



Intelligibility of English Vocabulary for Young Learners in EFL Context: Digital Book Vs Printed Book on Listening and Pronunciation Skills

Suhartawan Budianto^{1(*)}, Nur Sayidah², Sucipto³, Nurul Qomariah⁴, Anjangsari Khaida Asaro⁵, Wahyu Fajar Setiawan⁶

¹English Department, Faculty of Letters, Dr. Soetomo University, Surabaya, Indonesia

^{2,4,5}Accounting Department, Faculty of Economics and Business, Dr. Soetomo University, Surabaya, Indonesia

³Education Technology Department, Faculty of Education, Dr. Soetomo University, Surabaya, Indonesia

⁶Informatics Engineering Department, Faculty of Engineering, Dr. Soetomo University, Surabaya, Indonesia

Abstract

Received: : November 19, 2023
Revised: : February 1, 2024
Accepted: : March 22, 2024

This study explores young learners' intelligibility of English vocabulary for young learners in the EFL (English as a Foreign Language) context using Digital Books vs Printed Books which focus on listening and pronunciation skills. The intelligibility was measured from listening tests. The research is an experimental study with a pretest–posttest control group design. Sixty-one out of 156 elementary level from grade 4th were taken randomly thirty students belonged to the control group while another thirty belonged to the experimental group. This study applied the Mann-Whitney Test. The result showed that young learners with digital books outperformed listening and pronunciation for young learners in the EFL context. In short, digital books with listening and pronunciation are very beneficial for young learners in acquiring EFL vocabulary.

Keywords:

Intelligibility, Vocabulary, Young Learners, EFL

(*) Corresponding Author:

suhartawan.budianto@unitomo.ac.id

How to Cite: Budianto, S., Nur Sayidah, Sucipto, Nurul Qomariah, Anjangsari Khaida Asaro, & Wahyu Fajar Setiawan. (2024). Intelligibility of English Vocabulary for Young Learners in EFL Context: Digital Book Vs Printed Book on Listening and Pronunciation Skills. *JTP - Jurnal Teknologi Pendidikan*, 26(1), 22-31. <https://doi.org/10.21009/jtp.v26i1.40202>

INTRODUCTION

Numerous study of English vocabulary has attracted many researchers to find out the best practice in both in EFL and ESL context (Abdullah, 2020; Boyinbode, 2018; Dakhi & Fitria, 2019; Elaish, Ghani, et al., 2019; Elaish, Shuib, et al., 2019; Fithriani, 2021; Hadj Said et al., 2018; Kacetl & Klímová, 2019; Klimova, 2019; Klimova & Polakova, 2020; Kohnke, 2020; Kohnke et al., 2019; Makoe & Shandu, 28; Nicolaidou et al., 2021; Putri, 2022; Sari & Aminatun, 2021; Sayakhan & Bradley, 2019; Sooryah & Soundarya, 2020; Statti & Villegas, 2020; Taghizadeh & Hasani Yourdshahi, 2020; Teng, 2020; Yang et al., 2020). Sadly, a little attention is concerned to young learners' vocabulary (Budianto et al., 2022b, 2022a; C. M. Chen, Chen, et al., 2019, 2019; C. M. Chen, Liu, et al., 2019; R. W. Chen & Chan, 2019; Elyas & Al-Bogami, 2019; Larson et al., 2020; Leong et al., 2019; Novanti & Suprayogi, 2021; Puimege & Peters, 2019; Song & Ma, 2021; Vartiainen et al., 2020).

EFL young learners acquire new vocabulary by listening and watching NOT writing or even reading. Unlike adult learners, young learners prefer pictures audiovisuals like to



study new vocabulary and like flashcards (R. W. Chen & Chan, 2019), digital story-telling (Leong et al., 2019), iPad tablet (Elyas & Al-Bogami, 2019), and the newest one; Artificial Intelligence (Vartiainen et al., 2020). Sometimes, Young learners even don't know how to write the word but they can recognize it.

