out in their pockets, they can use the apps with internet or without connection. In educational apps students can find games, audios, exercises, listening, practice, and new vocabulary to learn English pronunciation.

Technology: it's a large of existing online programs, applications and other materials specifically design to improve learners pronunciation by using ICTs (Information and Communication Technologies)

Mobile smartphones: they have potential to improve supplemental practices for students outside the classroom and school. They can receive multimedia messages, online material and educational settings.

EFL learners: (English as Foreign Language learners) Students who are in a country where English is not their first language, and they have a lack of access to native English speakers.

EFL teachers: (English as Foreign Language teachers) Teachers who are in a country where English is not their first language or even their second language, reasonably influences their accent.

INTRODUCTION

In the last century, mobile phones and smartphones have become important tools for the learning of English pronunciation. Pronunciation is considered one of the most important sub - skill because it allows EFL learners to express ideas, to exchange culture, to communicate efficiently and so on.

On the one hand, for decades, pronunciation has been one of the sub-skills that has required much more effort from students of English as a Foreign language. However, learning English pronunciation has become easier by using educational apps on mobile smartphones.

Somasundaram & Kalairasan (2013) state that “Modern mobile phones help the learners to speak English with right pronunciation.” Other studies have concluded that the integration of an educational app in learning increases students' motivation and learning performance Li(2018).

To understand how educational apps can help students to improve the pronunciation of English, it is important to know how pronunciation has been taught through the history. In the past, EFL teachers were not focused on teaching pronunciation, however some teachers tried to use drilling practices, used repetitive audios of dialogues, words and handbooks for it purpose . Nowadays, there are technological resources that help teachers to motivate students' development in English pronunciation.

Focused on previous studies, the following questions emerged: What do experts in the English Teaching Field suggest to help students improve their pronunciation skills? To which teaching approach is the use of educational apps related to facilitating the development of language skills in the English language? How could the use of educational apps in mobile smartphones help to improve English pronunciation skills of students registered in the English Teaching Major?

The purpose of this study is to provide theoretical support to the topic of using educational apps in smartphones to improve the development of English pronunciation skills. The researchers see the importance of this study, since pronunciation is an important skill in

which teachers of the English Major focus on. Also, the impact that technology has, especially the use of educational applications in smartphones for the learning of English pronunciation.

This is a documentary study which involves the reading and analysis of different materials such as texts, documents, publications, articles and previous studies about the topic. Reading and analyzing deeply previous studies that help to support the topic and give solutions to the problem mentioned above.

CHAPTER 1. STATEMENT OF THE PROBLEM

1.1. IMPORTANCE

Pronunciation is an important aspect for speaking, and it determines the success that a language learner has when trying to communicate with others. That is the reason why teachers of the English teaching major should reinforce this area. To develop correct pronunciation, it is important that students and teachers have the best tools for the learning process. Recent studies have shown that “Smartphones and other mobile devices are useful for teaching resources for university students, both distance and face to face learning.” (Vazquez, 2014; JOLLT 2020). In fact, smartphones provide a variety of educational applications that can increase the quality of the English pronunciation.

It is important that teachers take advantage of the variety of educational applications that modern phones can provide to improve the pronunciation skills, since students of the new era have easy access to internet, platforms and applications that allow them to listen to the correct pronunciation and practice it, for pronouncing properly the words, and get feedback. Although, those apps help students to learn new vocabulary, and communicate efficiently by using the correct articulation of words in English. More research is needed to investigate mobile teaching and learning strategies and how these strategies are being implemented to engage students in the learning process

This study could help teachers and students to know about some educational apps they can use in their smartphones for learning purposes, as well as how to make better use of the internet, and smartphones for improving pronunciation skills.

Besides that, this study can provide teachers a new perspective of the way students and teachers can use smartphones for learning purposes. So, teachers can overcome the challenges of using smartphones inside or outside the classes for the learning process. Also, those previous studies can give them ideas of how they can use these tools to motivate students' learning and make changes to the methodology they used in the past.

This research has not been developed before at the Foreign Language Department. Previous studies analyzed, provide the context of the problem and the possible solutions, so it gives the bases for future studies regarding this topic.

1.2. OBJECTIVES

1.2.1. GENERAL OBJECTIVES:

1. Provide theoretical support to the topic of using smartphones and mobile phones to improve the development of English pronunciation skills.
2. Analyze pertinent documents to find out the benefits of studying English by using technological tools.

1.2.2. SPECIFIC OBJECTIVES:

1. Determine the benefits the use of online material could bring to students who need to improve their English pronunciation skills.
2. Find out the most appropriate online materials/ apps that can be used in an English Pronunciation course to favor the development of the students' oral skills

1.3. RESEARCH QUESTIONS

General Research Questions

1. What do experts in the English Teaching Field suggest to help students improve their pronunciation skills?
2. To which teaching approach is the use of technology related to facilitating the development of language skills in the English language?
3. How could the use of smartphones and mobile phones help to improve English pronunciation skills of students registered in the English Teaching Major?

Subsidiary Questions

1. Are there any previous studies about the use of smartphones and mobile phones to enhance English pronunciation skills?
2. Which are the most appropriate online materials/ apps that can be used in an English Pronunciation course to favor the development of the students' oral skills?
3. What type of benefits do online materials provide to students who need to improve their English pronunciation?

CHAPTER 2. METHODOLOGY

2.1 RESEARCH APPROACH

This research was developed under the qualitative principles, which are used to explore, understand and interpret the behavior of people involved in a social phenomenon. This is the one that fits perfectly to this study because it investigates the behavior that professors and students have when learning English pronunciation by using educational apps.

2.2 TYPE OF STUDY

This study was based on documentary study. Documentary study is a scientific research method which consists in analyzing and interpreting official documents that contains information regarding the phenomenon researchers are studying.

2.3. Characteristics of Documentary Study

1. It is a Scientific Research.
2. It gathers information from different official documents.
3. Researchers make a deep analysis and selection of the right information.
4. Data collection from people is not required.

