

STUDENTS' PERCEPTIONS OF USING INTERNET APPLICATIONS FOR ENGLISH LEARNING AT TAY TRA HIGH SCHOOL

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Abstract: The use of technology in education, especially mobile applications on the Internet, is essential to help students learn English better through self-directed learning when students can use applications on the Internet with electronic devices such as smartphones, laptops, and tablets in their daily learning progress. However, students in Tay Tra High School may encounter difficulties when using internet applications for English learning due to their remote location in Tra Bong, Quang Ngai Province. Therefore, this study examines the use of mobile applications for self-directed English learning among 100 students at Tay Tra High School to explore the students' attitudes and capabilities regarding internet applications for English learning. Data was collected through surveys and practical experiments, utilizing Memrise, an online educational application, to review vocabulary and gather feedback on the student's experience with online learning tools. The findings indicate that despite having internet access, students did not perceive technology as beneficial to their English learning, possibly due to a lack of teacher guidance. However, post-experiment, the majority expressed interest in using online tools to learn independently. The study suggests that applications such as Memrise, Duolingo, Lingo Bee, Elsa Speak, and Quizizz can enhance self-directed English learning. Moreover, proper

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teacher guidance is essential, as teachers play a crucial role as facilitators of digital education. Implications include raising student awareness about the advantages of internet applications for English learning, providing practical guidelines, and utilizing apps like Memrise to support teaching. These measures can help Tay Tra High School students to improve their self-directed English learning and overcome challenges.

Keywords: Students' attitude and capability; MALL (mobile assisted language learning); English self-directed learning; high school, remote area

1. Introduction

Nowadays, English has been more significant in the increasingly interconnected and globalized world. This has motivated Vietnamese to learn English to work with their international counterparts such as the EU, the US, Australia, so the Ministry of Education and Training chose English as the first foreign language to teach in the public school system in 1986 (Hoang, 2018). Although English has become one of the compulsory subjects for Vietnamese students (including Vietnamese, Maths, and English), the output of teaching and learning English has not shown more improvements through the result of English scores in the Vietnamese National High School Exam every year. The information from the Ministry of Education and Training provided that the English exam scores were still lower compared to other subjects, specifically, 63.13% of students scored below 5 in this subject, and the average score for English was 4.58, which was the lowest among all subjects in the 2019 high school graduation exam. (MOET, 2020)

Realizing the seriousness of students' poor results when taking English in the high school graduation exam, the author decided to conduct a study on the capability and the attitude of the students at Tay Tra High School about using the applications on the Internet for

learning English to find an efficient way to help these students learn English better by using the applications on the Internet, then they can have good English scores in taking the national high school graduation exam.

2. Literature Review

2.1. Description of the English self-directed learning

Self-directed learning, also known as autonomous learning or independent learning, refers to the process of acquiring knowledge and skills through individual effort and self-directed study without the immediate presence or guidance of a teacher or instructor. In the context of learning English, self-learning entails taking responsibility for one's language acquisition, setting personal goals, selecting appropriate learning resources, and engaging in self-guided practice and exploration.

Empowerment & Ownership

Self-learning empowers learners by giving them control over their own language learning journey. Holec (1981) emphasized that self-directed learners take ownership of their learning process, setting goals, making decisions, and monitoring their progress. By assuming responsibility for their learning, individuals become more motivated, confident, and proactive in their language acquisition.

Personalization & Autonomy

Self-learning allows learners to personalize their learning experience according to their needs, preferences, and learning styles. Benson (2011) highlighted that self-directed learners can choose materials, methods, and strategies that align with their individual strengths and weaknesses. This autonomy enables learners to focus on specific language skills or areas of interest, enhancing the efficiency and effectiveness of their English learning.

Flexibility & Adaptability

Self-learning provides learners with flexibility in terms of time, pace, and content. Palfreyman and Smith (2003) noted that self-directed learners have the freedom to study at their convenience and adjust their learning schedules to fit their other commitments. Additionally, self-learners can adapt their learning approaches based on their evolving needs and learning progress, making adjustments as necessary to optimize their language acquisition.