It can be inferred that having sufficient vocabulary depends on how well EFL young learners' listening skills (Al-Shamsi et al., 2020; Aldukhayel, 2021; Bourdeaud'hui et al., 2021; Dung, 2021; Ghanbari & Hashemian, 2014; Ghonivita et al., 2021; Listiani et al., 2021; Syafii et al., 2020; Tan et al., 2020; Thi & Nhat, 2021; Tsang, 2022; Wah, 2019). Various techniques and methods have been applied to examine the appropriate ones in teaching listening for young learners. The results of previous studies report that most techniques and methods used are very effective to assist the young learners' listening skill (Dung, 2021; Ghanbari & Hashemian, 2014; Listiani et al., 2021; Tan et al., 2020). Few weaknesses relating to listening are also found like anxiety (Kormos et al., 2020; Wah, 2019), and motivation (Bourdeaud'hui et al., 2021; Tan et al., 2020). Listening new vocabulary for EFL young learners deals with how to pronounce the word correctly. Previous studies also claim pronunciation is one of prominent roles in acquiring vocabulary (Aratusa, 2019; Candan, 2020; Cox et al., 2019; Febrianto, 2021; GHOUNANE, 2019; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Pennington & Rogerson-Revell, 2019; Playsted & Burri, 2021; Reid & Debnarova, 2020; Vančová, 2019).

A few teachers and learners may argue that pronunciation is a trivial matter in learning a language but not for young learners. EFL university students state that as long as the pronunciation is intelligible, it can be said it is good (Candan, 2020). In fact, pronunciation is not easy not only for young learners (Asmaradhani et al., 2019; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Yürük, 2020), but also for university students (Candan, 2020; GHOUNANE, 2019; Zafary, 2021), English teachers (Astina, 2020; Bai & Yuan, 2019; Cox et al., 2019; Febrianto, 2021; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020). A little attention for teaching pronunciation leads misinterpretation in comprehending a word. The main goal of foreign language learning is to be a native-like.

Young learners don't need to be good at writing at the beginning of acquiring language. They are supposed to have adequate listening skills which leads to improve their speaking ones (Kormos et al., 2020), metacognitive (Bourdeaud'hui et al., 2021; Kormos et al., 2020), and pronunciation (Tsang, 2022).

Previous studies of learning vocabulary sadly haven't applied the long-term effect how young learners retain new word they learn. Only few studies concern the long-term effect (Leong et al., 2019; Novanti & Suprayogi, 2021; Puimege & Peters, 2019; Song & Ma, 2021) while others have focused on the short term effect has become the focus from the recent studies to examine the effectiveness of learning vocabulary (Budianto et al., 2022b, 2022a; C. M. Chen, Chen, et al., 2019, 2019; C. M. Chen, Liu, et al., 2019; R. W. Chen & Chan, 2019; Elaish, Ghani, et al., 2019; Elaish, Shuib, et al., 2019; Elyas & Al-Bogami, 2019; Putri, 2022).

The vocabulary mastery of the EYL can be measured from two indicators; visual (Budianto et al., 2022b, 2022a; C. M. Chen, Chen, et al., 2019, 2019; C. M. Chen, Liu, et al., 2019; R. W. Chen & Chan, 2019; Elaish, Ghani, et al., 2019; Elaish, Shuib, et al., 2019; Leong et al., 2019; Makoe & Shandu, 2018; Nicolaidou et al., 2021; Novanti & Suprayogi, 2021; Putri, 2022), and sound where is usually dealing with pronunciation (Agarwal & Chakraborty, 2019; Alkhaldeh & Khasawneh, 2021; Aratusa, 2019; Kissová, 2020; Kralova & Kucerka, 2019; Mahdi & Khateeb, 2019; Najeh & Khafajy, 2019; Saldiraner & Cinkara, 2021; Shanmugavelu & RK Sundaram, 2020)

English teacher has a very crucial role in developing students' speaking. One of the elements of speaking is pronunciation. In the EFL context, the teacher quality has to get

careful attention. Moreover, a study showed that EYL's parents suggest to emphasizing on native-like pronunciation from English teachers (Bozsó & Nagy, 2018). Through the previous studies of teachers' and students' pronunciation have indicated some factors which affect the pronunciation quality as so-called RP (received pronunciation) like institutional sociocultural context (Bozsó & Nagy, 2018), motivation (Aratusa, 2019; Astina, 2020; Reid & Debnarova, 2020), error correction (Couper, 2019; Febrianto, 2021; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Quoc et al., 2021; Reid & Debnarova, 2020). In short, English teachers have a crucial role to better students pronunciation since a teacher with a good theoretical background can raise students awareness and performance in pronunciation (Vančová, 2019).

Consequently, teaching English vocabulary is mispronouncing words may lead to misinterpretation for EYL. Later, it leads young learners' vocabulary improvement. This research focused on students listening skills through visual (pictures) and audio (listening of word's pronunciation). The aim of this study was to find whether visual (pictures) and audio are beneficial for young learners listening skills in EFL context.