2.4. Steps for developing a Documentary Study

1. Identify and develop the topic
2. Do a preliminary search for information
3. Locate materials
4. Evaluate the sources
5. Make notes
6. Write the paper
7. Cite the sources properly
8. Proofread

Documentary study focuses on exploring a social phenomenon through gathering information from different official documents. In order to analyze the situation and offer possible solutions to the Foreign Languages Department, researchers studied fifteen documents including journals and other research papers. They selected eleven from those sources. The documents were separated into four groups. 1. Teaching English pronunciation, 2. Pronunciation in ESL and EFL classrooms, 3. the use of educational apps for teaching pronunciation and 4. the role of mobile smartphones to learn pronunciation.

2.3 POPULATION AND SAMPLE

2.3.1 POPULATION

The population of this study was formed by eleven documents, including 4 researches and 7 journals. Those were selected by researchers since they have in common the topics of pronunciation, ESL and EFL classrooms, educational apps and smartphones for learning English pronunciation.

2.3.2 SAMPLE

To carry out this documentary research, researchers selected eleven documents including journals and research papers. Four were research papers and seven were journals. Documents were selected according to the topics related to the problem, in order to analyze them in different categories. which were related with 1. Teaching English pronunciation, 2. Pronunciation in ESL and EFL classrooms, 3. the use of educational apps for teaching pronunciation and 4. the role of mobile smartphones to learn pronunciation.

2.4 RESEARCH INSTRUMENTS

Since this is a documentary study, any instrument (such as survey, interview, etc.) was designed. Also, researchers did not interact with students nor teachers, but other previous studies related with the phenomenon were analyzed.

CHAPTER 3. FINDINGS

Speaking a second language involves different sub-skills such as fluency, vocabulary, pronunciation and grammar. Fraser (2000) explains that being able to speak English includes a number of sub-skills of which pronunciation is by far the most important.

“Pronunciation has received less attention as compared to the other language components and skills with the belief that it is peripheral to successful communication. Yet, there is a recent revival of interest in pronunciation research.” (Saran, Seferoglu, Cagiltay 2009)

3.1. Teaching pronunciation methods in ESL/EFL

The methods used to teach pronunciation have changed over the time. In the 1940s, teachers used the grammar-translation method of the past, and pronunciation was almost irrelevant and therefore, seldom taught (Florez, 1998). Then in the 1950s and 1960s, the audio-lingual method was introduced in the classrooms. In other words, pronunciation was taught via repetition drills of isolated sounds, minimal pairs and short dialogues or rhyming sentences and with it, the pronunciation took centre-stage (Gilakjani 2011).

In the 1970s, with the development of the communicative method, Fraser (2000a) and Bray (1995) observed that pronunciation was downplayed to disassociate itself with any link to the drilling practices of the audio-lingual method. So, in the 1970s and 1980s pronunciation practices in the classroom were drastically reduced and superseded by communicative methodology (Morley 1991). In the late 1980s and early 1990s teachers found a balance through both teaching methods guided pronunciation drills in isolation to contextual pronunciation within communicative framework (Dabic 2013).

In the 21st century, pronunciation has finally become an essential element of language instruction and has taken its long overdue place in teaching ESL/EFL (Dabic 2013). Some teachers try to make different kind of activities that reinforce the pronunciation practice of students, making use of different teaching methods such as audio-lingual method, communicative language teaching method. Nowadays, teachers also use technology to

adequate the methodology of the class. They make use of the internet, videos, educational applications, recordings and other sources they consider necessary.

3.2. Developing pronunciation skills in ESL/EFL classrooms

Acquiring pronunciation is so difficult in many ESL/EFL classrooms (Gilakjani 2011) and there are different factors related to it such as, the lack of exposure students have with the language, the lack of motivation they receive inside and outside the classroom, the attitude they show to learn good pronunciation, their mother tongue, their age, and others. Different researchers have studied deeply about it, and they have noticed that even though it is difficult for students to learn pronunciation, the teaching of pronunciation in ESL/EFL classrooms has often been low on the list of priorities (Peterson 2000).

Furthermore, the use of applications in the classroom can help students to overcome this kind of issues as EFL teachers/lecturers feel inferior to teach pronunciation and result in the denial of taking this job, also the fact that EFL teachers are born in a country where English is not their first or even their second language reasonably influences their accent, which may sometimes lead to unintelligibility. Due to this issue according to Vazquez (2014) Many English teachers/lecturers are unable to take benefit from this opportunity, teaching pronunciation remains monotonous and unable to increase students' participation and learning awareness.

Plus, the utilization of technology-based learning pronunciation such as app or software enables students to train as long as they wish and self-paced themselves (Neri, Cucchiarini, Strik, & Boves, 2002). As being said, Mobile devices can improve interactive communication between teachers and students, leading to the improvement of students' motivation in learning (Kopf, Scheele, Winschel, & Effelsberg, 2000, so that technology must be involved in their teaching to cater to the needs of the digital native students, those who were born with and surrounded by technology. Sun (2014) states that incorporating smartphones as a medium of teaching is proven effective to increase students' attention.

3. 3. Use of mobile smartphones at the Foreign Language Department

STUDY PLAN

COURSE	AREAS OF STUDY
English Pronunciation	<p>This course is emphasized in teaching students how to pronounce American English and the recognition of the phonetic alphabet in order to be able to understand the pronunciation better. The methodology used in the class is from the traditional approach to teaching pronunciation: discriminate + repeat + correct.</p> <p>This technique encourages communicative practice.</p>
Introduction to Linguistics	<p>This course is focused on the origins of the language of animals and human language, phonetics, phonology, morphology, grammar and syntax, semantics (meaning), pragmatics, language and regional variations, language and social variation, language and culture, first language acquisition and second language acquisition/learning.</p> <p>The purpose of this course is to give the students the context of the language evolution in order to understand the reasons for pronouncing English. So, the methodology is to encourage the student to read more since it is part of the learning process and understand the background history of the language.</p>
Phonology/ Morphology	<p>Phonology: it is the pronunciation of speech sounds. Morphology: A word and its form of inflection, a word and its relatives, compound words, blend and phrasal words.</p> <p>This course is designed to cover the most relevant aspects of morphology and phonology of the English language. On this class the students are able to apply the knowledge that they got on the previous knowledge in order to see on the practice, how the sounds are used and to really understand the reason why the words are pronounced and the way they should be.</p>

In the English teaching major, there are 36 subjects that students must take.