Self-regulation & Metacognitive skills

Self-learning fosters the development of self-regulation and metacognitive skills, which are essential for effective language learning. Oxford (2003) highlighted that self-directed learners learn how to set goals, plan their learning strategies, monitor their progress, and evaluate their performance. These metacognitive skills enable learners to reflect on their learning process, identify areas for improvement, and make necessary adjustments to enhance their language proficiency.

Lifelong learning

Self-learning promotes the cultivation of lifelong learning habits and skills. Little (1991) argued that self-directed language learners develop a mindset of continuous improvement, seeking opportunities for language learning beyond formal educational settings. By embracing self-learning, individuals can continue to develop their English language skills long after structured language courses have ended, enabling them to adapt to new linguistic challenges and opportunities throughout their lives.

Empirical studies have demonstrated the effectiveness of self-learning in English language acquisition. For example, Zhang and Xiao (2014) conducted a study with university students and found that

learners who engaged in self-directed learning activities, such as selecting and using online resources, demonstrated greater gains in their English language proficiency compared to those who relied solely on classroom instruction.

In conclusion, self-learning in the context of learning English empowers learners, promotes autonomy, provides flexibility, enhances metacognitive skills, and cultivates a lifelong learning mindset. The theoretical perspectives and empirical evidence support the benefits of self-directed language learning as an effective approach for individuals to acquire and develop their English language skills independently.

Applying the Internet applications to English self-directed learning

Applying mobile applications when learning English autonomously refers to the use of mobile-based software or applications on smartphones or tablets for self-directed language acquisition (Chinnery, 2006; Vurdien, 2020). In this context, learners take charge of their language learning journey and utilize mobile applications as tools to facilitate their English language learning process independently (Kukulska-Hulme & Shield, 2008). These applications offer various features, such as interactive lessons, vocabulary exercises, grammar practice, speaking activities, listening comprehension exercises, language games, and access to authentic language materials (Gitsaki, 2004; Stockwell, 2010).

The use of mobile applications in autonomous English language learning provides several benefits. Firstly, these applications offer accessibility and convenience, allowing learners to learn English anytime and anywhere (Wong & Looi, 2011; Trinder, Guiller, Margaryan, Littlejohn, & Nicol, 2008). Learners can seize learning opportunities during their daily commute, breaks, or spare time, making language learning more flexible and integrated into their daily lives (Sharples, Taylor, & Vavoula, 2005).

Secondly, mobile applications often incorporate interactive features that engage learners actively in the learning process (Burston, 2014; Chai, Koh, & Tsai, 2013). Through interactive exercises, quizzes, gamified elements, and instant feedback mechanisms, learners can practice language skills, receive immediate guidance, and monitor their progress (Rosell-Aguilar, 2018). These interactive features enhance learner motivation, engagement, and retention of language concepts (Chen, Liu, & Hwang, 2015).

Thirdly, mobile applications provide opportunities for personalization in English language learning (Kacetyl, & Klimova, 2019; Shih & Mills, 2007). Learners can customize their learning experience by selecting specific topics, levels, or areas of focus that align with their learning goals and interests (Golonka et al., 2014). Additionally, some applications employ adaptive algorithms that analyze learner performance and provide personalized recommendations, adapting the learning content and challenges to suit the individual's proficiency level and learning pace (Li & Zhang, 2019).

Moreover, mobile applications often integrate multimedia elements such as audio, video, images, and animations to enhance language learning (Kukulska-Hulme, 2012). These multimedia components provide a multimodal learning experience, catering to different learning styles and facilitating comprehension, vocabulary acquisition, and pronunciation skills (Li et al., 2022).

Overall, the use of mobile applications for autonomous English learning empowers learners, offering them flexibility, interactivity, personalization, and multimedia integration (Chen et al., 2009; Sung et al., 2015). By leveraging these tools, learners can take ownership of their language learning journey, accessing resources, practicing skills, and developing their English proficiency independently (Kukulska-Hulme, 2019).

Research questions

By examining the theoretical underpinnings of the benefits of learning English through Internet applications, a substantial understanding was gained. At the same time, the data was collected from the students at Tay Tra High School, which provided insights into their attitudes towards the use of these applications for English language learning and their practical application skills. Despite this preliminary research, there was a clear gap in understanding the broader characteristics of these students' English learning habits, their attitudes towards self-directed English learning via Internet applications, and the identification of methods to enhance their learning.