METHODS

This research used experimental study with pretest–posttest control group design. Sixty one out of 156 elementary level from grade 4th were taken randomly which thirty students belonged to the control group while another thirty belonged to the experimental group. The pre-test was given to ensure the homogeneity among the sample. This research used True Experimental Design so that the researcher was able to control all external variables that influence the ongoing experiment in a hope that the research design implementation had high quality. Post-test was conducted to find out whether there are significant differences between the two groups (with and without audiovisual vocabulary) or not. After the treatment group had received vocabulary teaching using audiovisual vocabulary as learning media, the posttest was a listening test. In the post-test, students were given 25 questions using quizzes application from the listening test.

RESULTS & DISCUSSION

The test of normality revealed that the p-value of the use of digital book is 0.00 which is less than 0.05 and the p-value of the use of printed book was also 0.02 which is less than 0.05. Therefore, it can be stated that the data was not normally distributed. To find whether the use of digital book and printed book are significantly different, the Mann Whitney test was applied.

Table 1. Test of Normality on Post -Tets

Score	Method	N	KS	P-Value	Distribution
Total	Digital Book	31	0,245	0,000	Not normal
	Printed Book	30	0,174	0,021	Not normal

To compare the effect of the use of digital book and printed one, the Mann Whitney Test was performed on post-test. The results of the computation showed p-value is 0.00 which is less than 0.05, so it indicates that there is a significant difference between the use of digital book and printed book where the median score of the use of digital book (88) is higher than printed book (74). This also shows that the students taught by use of

digital book have a better listening and pronunciation skills than taught by printed book without listening and pronunciation materials.

Table 2. Mann Whitney Test on Post-Test

Method	N	Median
Digital Book	31	88
Printed Book	30	74

W = 673.000

P-Value = 0,00

The results of this study derived from post-test by using vocabulary tests conclude that the use of digital book with listening and pronunciation is significant. The result is in line with the previous studies saying that young learners prefer pictures audiovisuals like to study new vocabulary and like flashcards (R. W. Chen & Chan, 2019), digital storytelling (Leong et al., 2019), iPad tablets (Elyas & Al-Bogami, 2019), and the newest one; Artificial Intelligence (Vartiainen et al., 2020). Sometimes, young learners even don't know how to write the word but they can recognize it. However, the use of flashcards and other media frequently performs the two pieces of information like pictures and their names simultaneously in the EFL context. Surely, it is contradictory to the concepts of this study where EFL young learners acquire new vocabulary by listening and watching NOT writing or even reading (Budianto et al., 2022b, 2022a). The most important target in teaching vocabulary for EFL young learners is that they can recognize the vocabulary. It can be conducted by two sensory details; seeing and hearing.

Hearing is similar to listening skills in learning language. Relating to listening skills, this study shows definitely that listening has a crucial role in helping students understand new vocabulary. A similar finding reports that having sufficient vocabulary depends on how well EFL young learners' listening skills (Al-Shamsi et al., 2020; Aldukhayel, 2021; Bourdeaud'hui et al., 2021; Dung, 2021; Ghanbari & Hashemian, 2014; Ghonivita et al., 2021; Listiani et al., 2021; Syafii et al., 2020; Tan et al., 2020; Thi & Nhat, 2021; Tsang, 2022; Wah, 2019). Moreover, the results of previous studies report that most techniques and methods used are very effective in assisting young learners' listening skills (Dung, 2021; Ghanbari & Hashemian, 2014; Listiani et al., 2021; Tan et al., 2020). However, a few weaknesses relating to listening are also found like anxiety (Kormos et al., 2020; Wah, 2019), and motivation (Bourdeaud'hui et al., 2021; Tan et al., 2020). The weaknesses of young learners listening skills reported by the previous studies were caused probably classical ways to present the vocabulary lesson like uncolorful pictures and no audio to show the way to pronounce correctly. EFL young learners' listening skills influences their pronunciation abilities. Most EFL young learners have got incorrect pronunciation when learning vocabulary.