The table above presents the courses that focus their teaching to help students to improve the English pronunciation skills. Researchers have investigated what are the resources that teachers use in those courses. They have found that even though there are a variety of online resources and educational apps to innovate in the class, teachers often use traditional resources as handbooks, and listenings to teach about it. Recent studies have demonstrated

that “Mobile devices increase the motivation, make the learning process more interesting and enjoyable and help to improve the skills of the learners in a positive way” (Cavus, 2016). It is thought that it would be ideal the use of educational applications to facilitate the learning process, and motivate students to internalize in the topics that each course offers.

In the case of the pronunciation course, the researchers have observed that the resources most used by teachers are audios, class presentations, repetitions and drills. However, the use of smartphones is not allowed or little use during the class. Even though it provides students with different applications where they can learn accurate pronunciation or new words.

It has been observed that one course is not enough to learn all about pronunciation, neither the resources used during the class because there are a lot of students who don't have the language bases to communicate efficiently and sometimes that makes them feel frustrated and unmotivated. On the other hand, researchers have noticed through detailed research, that teachers can motivate students by using different mobile applications focused on pronunciation such as: TFLAT, English speaking app, lyrics Training, English pronunciation App since the learning path is not the same for all the students. That also applies for the linguistic and morphology classes which are only theory and sometimes the topics are not well-developed to understand them. For students, the class could become monotonous and boring if it is focused only on theory and if they just read the book. It should be considered to evaluate the areas of opportunity and improvement for each of the courses because the methodology has to be related to the present and be innovative. Also, the teachers should guide the students to apply the topics learned in the classes to real life by using technological tools as mobile phones and smartphones. Students should look for other pronunciation tools that are not suggested in the class in order to practice what they have just studied, such as English pronunciation applications, videos, web pages, modern phones, recording, etc.

3. 4. Using smartphones and mobile phones to improve Language Skills

Use of technology in many areas of language teaching/learning has become widespread in recent years (Neri, Cucchiarini, Strik, & Boves, 2002; Nunan, 2005; Zhao, 2003). One of the technological tools that has become more used by students to learn a new language is the mobile smartphone because it is easy to carry in their pockets, they have easy access to information, and they can use it at any time and in any place.

Darmi & Albion (2014) have reviewed studies using mobile smartphones in language learning contexts. They conclude that mobile phones are accepted by learners of second language learning and that past studies have sustained their integration to improve language skills and related language areas. They call upon researchers in the field of language learning and acquisition to do more research to examine the integration of mobile learning, especially that mobile phones with recent design and features can be used as learning tools that aid second language learning and language learning acquisition theories.

3.5. Use of educational applications in smartphones for improving English pronunciation learning.

Findings show that Smartphones help students' in learning English and students' have a positive attitude regarding the use of Smartphones for learning purposes. Smartphones due to their size and internet connectivity makes learning easy for students. Students use online learning resources according to their convenience. It also promotes collaboration in learning tasks. Students as independent learners learn English with fun without limitations of time and place by using these online learning materials as their smartphones learning Apps such as Speak English Pronunciation (TFlat), Speak English Fluently, Tandem, NGLISH dictionary, English pronunciation, English speaking practice, lyrics Training, English pronunciation App, English conversation practice, Duolingo.

Students agreed that their vocabulary is enhanced by using online dictionaries and translators. They practice communication skills online as it provides them opportunities to communicate in English on social media to an online community of professors, lectures,

other students, and they also participate in massive open online courses (MOOC). All this helps them improve their accent and pronunciation and motivate them to communicate effectively and with confidence. (Naz, Rasheed, Rasheed, 2019)

In addition,“teachers can eliminate the possibility of students being bored, uninterested, demotivated, or unenthusiastic. In other words, the utilization of short and simple vocabulary in this app is likely to increase students’ motivation in learning pronunciation.”(Haryadi Satya & Aprianoto Aprianoto, 2020)

SPEAK ENGLISH PRONUNCIATION (TFLAT Group)



Figure 1. Basic Features of the app

(Source: Speak Learning Pronunciation-TFlat group)

This app can help students to practice their English pronunciation by using the vowels and consonants pronunciation with symbols and audios. This is designed for everyone who is studying English on any level, plus this can be used offline in case the user doesn't have access to internet. As shown in the images below.

The app is used by 11,166 subscribers, it is user-friendly, and it is rated to 4.5 stars which means that it doesn't have any issue.

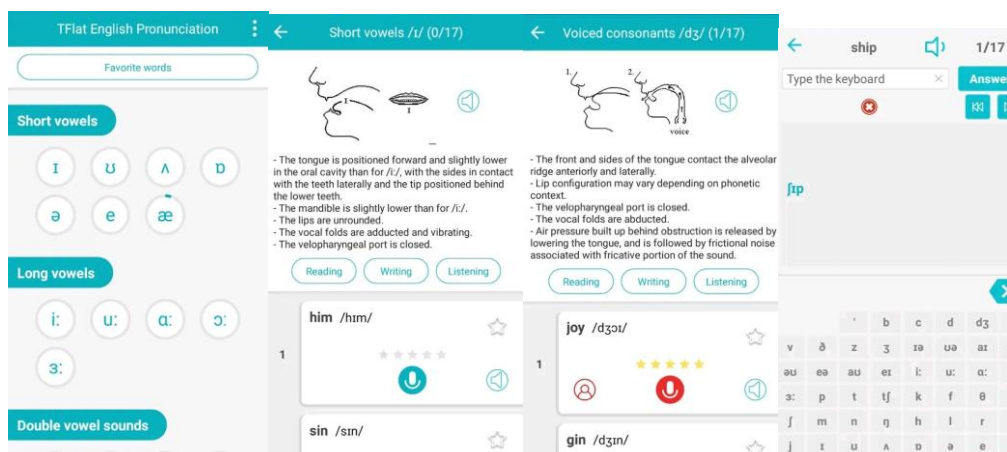


Figure 2. (Short vowels & long vowels)

At the beginning of the app, there is a menu which introduces different ways to pronounce words like: Short vowels, long vowels, double vowels sounds, voiced and voiceless consonants. Each section has an image to show how to pronounce each sound correctly. Furthermore, it has exercises for each sound it shows the press and if the user pronounces the word correctly.

Note:

- Through research, the team of Researchers consider that this app should be used by teachers of pronunciation and morphology class. Since this one offers a variety of ways for practicing the sounds of letters. Also, They should allow students to use the app in the class under their supervision and motivate students to continue using it outside the classroom. The advantage of this app is that students can listen to the pronunciation and record their voice so the app can check if they are doing it correctly.