- *What are school students' English-learning characteristics?*
- *What are school students' attitudes toward self-directed English learning using Internet applications?*
- *What methods can assist school students' English learning using Internet applications?*

The primary focus of this study was to present an overview of the students' attitudes toward using internet applications for English learning at Tay Tra High School. Additionally, the study aimed to explore the correlation between theory and practice by examining the students' experiences before and after engaging with the internet applications. The research also aimed to contribute suggestions that would encourage the use of mobile applications for autonomous English learning among grade 10 students at Tay Tra High School.

3. Methodology

3.1. Research design

The research design of this study encompassed a mixed-method approach that involved the use of survey questionnaires and a practical experiment.

In the first phase of data collection, the study used a survey questionnaire designed to gather in-depth insights into the students' attitudes toward learning English using Internet applications. The questionnaire consisted of 11 structured questions that delved into various aspects of their English learning habits, experiences, and perspectives about the use of technology in learning.

The development of the survey questionnaire was crucial to this study as it gathered data regarding the students' attitudes toward learning English using Internet applications. The questionnaire was carefully structured with 11 questions evaluating the students' habits, experiences, and attitudes toward the use of such applications. The first two questions focused on the duration of their English learning and their current proficiency level. The questionnaire then delved into the self-study habits of the students, asking whether they study English by themselves, their views on the difficulty of self-studying English, and the duration of their self-study sessions. The students were queried about their use of the internet, the devices they use for internet access, and their opinion on the impact of technology on their English learning results. The final set of questions focused specifically on their use of Internet applications for learning English, their interest in improving their English proficiency through these applications, and whether their English teachers had previously guided them to use such applications.

Simultaneously, a practical experiment was administered. This experiment aimed to empirically observe the students' abilities to use internet applications for English self-directed learning. The practical experiment was conducted in two stages. Stage one required the students to use "Memrise", an educational online application, to review vocabulary from their textbook. Stage two involved the distribution of the previously mentioned survey questionnaire.

By integrating both survey questionnaires and practical experiments, this research design allowed for a comprehensive and multifaceted analysis of the student's attitudes, capabilities, and experiences regarding learning English using internet applications.

3.2. Setting and participants

The setting of this research was Tay Tra High School, with the study primarily focused on evaluating the attitudes of students toward using internet applications for English language learning.

The participants in this study were one hundred students from three specific classes: 10C1, 10C2, and 10C3. These students were selected based on their availability and the relevance of the research topic to their academic experiences. Given the focus of the study on English language learning through Internet applications, it was considered appropriate to involve students who are actively engaged in English studies.

3.3. Data collection procedure

The data collection procedure involved survey questionnaires and a practical experiment. The participants, consisting of 100 students from three classes (10C1, 10C2, and 10C3) at Tay Tra High School, received both the survey questionnaires and practical experiment instructions.

In stage 1, the students were instructed to use Memrise, an educational online application, to review the vocabulary from Unit 13 of their Grade 10 textbook. This stage aimed to assess their practical skills and capabilities in using internet applications for self-directed English learning.

After completing the practical experiment, the students proceeded to stage 2, where they were asked to fill in the survey questionnaires. This stage aimed to determine their attitudes and capabilities regarding learning English through Internet applications. The students were encouraged to provide their honest responses to the questionnaire.

Both the survey questionnaires and the practical experiment were administered at the end of May 2022. The practical experiment was conducted with enthusiastic cooperation between the teacher and the

students. This data collection process allowed for a comprehensive understanding of the student's attitudes, perceptions, and experiences concerning the use of Internet applications for learning English.

3.4. Data analysis

For the questionnaires, the data will be analyzed quantitatively. Quantitative analysis will use statistical techniques such as descriptive statistics to summarize the students' responses. This will include measures such as frequencies, percentages and averages to explore patterns and trends in the data. Responses to specific questions, such as attitudes towards the use of Internet applications for learning English and self-learning habits, will be examined to identify prevailing opinions and behaviors.

The researcher will code and categorize the data to gain deeper insights into the students' experiences, attitudes and perceptions in relation to learning English through Internet applications.