Correct pronunciation is the main fundamental in learning pronunciation for young learners. The result of this study also in accordance with the previous studies reporting that pronunciation is one of prominent roles in acquiring vocabulary (Aratusa, 2019; Candan, 2020; Cox et al., 2019; Febrianto, 2021; GHOUNANE, 2019; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Pennington & Rogerson-Revell, 2019; Playsted & Burri, 2021; Reid & Debnarova, 2020; Vančová, 2019). Unfortunately, pronunciation is assumed as a trivial matter in acquiring new vocabulary in EFL. Consequently, EFL teachers have to be aware of it. In short, listening new vocabulary for EFL young learners deals with how to pronounce the word correctly for searching long-term effects and having a standard English dealing RP (received pronunciation). One of the reasons why English pronunciation is not easy is that some English phonemes are not found in EFL young learners' native language.

Indonesian young learners of English are not familiar with phonemes such /θ/, /ð/, /ʃ/, /dʒ/, /ʒ/, and /ʒ/.

In fact, previous studies claim pronunciation is not easy not only for young learners (Asmaradhani et al., 2019; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Yürük, 2020). It is in agreement with the finding of the study where pronunciation skills are correlated to listening skills of a young learners in acquiring vocabulary. It means when a student has a difficulty in listening, he also has a problem in pronunciation in EFL. It happens since the way student pronounce a word is not like what it should be pronounced.

In addition, what found in the study match the previous finding saying that the vocabulary mastery of the EYL can be measured from two indicators; visual (Budianto et al., 2022b, 2022a; C. M. Chen, Chen, et al., 2019, 2019; C. M. Chen, Liu, et al., 2019; R. W. Chen & Chan, 2019; Elaish, Ghani, et al., 2019; Elaish, Shuib, et al., 2019; Leong et al., 2019; Makoe & Shandu, 2018; Nicolaidou et al., 2021; Novanti & Suprayogi, 2021; utri, 2022), and sound where is usually dealing with pronunciation (Agarwal & Chakraborty, 2019; Alkhalid & Khasawneh, 2021; Aratusa, 2019; Kissová, 2020; Kralova & Kucerka, 2019; Mahdi & Khateeb, 2019; Najeh & Khafaji, 2019; Saldraner & Cinkara, 2021; Shanmugavelu & RK Sundaram, 2020).

Shortly, teaching vocabulary should concern aspects such as visual and audio ones. The visual methods are showing interesting colorful pictures which attract young learners. Furthermore, it also has to be supported by the correct way to pronounce the words. English teachers have a crucial role to better students pronunciation since a teacher with a good theoretical background can raise students awareness and performance in pronunciation (Vančová, 2019). Finally, teaching English vocabulary is mispronouncing words may lead to misinterpretation for EYL. Later, it leads young learners' vocabulary improvement and becomes the obstacles in students listening and speaking.

CONCLUSION

Teaching English vocabulary for EFL young learners should focus on two prominent aspects; visual and audio where visual represented by the pictures while audio represented by listening and pronunciation to measure young learners' intelligibility. To show a new vocabulary in EFL context, young learners should be taught how the word is pronounced correctly through listening NOT by showing the spelling of the word. When, the young learners have recognized the new vocabulary and the way how to pronounce it, the spelling of the word can be taught. Having a good listening and pronunciation skills would not lead the misinterpretation of the word's meaning in students' speaking and writing ability in the future. Consequently, the presence of digital book with listening and pronunciation are very beneficial for young learners in acquiring EFL vocabulary.

ACKNOWLEDGEMENT

We would like to thank the Directorate of Research and Community Service, Directorate General of Research and Development Strengthening, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, which has provided research funding for the 2023 fiscal year in the Fundamental Research Scheme for Higher Education Excellence in accordance with Contract Number 0162/E5.4/DT.05.00/2023 dated 6th March 2023, between the Directorate of Research and Community Service and Regional VII Higher Education Service Institutions and the 2022 Multi-Year Research

Contract between Region VII Higher Education Service Institutions and Higher Education Leaders Number 077/E5/PG.02.00.PL/2023 dated 12th April 2023 and Contract between Higher Education and researcher Number Lemlit. 117C/B.1.03/V/2023 dated 15th May 2023.