SPEAK ENGLISH FLUENTLY

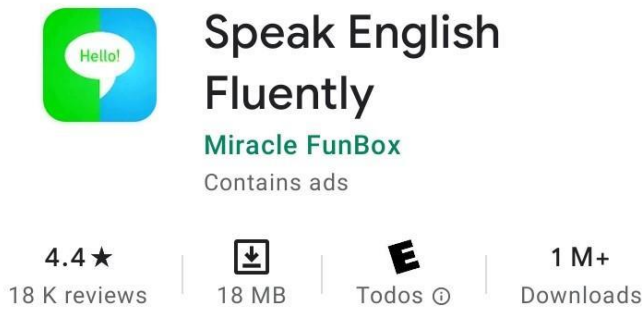


Figure 1. Basic Features of the app

(Source: Miracle FunBox- Speak English Fluently app)

This app helps users to improve their vocabulary, fluency and pronunciation by using common daily conversations American English vocabulary. It has 18,565 subscribers rated with 4.4 stars which means that it is user-friendly and the most interesting thing about this app is the weekly update the developer make.

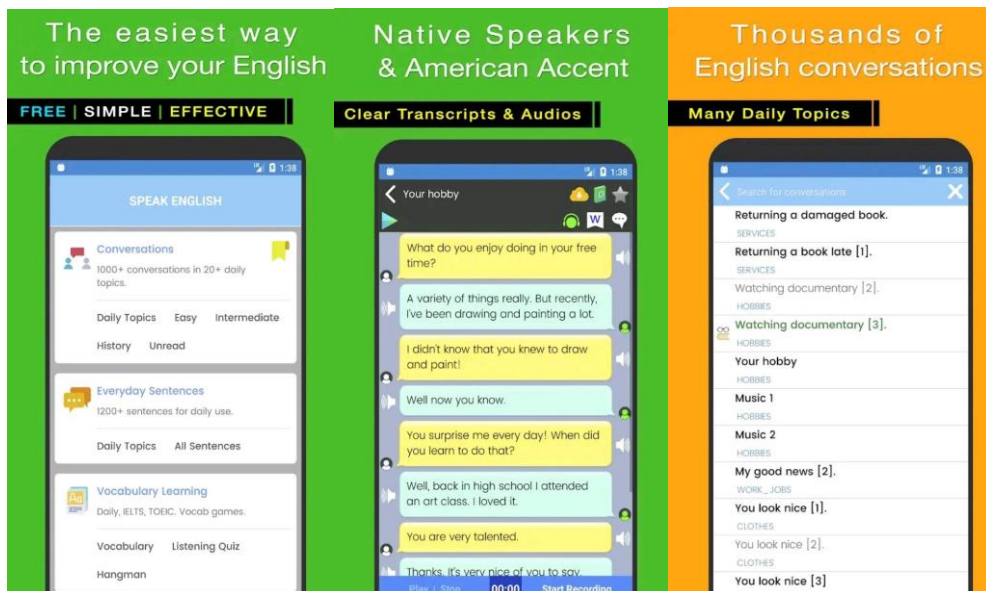


Figure 2 Conversations

Figure 3 Transcripts and audios

Figure 4 English Conversations

(Source: Miracle FunBox- Speak English Fluently app)

All the Features students can find in the app:

- Online audio mode: save your sdcard's storage

- Offline audio mode: can use this app on the go
- List of conversations in English with 2 levels: beginner and intermediate
- List of most commonly used sentences and expressions
- Record their voice, then the app will be able to compare their voice with original sentences
- Most commonly used words and sentences in daily situations
- Necessary Idioms and Phrases
- Bookmark your favorite lessons

Note:

- Through research, the team of Researchers consider that this app would be useful for students of basic and intermediate English who sometimes feel shy to communicate in English because they don't know how to pronounce some words in a conversation. This app could help students to speak more fluently and with confidence since the app has a way they can listen and practice conversations with native accent.

TAMDEM



Figure 1. Basic Features of the app

(Source: Master Any Language with a Native Speaker-Tandem)

This application is about making friends who speak any language you would like to learn as it has 160 + languages and English is included. This encourages learners to practice with native speakers, as this can be difficult for the ones who live in countries where native English speakers are not around. It has 216, 859 subscribers with a rate of 4.4 stars, plus there is a

free version without any issue to use and the pro version as this needs a payment method. The difference is that the pro version doesn't have any ads, and it has unlimited translation.

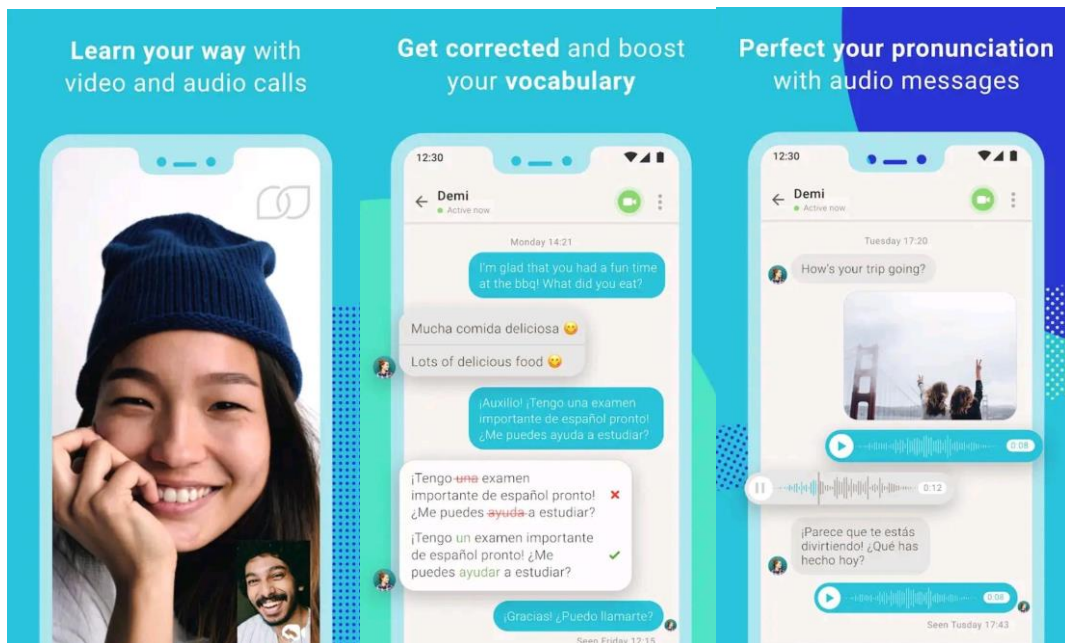


Figure 2 Videos and audio calls

Figure 3 Vocabulary

Figure 4 Audio messages

(Source: Master Any Language with a Native Speaker-Tandem)