4. Results

4.1. School students' English-learning varied characteristics

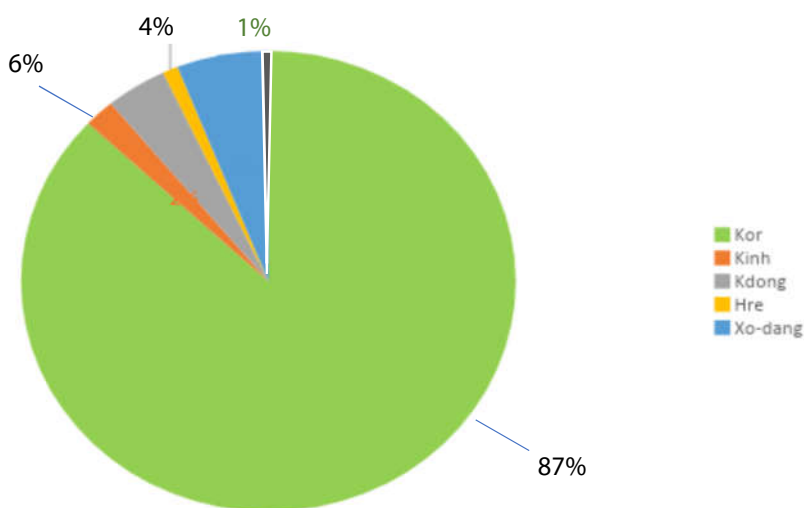


Figure 1. The population of ethnic groups in the survey

According to statistics gathered from student surveys as shown in Figure 1, the majority of students are members of ethnic minorities, including the Kor (87%), Xo-dang (6%), Kdong (4%), and Hre (1%). Since they have to learn Vietnamese in their native tongue and use Vietnamese to study English, this may be one of several factors influencing why the ethnic minority students in the survey struggle to learn English. It is clear that when students do not have effective ways to learn English, using the second language to study the third language will be difficult for them.

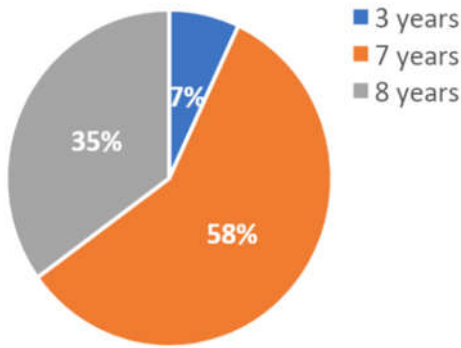


Figure 2: The pupils' time spent learning English in their schools

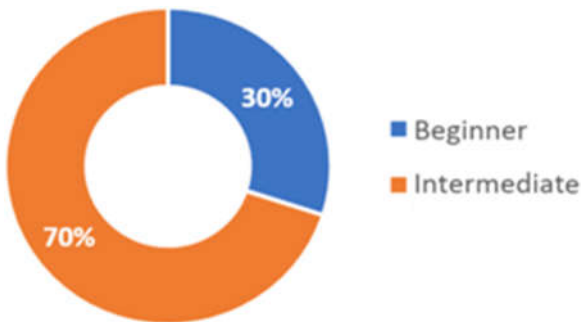


Figure 3: The English proficiency of the surveyed students

Figures 2 and 3 show data that supports the previous opinion, 58% of students study English for eight years, 35% study English for

seven years, and only 7% study English for three years. However, the surveyed students believe that their English proficiency is limited to the beginner and intermediate levels, with no students claiming advanced proficiency.

Secondly, Tay Tra High School students put their efforts into English self-directed learning since 56% of participants in this study learn the language individually compared to 44% who do not. In contrast to 25% of students who believe English self-directed learning is a difficult skill for them and 25% who do not think English self-directed learning is difficult, 50% of students believe that English self-directed learning is normal.

The data showed that the highest number of students spending one hour per day was 34. Only eight pupils learned English for 2 hours a day, compared to 14 students who studied for 3 hours. Turning to scheduled English self-directed learning times per week, 16 students learned English by themselves on one day each week, which was the highest number. Fewer students learned in two days than in the first with 14 students. The number of students who learned in three days was nine. The students learning in four days, six days, and seven days were responsible for 2, 1, and 4. Therefore, the average time spent on English self-directed learning by Tay Tra High School students in the study was 2.7 hours per week.