REFERENCENCES

- Abdullah, A. (2020). EFL learners' experience of a MALL-based vocabulary learning tool. *Indonesian Journal of Applied Linguistics*, 10(2), 283–291. <https://doi.org/10.17509/ijal.v10i2.28590>
- Agarwal, C., & Chakraborty, P. (2019). A review of tools and techniques for computer aided pronunciation training (CAPT) in English. *Education and Information Technologies*, 24(6), 3731–3743. <https://doi.org/10.1007/s10639-019-09955-7>
- Al-Shamsi, A., Al-Mekhlafi, A. M., Busaidi, S. Al, & Hilal, M. M. (2020). The effects of mobile learning on listening comprehension skills and attitudes of omani EFL adult learners. *International Journal of Learning, Teaching and Educational Research*, 19(8), 16–39. <https://doi.org/10.26803/IJLTER.19.8.2>
- Aldukhayel, D. (2021). Vlogs in L2 listening: EFL learners' and teachers' perceptions. *Computer Assisted Language Learning*, 34(8), 1085–1104. <https://doi.org/10.1080/09588221.2019.1658608>
- Alkhalwaldeh, M. A., & Khasawneh, M. A. S. (2021). The Training Program Effectiveness to Improve English Pronunciation for Students with Hearing Impairments in the Elementary Level. *Journal La Sociale*, 2(5), 1–11. <https://doi.org/10.37899/journal-la-sociale.v2i5.401>
- Aratusa, Z. C. (2019). Using Accent Reduction Software to Improve English Beginners' Pronunciation. 188(Eltl 2018), 112–116. <https://doi.org/10.2991/eltl-18.2019.23>
- Asmaradhani, A. I., Evendi, R., Mursid, A., & Gani, R. A. (2019). Fixing Students' Pronunciation Using Songs. *Journal of Languages and Language Teaching*, 6(2), 77. <https://doi.org/10.33394/jollt.v6i2.1258>
- Astina, N. A. (2020). THE ANALYSIS OF TEACHING ENGLISH PRONUNCIATION Inspiring : English Education Journal. *Inspiring : English Education Journal*, 3(1), 1–16.
- Bai, B., & Yuan, R. (2019). EFL teachers' beliefs and practices about pronunciation teaching. *ELT Journal*, 73(2), 134–143. <https://doi.org/10.1093/elt/ccy040>
- Boyinbode, O. (2018). Development of a gamification based english vocabulary mobile learning system. *International Journal of Computer Science and Mobile Computing*, 7(8), 183–191. https://www.academia.edu/37339456/Development_of_a_Gamification_Based_English_Vocabulary_Mobile_Learning_System
- Bozsó, R., & Nagy, J. (2018). A Study of Parental Attitudes to Teacher Pronunciation in Very Early English. *Acta Universitatis Sapientiae, Philologica*, 10(2), 21–39. <https://doi.org/10.2478/ausp-2018-0011>
- Budianto, S., Sayidah, N., Sucipto, & Mustofa, A. (2022a). Teachers' and Students' Perception on Acquiring English Vocabulary for Young Learners Using Mobile Apps in EFL Context. *World Journal of English Language*, 12(8), 402–409. <https://doi.org/10.5430/wjel.v12n8p402>
- Budianto, S., Sayidah, N., Sucipto, S., & Mustofa, A. (2022b). Young Learners Preferences on Using Games and Songs for Learning English in EFL Context. *Education Quarterly Reviews*, 5(4), 90–95. <https://doi.org/10.31014/aior.1993.05.04.574>
- Candan, K. (2020). Cracow International School , Poland. *Journal of English as an*