Note:

- Through research, the team of Researchers found that in this app teachers or students can create an account by using their personal information or a social media account. While creating the account, this app asks the mother tongue and allows the user to choose the ones they would like to share and learn. This helps the other users to see the language to practice. As there isn't any restriction level, the user can friend a native speaker or someone with the same English level. This works as a social media with educational purpose. The user can send text, audios, pictures, calls and video calls to get in contact with the other user who wants to practice. When a text is sent and has mistakes, the other user who has an advanced level of English can make corrections, the corrections can be seen in green and the mistake with red and crossed.

ENGLISH DICTIONARY



Figure 1. Basic Features of the app

(Source: Spanish English Translator, Dictionary & Learning, Merriam-Webster Inc. - Nglish dictionary)

This application Spanish-English dictionary translation and English language learning app from Encyclopedia Britannica and Merriam Webster. It has 19, 105 subscribers, and it is rated with 4.6 stars as seen in the screenshot.

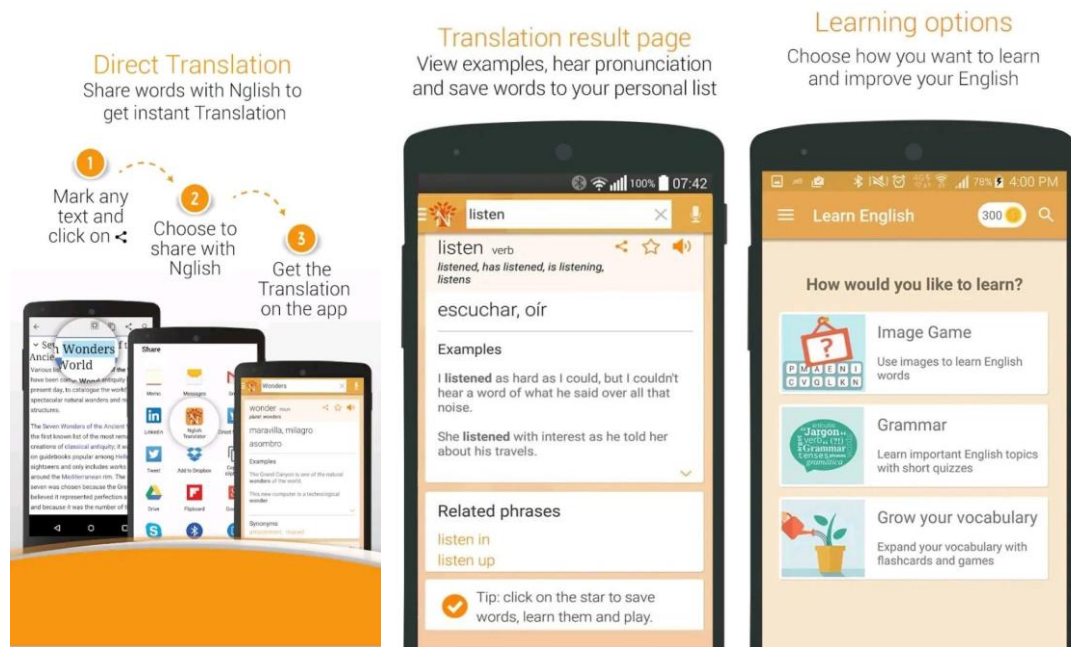


Figure 2 Basic Features

Figure 3:Dictionary

Figure 4:Other features

(Source: Spanish English Translator, Dictionary & Learning, Merriam-Webster Inc. - Nglish dictionary)

This interactive app features a comprehensive Spanish-English and English-Spanish dictionary, complete with word and sentence translation, grammar and common errors quizzes, image and spelling games and vocabulary flashcards and includes a personal My Zone area with customizable word list quizzes and more. English dictionary look-up results

also include synonyms, example sentences, related phrases, tips and audio pronunciations by native speakers.

Note:

- Through research, the team of Researchers found that in this app users can learn vocabulary by typing a word, and this immediately provides an explanation with examples with images and the pronunciation of the word. The user can practice vocabulary with the games that can be used offline. There are grammar quizzes and a bunch of vocabulary practice with the correspondent pronunciation. This also reminds the user to learn the word of the day with pronunciation included, so it encourages practice daily.
- In this case, since a dictionary is always helpful for students, the app can be used in any of the subjects developed in the English teaching major. However it would be very helpful for teachers of pronunciation to help students learn in a funny and dynamic way.

ENGLISH PRONUNCIATION



Figure 1. Basic Features of the app

(Source: Grounders-English pronunciation 2019: correct pronunciation)

This application has correct pronunciation and is a mind-blowing application for pronouncing names and word pronunciation correctly. English pronunciation app develops vocabulary and improves the speaking well. It has 2, 988 subscribers, and it is rated with 4.8 stars.



Figure 2 Writing

Figure 3 Speaking

Figure 4 Listening

(Source: Grounders-English pronunciation 2019: correct pronunciation)

Note:

- By studying the app, researchers have noticed that users can download this application on an android device, and it consumes low space. Plus, English pronunciation works offline for mispronounced words, it has the latest feature like text to voice and translate photo to text, it is easy to use and user-friendly interface.
- Researchers consider that this app can be useful for students who are learning a short text and want to know how to pronounce it properly.