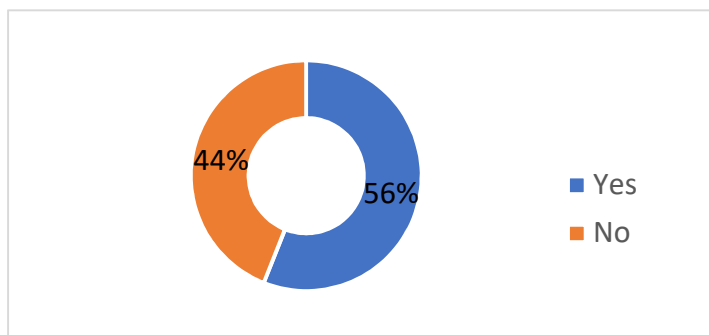


Figure 4: The proportion of Tay Tra high school pupils who are learning English autonomously

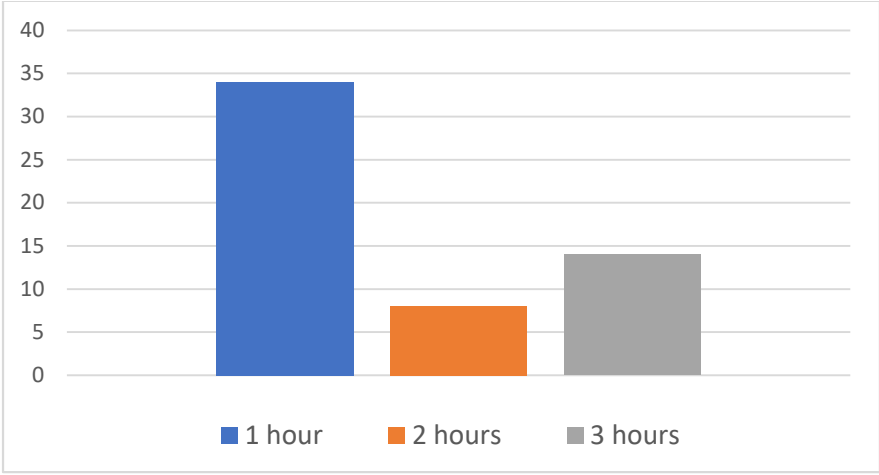


Figure 5: Time for English self-directed learning per a day

According to the study of the National Center for Education Statistics, there are some of the most important findings: “The typical high school student studied for 6.8 hours per week outside of class. High school students arrange their weekly study time into five or more days in 41.9% of cases. Only 5.4% of high school students studied less than once each week.” (NCES, Youth indicators 2011; America’s Youth: Transitions to Adulthood 2011)

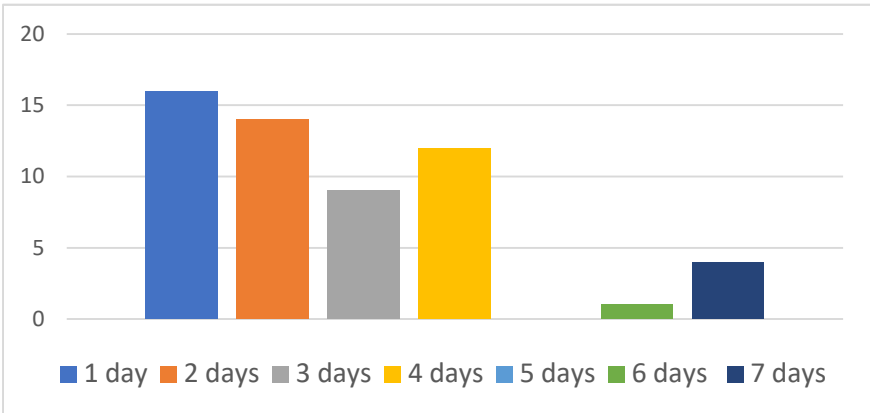


Figure 6: Scheduled English self-directed learning times per week

The figures reveal that the average time for English self-directed learning of Tay Tra High School students in the study was less than the typical high school student in the National Center for Education Statistics research. This reason may explain why the study's participants struggle to learn English. Based on the circumstances, I proposed an effective method for assisting Tay Tra High School students in English self-directed learning through Internet applications.