- International Language*, V15 N2 P119-144 Dec 2020, 15(2), 119–144. <https://files.eric.ed.gov/fulltext/EJ1282861.pdf>
- Chen, C. M., Chen, L. C., & Yang, S. M. (2019). An English vocabulary learning app with self-regulated learning mechanism to improve learning performance and motivation. *Computer Assisted Language Learning*, 32(3), 237–260. <https://doi.org/10.1080/09588221.2018.1485708>
- Chen, C. M., Liu, H., & Huang, H. Bin. (2019). Effects of a mobile game-based English vocabulary learning app on learners' perceptions and learning performance: A case study of Taiwanese EFL learners. *ReCALL*, 31(2), 170–188. <https://doi.org/10.1017/S0958344018000228>
- Chen, R. W., & Chan, K. K. (2019). Using Augmented Reality Flashcards to Learn Vocabulary in Early Childhood Education. *Journal of Educational Computing Research*, 57(7), 1812–1831. <https://doi.org/10.1177/0735633119854028>
- Couper, G. (2019). Teachers' cognitions of corrective feedback on pronunciation: Their beliefs, perceptions and practices. *System*, 84, 41–52. <https://doi.org/10.1016/j.system.2019.04.003>
- Cox, J. L., Henrichsen, L. E., Tanner, M. W., & McMurry, B. L. (2019). The needs analysis, design, development, and evaluation of the english pronunciation guide: An ESL teachers' guide to pronunciation teaching using online resources. *Tesl-Ej*, 22(4), 1–24.
- Dakhi, S., & Fitria, T. N. (2019). The Principles and the Teaching of English Vocabulary: A Review. *JET (Journal of English Teaching)*, 5(1), 15. <https://doi.org/10.33541/jet.v5i1.956>
- Dung, P. T. T. (2021). The effects of audiovisual media on students' listening skill. *International Journal of TESOL & Education*, 1(1), 13–21.
- Elaish, M. M., Ghani, N. A., Shuib, L., & Al-Haiqi, A. (2019). Development of a Mobile Game Application to Boost Students' Motivation in Learning English Vocabulary. *IEEE Access*, 7, 13326–13337. <https://doi.org/10.1109/ACCESS.2019.2891504>
- Elaish, M. M., Shuib, L., Ghani, N. A., & Yadegaridehkordi, E. (2019). Mobile English Language Learning (MELL): a literature review. *Educational Review*, 71(2), 257–276. <https://doi.org/10.1080/00131911.2017.1382445>
- Elyas, T., & Al-Bogami, B. (2019). The Role of the iPad as Instructional Tool in Optimizing Young Learners' Achievement in EFL Classes in the Saudi Context. *Arab World English Journal*, 1(1), 144–162. <https://doi.org/10.24093/awej/elt1.11>
- Febrianto, D. (2021). Analyzing Elementary English Teachers' Pronunciation Errors: Are We Intelligible? *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 1526–1538. <https://doi.org/10.35445/alishlah.v13i3.814>
- Fithriani, R. (2021). The utilization of mobile-assisted gamification for vocabulary learning: Its efficacy and perceived benefits. *Call-Ej*, 22(3), 146–163.
- Ghanbari, F., & Hashemian, M. (2014). The effects of English songs on young learners' listening comprehension and pronunciation. *International Journal of Language Learning and Applied Linguistics World*, 6(3), 367–375.
- Ghonivita, Y., Pahamzah, J., & Wijayanti, M. A. (2021). Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning. *Jelts*, 4(1), 10–21.
- GHOUNANE, N. (2019). The Attitudes of Second Year EFL Students at Dr Moulay Tahar University towards Learning English Pronunciation through Mobile Assisted Language. *Arab World English Journal*, 5, 110–123. <https://doi.org/10.24093/awej/call5.9>
- Gilakjani, A. P., Sheikhy, R., Montashery, I., & Alizadeh, M. (2019). A mixed method study of teachers' attitudes towards computer pronunciation software in teaching