ENGLISH SPEAKING PRACTICE

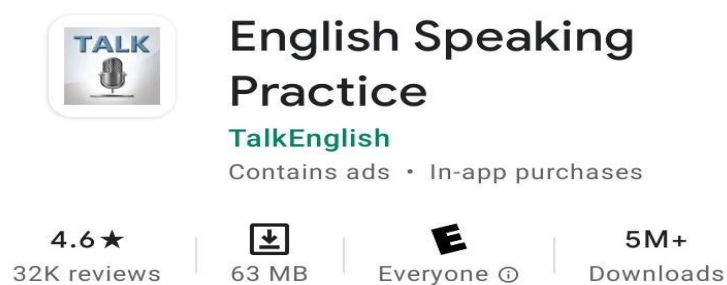


Figure 1. Basic Features of the app

(Source: English Speaking Practice-TalkEnglish)

This application embraces the student's pronunciation by using common English conversations about different topics and technical vocabulary about jobs. It has basic English conversation lessons for beginners and also beginner level business English conversation. These are perfect for beginners wanting to improve their English conversation skills. It has 32, 645 subscribers, and it is rated with 4.6 stars.

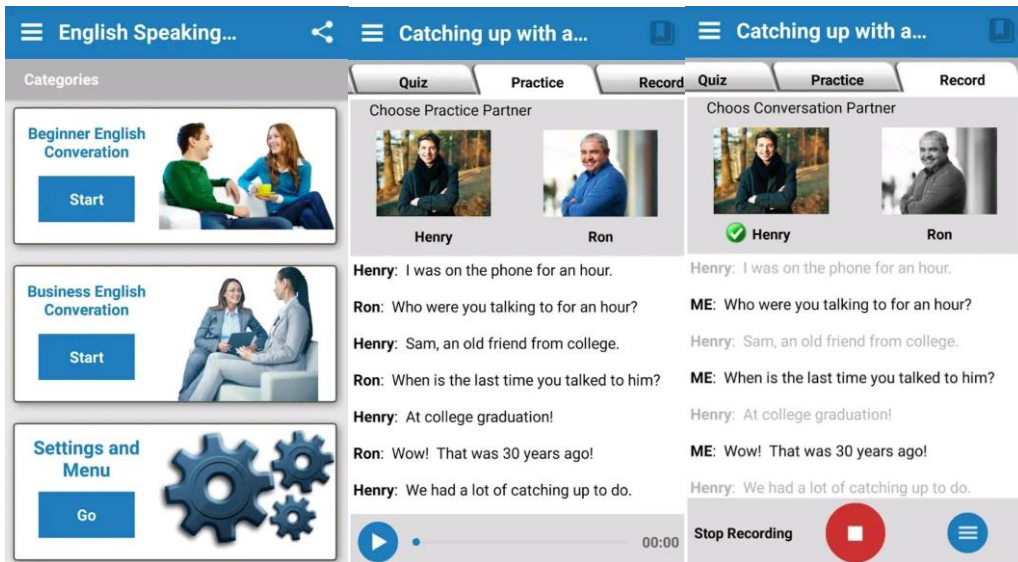


Figure 2. Menu Figure 3. Listening and practicing Figure 4. Recording

(Source: English Speaking Practice-TalkEnglish)

Note:

- This app can be used offline and with the internet connection. The user can start using the app right away as it is user-friendly. This has different topics and each topic has the complete conversation, a test, the practice with B role and A role, later the user can record the conversation using the B role and A role. This is stored in the device and the user can share it, so this helps the teachers to check the student's pronunciation. At the same time, the app can help students to practice every time they want.

LEARN LANGUAGES WITH MUSIC (LYRICS TRAINING) APP



Figure 1. Basic Features of the app

(Source: Learn Languages with music - Lyrics training)

This app provides a variety of videos and songs in different languages. One of the languages that is included in the app is English. Students and teachers can use this app in need of learning and teaching new vocabulary and the correct pronunciation in English. It also allows students to practice listening and to improve fluency when speaking.

It is easy to download the app on a smartphone, it takes just a few minutes. More than 31 thousand people have used this app to learn a new language. It has 4.8 stars as can be seen on Figure 1.

The app allows students to choose the level in which they want to practice. It has four levels of difficulty, from beginner to expert. In this app, learners can watch the video of the song they selected, listen to the song, and sing it. Then, the app allows them to translate the words they don't know the meaning of. Furthermore, they can fill up the song. Level up, and compete with other users or invite friends.

Learners can play a song for free 3 times each 30 minutes.

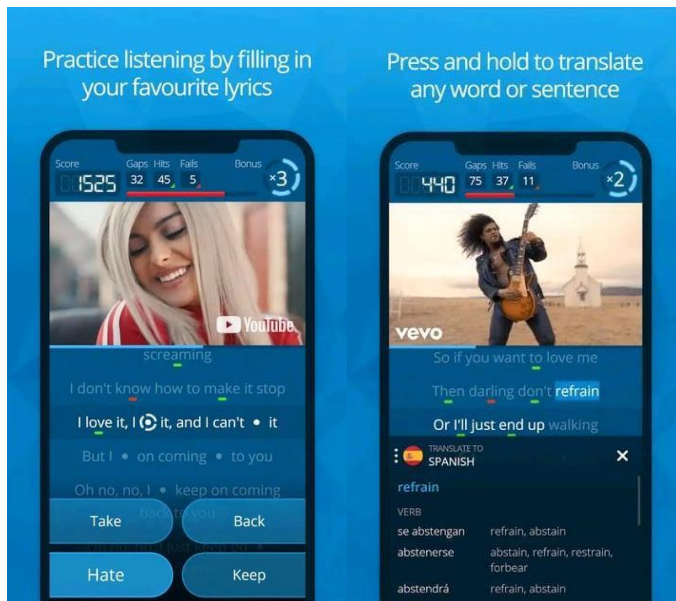


Figure 2. Filling in the Lyric Figure 3. Dictionary

(Source: Learn Languages with music - Lyrics training)

To start using this app, students must have an internet connection to download it. Also, they need a Facebook account or email address to access the app. Then, when they access the app, they can see two types of game mode where they can select if they want the multiple choice option, which is a kind of game, or the karaoke option. If they select the multiple choice option, they can choose the level in which they want to practice (from beginner to expert). The practice consists in that they fill out the lyrics of the song with the words that are shown on the screen, and at the same time, learners can sing it. If they choose the correct words to complete the song, they win points. On the other hand, students can choose the karaoke option in which they can see the complete lyrics of the song, and sing it.

The app allows students to watch the YouTube official video of the artist and the lyrics to sing. When students don't know the meaning of a word, they can select the word and the language to translate it.