4.2. School students' positive attitudes toward English self-directed learning using Internet applications

The Internet is used by the vast majority of participants (98 out of 100), with only two students not using it. Despite the fact that Tay Tra High School is located in a remote area of Quang Ngai province, the student's use of the Internet is very high. It has the potential to improve students' ability to use Internet applications for English learning at Tay Tra High School.

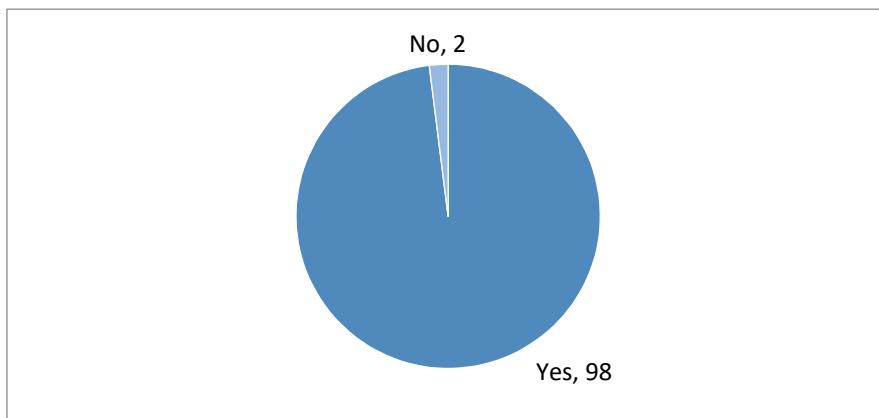


Figure 7: The student's use of the Internet at Tay Tra High School

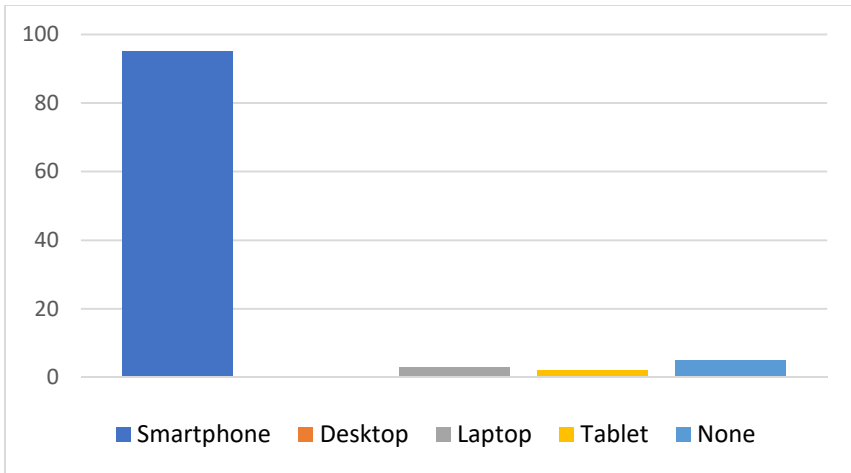


Figure 8: Tay Tra High School students' Internet access devices

The above bar graph depicts that most of the study's participants can access the Internet using smartphones in 95 percent of cases. In these 95 cases, three students also use laptops, and two participants access the Internet by tablets. However, five students do not have Internet access devices.

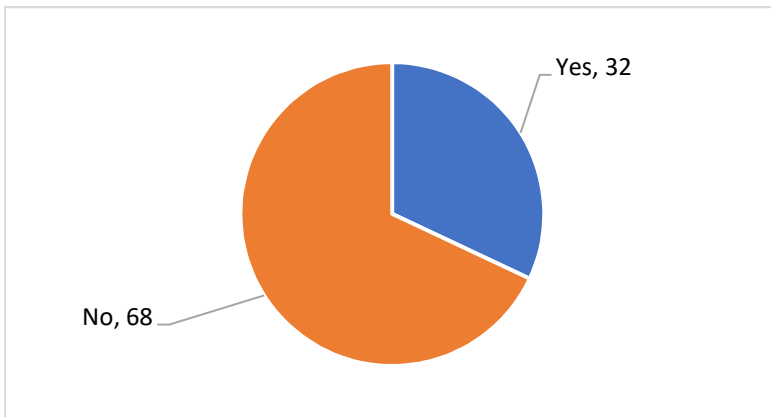


Figure 9: Tay Tra High School students' attitudes toward the impact of technology on their English learning outcomes

In contrast to their ability to access the Internet, the students do not believe that using technology in the learning process will affect their English learning results. This conclusion is based on the

responses of 68 students who said no, while 32 students believe that technology has an impact on their learning outcomes.