- English pronunciation. *International Journal of Instruction*, 12(1), 821–840. <https://doi.org/10.29333/iji.2019.12153a>
- Gilakjani, P., Journal, I., Education, E., & Published, O. A. (2020). *Abbas Pourhosein Gilakjani 1 **, *Ehsan Namaziandost 2*, & *Meisam Ziafar 3*. May, 103–123.
- Hadj Said, M., Goui, D., & Al-Jamal, D. A. (2018). Students' Perceptions Of Their Native And Non-Native Teachers' Effect On Their Oral Fluency: EFL Context As An Example. *□□□□□*, July, 117. <https://doi.org/10.35156/1174-000-030-044>
- Kacetyl, J., & Klímová, B. (2019). Use of smartphone applications in english language learning—A challenge for foreign language education. *Education Sciences*, 9(3), 1–9. <https://doi.org/10.3390/educsci9030179>
- Klimova, B. (2019). Impact of mobile learning on students' achievement results. *Education Sciences*, 9(2). <https://doi.org/10.3390/educsci9020090>
- Klimova, B., & Polakova, P. (2020). Students' perceptions of an EFL vocabulary learning mobile application. *Education Sciences*, 10(2). <https://doi.org/10.3390/educsci10020037>
- Kohnke, L. (2020). Exploring learner perception, experience and motivation of using a mobile app in L2 vocabulary acquisition. *International Journal of Computer-Assisted Language Learning and Teaching*, 10(1), 15–26. <https://doi.org/10.4018/IJCALLT.2020010102>
- Kohnke, L., Zhang, R., & Zou, D. (2019). Using mobile vocabulary learning apps as aids to knowledge retention: Business vocabulary acquisition. *Journal of Asia TEFL*, 16(2), 683–690. <https://doi.org/10.18823/asiatefl.2019.16.2.16.683>
- Kormos, J., Brunfaut, T., & Michel, M. (2020). Motivational Factors in Computer-administered Integrated Skills Tasks: A Study of Young Learners. *Language Assessment Quarterly*, 17(1), 43–59. <https://doi.org/10.1080/15434303.2019.1664551>
- Kralova, Z., & Kucerka, M. (2019). The content analysis of english textbooks for primary schools - teaching pronunciation. *Elementary Education Online*, 18(2), 472–481. <https://doi.org/10.17051/ilkonline.2019.561889>
- Larson, A. L., Cycyk, L. M., Carta, J. J., Hammer, C. S., Baralt, M., Uchikoshi, Y., An, Z. G., & Wood, C. (2020). A systematic review of language-focused interventions for young children from culturally and linguistically diverse backgrounds. *Early Childhood Research Quarterly*, 50, 157–178. <https://doi.org/10.1016/j.ecresq.2019.06.001>
- Leong, A. C. H., Abidin, M. J. Z., & Saibon, J. (2019). Learners' Perceptions of the Impact of Using Digital Storytelling on Vocabulary Learning. *Teaching English with Technology*, 19(4), 3–26.
- Listiani, N. K. M., Suwastini, N. K. A., Dantes, G. R., Adnyani, N. L. P. S., & Jayantin, I. G. A. S. R. (2021). YouTube as Digital Learning Resources for Teaching Bilingual Young Learners. *Proceedings of the 2nd International Conference on Technology and Educational Science (ICTES 2020)*, 540(Ictes 2020), 156–162. <https://doi.org/10.2991/assehr.k.210407.230>
- Mahdi, H. S., & Khateeb, A. A. Al. (2019). The effectiveness of computer-assisted pronunciation training: A meta-analysis. *Review of Education*, 7(3), 733–753. <https://doi.org/10.1002/REV3.3165>
- Makoe, M., & Shandu, T. (2018). Developing a mobile app for learning english vocabulary in an open distance learning context. *International Review of Research in Open and Distance Learning*, 19(4), 208–221. <https://doi.org/10.19173/irrodl.v19i4.3746>
- Najeh, N., & Khafajy, S. (2019). *PROGRAM FOR DEVELOPING ENGLISH PRONUNCIATION*. 8(2).
- Nicolaidou, I., Pissas, P., & Boglou, D. (2021). Comparing immersive Virtual Reality to

- mobile applications in foreign language learning in higher education: a quasi-experiment. *Interactive Learning Environments*, 0(0), 1–15. <https://doi.org/10.1080/10494820.2020.1870504>
- Novanti, E. A., & Suprayogi, S. (2021). Webtoons Potentials To Enhance Efl Students Vocabulary. *Journal of Research on Language Education*, 2(2), 83. <https://doi.org/10.33365/jorle.v2i2.1311>
- Pennington, M. C., & Rogerson-Revell, P. (2019). English Pronunciation Teaching and Research. In *English Pronunciation Teaching and Research*. <https://doi.org/10.1057/978-1-137-47677-7>
- Playsted, S., & Burri, M. (2021). *approach to teaching pronunciation*.
- Puimege, E., & Peters, E. (2019). Running head: VOCABULARY KNOWLEDGE PRIOR TO FORMAL INSTRUCTION I Learners' English Vocabulary Knowledge Prior to Formal Instruction: The Role of Learner-related and Word-related Factors Eva Puimège. *A Journal of Research in Language Studies*, 1–45.
- Putri, E. (2022). An Impact Of The Use Instagram Application Towards Students Vocabulary. *Pustakailmu.Id*, 2(2), 1–10.
- Quoc, I.-I. ; C. | X., Thanh, T. X., Dang, V. Q., Mai, T. D. M., & Nguyen, N. D. N. (2021). Teachers' perspectives and Practices in Teaching English Pronunciation at Menglish Center. *International Journal of TESOL & Education*, 1(2), 158–175. <http://eoi.citefactor.org/10.11250/ijte.01.02.009>.
- Reid, E., & Debnarova, M. (2020). Focus on teaching pronunciation at primary schools in Slovakia. *Elementary Education Online*, 19(3), 1740–1750. <https://doi.org/10.17051/ilkonline.2020.734971>
- Saldıraner, G., & Cinkara, E. (2021). Using Songs in Teaching Pronunciation to Young EFL Learners. *Pasaa*, 62(December), 119–141.
- Sari, S. N., & Aminatun, D. (2021). Students' Perception on the Use of English Movies To Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 2(1), 16–22. <https://doi.org/10.33365/jeltl.v2i1.757>
- Sayakhan, N. I., & Bradley, D. H. (2019). A Nursery Rhymes as a Vehicle for Teaching English as a Foreign Language. *Journal of University of Raparin*, 6(1), 44–55. [https://doi.org/10.26750/vol\(6\).no\(1\).paper4](https://doi.org/10.26750/vol(6).no(1).paper4)
- Shanmugavelu, G., & RK Sundaram, M. A. (2020). The Effectiveness of Using Language Arts in the English Language Curriculum to Teach Pronunciation and Vocabulary among Year One Students in One Semi Urban School in Malaysia. *Shanlax International Journal of Education*, 8(4), 20–26. <https://doi.org/10.34293/education.v8i4.3249>
- Song, Y., & Ma, Q. (2021). Affordances of a mobile learner-generated tool for pupils' English as a second language vocabulary learning: An ecological perspective. *British Journal of Educational Technology*, 52(2), 858–878. <https://doi.org/10.1111/bjet.13037>
- Sooryah, N., & Soundarya, K. R. (2020). Live Captioning for Live Lectures – An Initiative to Enhance Language Acquisition in Second Language Learners, through Mobile Learning. *Webology*, 17(2), 238–245. <https://doi.org/10.14704/WEB/V17I2/WEB17027>
- Statti, A., & Villegas, S. (2020). The Use of Mobile Learning in Grades K–12: A Literature Review of Current Trends and Practices. *Peabody Journal of Education*, 95(2), 139–147. <https://doi.org/10.1080/0161956X.2020.1745613>
- Syafii, M. L., Kusnawan, W., & Syukroni, A. (2020). Enhancing Listening Skills Using Games. *International Journal on Studies in Education*, 2(2), 78–107. <https://doi.org/10.46328/ijonse.21>
- Taghizadeh, M., & Hasani Yourdshahi, Z. (2020). Integrating technology into young