Note:

- Researchers explored the app and consider that this would be a funny way that teachers can motivate students to practice listening and speaking. As the app mentions “Music stimulates learning in a natural way”. The majority of people like music and

this app is ideal for each student since they can look for their favorite songs and memorize them.

- Teachers could ask students to work with partners and memorize a song, also make a list of new vocabulary that they learned by singing the song.

ENGLISH PRONUNCIATION

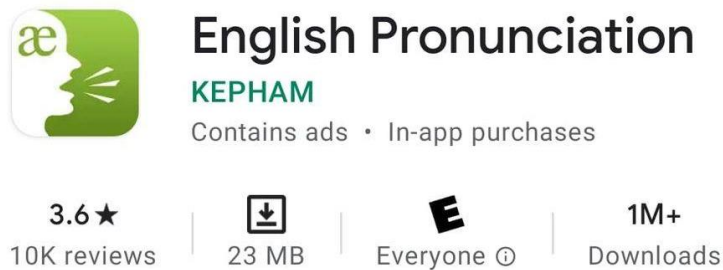


Figure 1. Basic Features

(Source: English Pronunciation app)

English pronunciation app helps students to learn the correct pronunciation and stress of the different vowels and consonants through images, exercises, examples, audios and videos.

Also, they can record themselves when pronouncing the words.

More than 10 thousand people are using this app to learn English pronunciation. This app has a free version and a paid version. The free version is limited, but it can be very helpful for teachers at the time of teaching the correct pronunciation of words.

This app has 3.6 stars

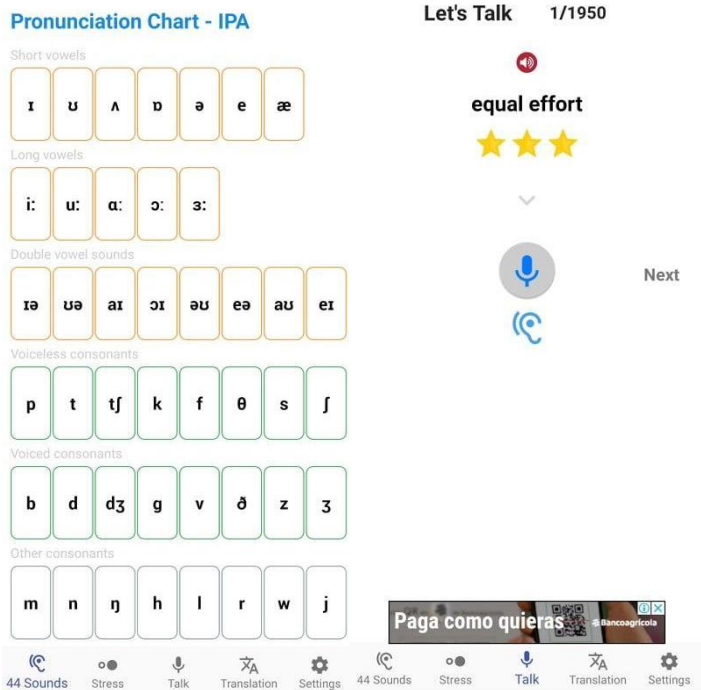


Figure 2. IPA Chart

Figure 3. Practice of listening and speaking

(Source: English Pronunciation app)

To start using this app, students need to have a Google account or email. When opening the app, students can see a chart with the 44 sounds that exist in English. They can click on each one and learn the sounds. Also, the app associates each sound with the different words that sound in the same way.

Note:

- Through research, the research team concluded that with this app students will be able to listen to the sound and record their voice when they repeat the word. This app uses the British accent so is good for students to identify other accents. The only thing that teachers have to take into account is that if students repeat the words, the app gives them 3 stars if the pronunciation is the same as the app. If it is not the same, the app will give them zero or just 1 star grade if they are pronouncing correctly.

ENGLISH CONVERSATION PRACTICE



This application helps students to learn the English pronunciation by practicing with different kinds of conversations regarding different topics. The rating of this app is 4.5 stars. There are 56 thousand people who have downloaded it.

The app has over 200 English conversation lessons which includes:

Listening, Quizzes, Conversation practice, Conversation records.



Note:

- Researchers explored the app and noticed that this app should be ideal for students who are shy or do not participate in the class. Since they can listen to conversations about different topics and practice at the same time, this can help students to get confidence when speaking.

DUOLINGO -

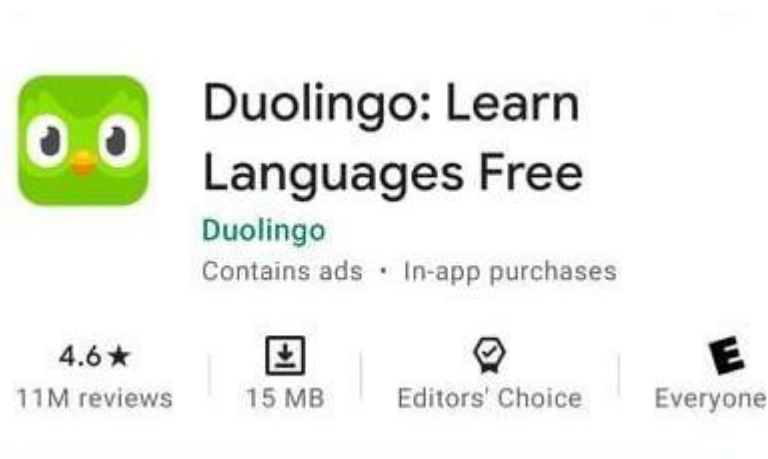


Figure 1. Basic Features

(Source: Duolingo: Learn Languages Free)

Duolingo is a free app where students can learn from elementary to advanced vocabulary of English and other languages. Also, they can practice listening and speaking.

Duolingo has been rated with 4.6 stars and the number of people who have downloaded the app are 11,069,147.