4.3. *Methods that work*

Due to this contrast, I decided to introduce the students to online learning tools, such as a vocabulary course based on their textbook and written by myself on the Memrise app in each class's Facebook group.

The students in this course reviewed the vocabulary from Unit 13 in Grade 10. This method helped students' learning progress by combining speaking, listening, reading, and writing skills in Internet applications (Lam et al., 2021). For example, when learning the new word "action," students understood the Vietnamese meaning of the word and read the phonetics and model sentences for the word while listening to the audio.

After the experiment, 90 of the study's participants express a desire to use online learning tools to improve their English, compared to only 10 who do not.

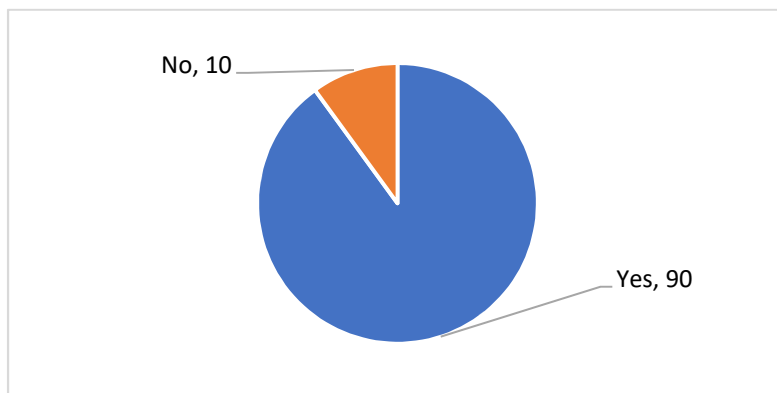


Figure 10: Students' desire to improve their English proficiency through the use of Internet applications

In practice, 78 students learn English by themselves using Internet applications, compared to 22 students who do not use the applications for their English learning.

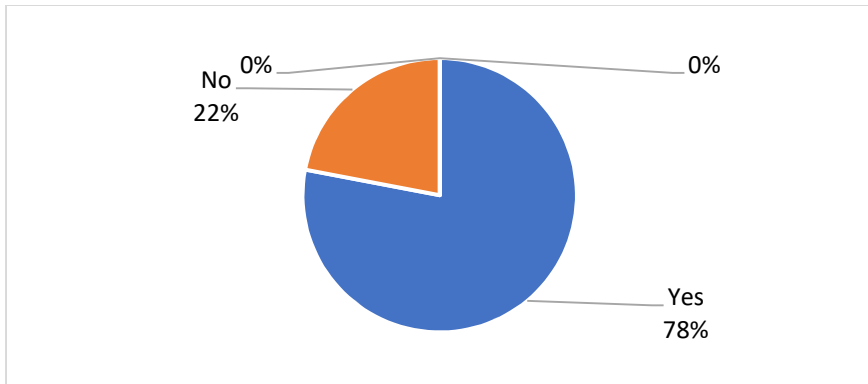


Figure 11: The number of students using Internet applications for their English self-directed learning

Furthermore, the author questioned the students about their teachers' guidelines for using Internet applications to learn English. Surprisingly, eighty-two students claim that I am the first teacher to help them use online resources to learn English.