- learners' classes: language teachers' perceptions. *Computer Assisted Language Learning*, 33(8), 982–1006. <https://doi.org/10.1080/09588221.2019.1618876>
- Tan, C. C., Chen, C. M., & Lee, H. M. (2020). Effectiveness of a digital pen-based learning system with a reward mechanism to improve learners' metacognitive strategies in listening. *Computer Assisted Language Learning*, 33(7), 785–810. <https://doi.org/10.1080/09588221.2019.1591459>
- Teng, F. (2020). The benefits of metacognitive reading strategy awareness instruction for young learners of English as a second language. *Literacy*, 54(1), 29–39. <https://doi.org/10.1111/lit.12181>
- Thi, N., & Nhat, H. (2021). Developing bottom-up listening skills in a Google Classroom based EFL module. *AsiaCALL Online Journal*, 12(3), 47–57. <https://asiacall.info/acoj>
- Tsang, A. (2022). Effects of narrow listening on ESL learners' pronunciation and fluency: An 'MP3 flood' program turning mundane homework into an engaging hobby. *Language Teaching Research*, 26(3), 434–454. <https://doi.org/10.1177/1362168819894487>
- Vančová, H. (2019). Current Issues in Pronunciation Teaching to Non-Native Learners of English. *Journal of Language and Cultural Education*, 7(2), 140–155. <https://doi.org/10.2478/jolace-2019-0015>
- Vartiainen, H., Tedre, M., & Valtonen, T. (2020). Learning machine learning with very young children: Who is teaching whom? *International Journal of Child-Computer Interaction*, 25. <https://doi.org/10.1016/j.ijcci.2020.100182>
- Wah, N. N. (2019). Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies. *International Journal of Trend in Scientific Research and Development*, 3(6), 883–887.
- Yang, F. C. O., Wu, W. C. V., & Wu, Y. J. A. (2020). Using a game-based mobile app to enhance vocabulary acquisition for English language learners. *International Journal of Distance Education Technologies*, 18(3), 1–24. <https://doi.org/10.4018/IJDET.2020070101>
- Yürük, N. (2020). Using Kahoot as a skill improvement technique in pronunciation. *Journal of Language and Linguistic Studies*, 16(1), 137–153. <https://doi.org/10.17263/JLLS.712669>
- Zafary, A. (2021). *Afghan EFL Students' Perceptions of English Pronunciation*. 21(4), 63–80. www.languageinindia.com