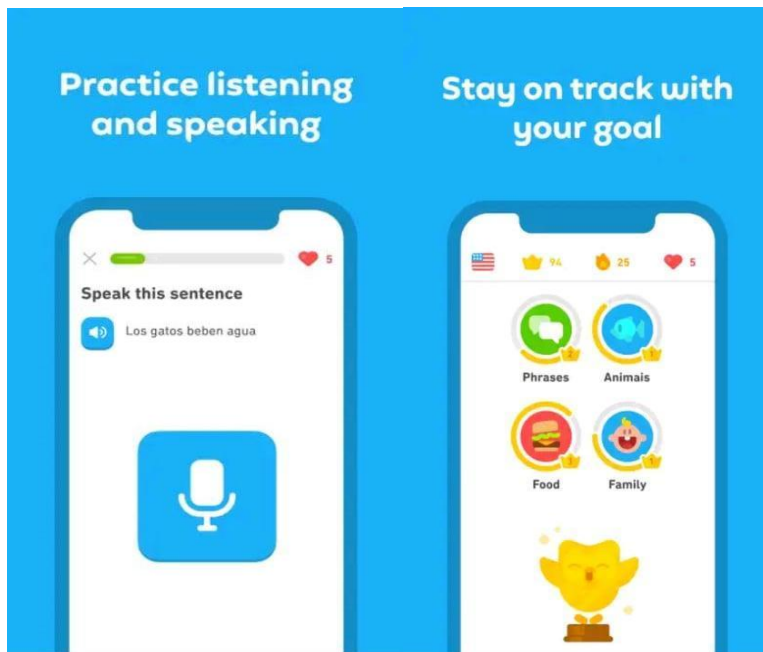


Figure 2.Practice listening and speaking Figure 3.Cheking the progress

(Source: English pronunciation app)

How does it work?

This app gives students 5 hearts, which are the times they can try to complete an activity. If they lose the 5 tries, they have to wait until the app gives them 5 hearts to try again.

If students complete the tasks and get the required points for each task, then they can pass to the next level. The app allows students to listen to some sentences and then learners can record themselves. Also, they can translate words from one language to another.

Note:

- The researcher's team explored the app and found that this app provides games for practicing listening and speaking. This app could be used inside or outside the classroom. Also, teachers could invite students to challenge other students and see who gets more points.

CHAPTER 4. CONCLUSIONS

Researchers provided authentic information from recent studies that demonstrated how Universities are using educational applications and technology to motivate students to improve their English pronunciation.

Besides that, this study provided valuable information for teachers of the Foreign Language Department in order to be updated and see how they can use educational apps to facilitate the learning process of students to learn new vocabulary, to practice and acquire correct English pronunciation.

It is important to mention that even though the majority of teachers are acquainted with smartphones, they can be a challenge for some of them because they don't know how to use them appropriately without being a distraction for the class. It is time that the perspective of teachers and students can change about the use of smartphones, so they can see that educational apps are good tools for student's learning and not a threat for the class due to the following benefits:

1. Mobile devices help students' motivation in the classroom.
2. They make the learning process more interesting and enjoyable.
3. They help improve the skills of the learners positively.
4. Not only that, but they increase students attention.
5. Furthermore, they show students to learn effectively, the right pronunciation.

|

CHAPTER 5. RECOMMENDATIONS

The first recommendation is mainly directed to the Foreign Languages Department. Researchers propose to the coordinator of the major, to develop a short training program for teachers to inform about the different educational applications that can be used in the classroom in order to create innovative learning.

All students from the major should be informed about the different educational applications that can help them to improve their English pronunciation. All the apps mentioned in this study are free and some of them can be used without internet connection, so this allows students to practice in an economical way.

Foreign Languages Department should provide an update of the information related to the apps that professors could use with their students in order to practice English pronunciation and motivate students learning.

REFERENCES

A

1. Ababneh, Sana (January 2017) Using Mobile Phones in Learning English: The Case of Jordan. Article in Journal of Education and Human Development .2018. pp. 120-128

C

2. Cavus, Nadire(2016) Development of an intelligent mobile application for teaching English pronunciation, Procedia Computer science, pp. 365-369

D

3. DABIC, Snezana, 2013. To teach or not to teach: Pronunciation challenge in ESL. *Retrieved on.* 2013.
4. Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research based approach. *TESOL Quarterly*, 39(3), 379- 397.

G

5. GILAKJANI, Abbas Pourhossein, 2011. A study on the situation of pronunciation instruction in ESL/EFL classrooms. *Journal of Studies in Education*. 2011. Vol. 1, no. 1, p. 1–15.

H

6. Haryadi Satya & Aprianoto Aprianoto (2020) Integrating “English Pronunciation” App Into Pronunciation Teaching: How It Affects Students’ Participation And Learning, Vol. 8 JO - Journal of Languages and Language Teaching.

L

7. Li, K. C., Lee, L. Y.-K., Wong, S.-L., Yau, I. S.-Y., & Wong, B. T.-M. (2018). Effects of mobile apps for nursing students: learning motivation, social interaction and study performance. *Open Learning: The Journal of Open, Distance and e-Learning*, 33(2), 99-114.

M

8. M.Kalaiarasan M.A., M.A., M.Phil., Dr.G.Somasundaram, M.A., M.Phil., Ph.D. (2013) The Use of Mobile Phones in Improving English Pronunciation. A Quarterly Online Journal for Teachers of English VOLUME. III, ISSN 2231-4431, July - September 2013

S

9. SARAN, Murat, SEFEROGLU, Golge and CAGILTAY, Kursat, 2009. Mobile assisted language learning: English pronunciation at learners' fingertips. *Eurasian Journal of Educational Research (EJER)*. 2009. No. 34.
10. Shahida Naz, Memona Rasheed, Tahir Rasheed (2019) The Role of Smartphones in Learning English: A Study of Learners' Perspectives. *Research in Humanities*. March 7-9 2019.

V

11. Vázquez Cano, E. (2014). Mobile distance learning with smartphones and apps in higher education. *Educational Sciences: Theory and Practice*, 14(4), 1505 - 1520. Retrieved from JOLLT Journal of Languages and Language Teaching, April 2020. Vol.8, No.2, 202

WEB REFERENCES

B

Basic Steps on the research process(2018) Retrieved from
<https://nhcc.edu/student-resources/library/doinglibraryresearch/basic-steps-in-the-research-process>

D

Documentary Research Method. (2015) Retrieved from
<https://instr.iastate.libguides.com/c.php?g=49332&p=318070>

Documentary Research Method. (2005) Retrieved from
<https://www.questionpro.com/blog/documentary-research/>

F

Florez, M. C. (1998). Improving adult ESL learners' pronunciation skills. ERIC Digest.
Retrieved December 12, 2005, from [www.cal.org/caela/digests/ Pronun.html](http://www.cal.org/caela/digests/Pronun.html).