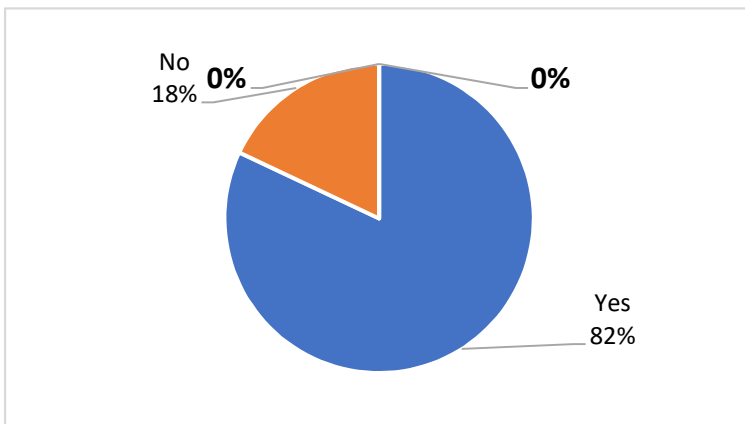


Figure 12: The proportion of students receiving guidelines to use Internet applications for English self-directed learning

The gap between the number of students who desire to improve their English proficiency through Internet applications and the number of students using Internet applications for their English self-directed learning also requires help from the teacher to assist the students in using more Internet applications in their English self-directed learning.

5. Discussion

A comparison between previous studies and the findings of this research reveals both similarities and differences in English learning characteristics, attitudes toward self-directed learning, and methods for assisting English learning.

In terms of English-learning characteristics, previous studies may have identified common challenges faced by students, such as language barriers and difficulties in English acquisition. However, this study specifically highlights the triple language barrier faced by Tay Tra High School students, particularly those from ethnic minority groups. This unique context emphasizes the additional challenges they encounter in learning English through their second language, Vietnamese. Additionally, the finding that self-assessed proficiency levels remain at beginner and intermediate stages despite several years of English study is a notable contribution to understanding the effectiveness of English learning in this specific setting.

Regarding attitudes toward self-directed learning, previous studies might have found positive inclinations toward technology use and self-directed learning, as seen in this research. The prevalence of internet usage among students, even in remote areas, aligns with findings from other studies. However, the study also highlights a significant proportion of students who do not perceive technology as impacting their learning outcomes. This finding underscores the need to address the students' awareness and provide guidance on the potential benefits of digital tools for language learning, which might differ from findings in previous studies.

In terms of workable methods for assisting English learning, the use of online learning tools, specifically the Memrise application for vocabulary learning, aligns with previous studies that explore the effectiveness of digital resources in language learning. The positive reception from students and the subsequent increase in their usage of internet applications for English learning reinforces the potential of

such interventions. However, the study also reveals a gap between students' willingness to use internet applications and their actual usage, mainly attributed to the lack of prior guidance from teachers. This highlights the critical role of teachers in introducing and guiding students in utilizing digital resources for self-directed learning, emphasizing the importance of teacher involvement, which may not have been explicitly discussed in previous studies.

Overall, the findings of this research contribute unique insights into the English learning characteristics, attitudes, and methods for assisting English learning in the specific context of Tay Tra High School. While there may be similarities with previous studies, the study uncovers specific challenges and opportunities that warrant further attention and intervention, particularly in addressing the triple language barrier and enhancing teacher involvement in digital education. Future research can build upon these findings to explore additional digital resources and investigate effective strategies for supporting English learning in similar contexts.

Varied English-learning characteristics

The English-learning characteristics of Tay Tra High School students, especially those from ethnic minority groups, provide essential insights into their learning experiences. The triple language barrier, wherein they study English through Vietnamese, their second language, contributes significantly to their difficulties in English acquisition. Moreover, despite the majority having studied English for several years, self-assessed proficiency levels remain at the beginner and intermediate stages, indicating a potential issue with learning effectiveness.

Furthermore, the study reveals a discrepancy between the time invested by Tay Tra High School students in English self-directed learning and the average study hours of typical high school students according to the National Center for Education Statistics. This disparity points to a potential cause of struggle in learning English

among the participants and accentuates the need for effective self-directed learning methods.

Positive attitudes toward English self-directed learning

The high prevalence of internet usage among the students, even though the school is situated in a remote area, opens a promising avenue for enhancing English self-directed learning. Notably, a majority of the students access the internet via smartphones, suggesting mobile-friendly internet applications could be beneficial tools for English self-directed learning.

However, a striking revelation from the study is that a significant proportion of the students do not perceive technology as having an impact on their learning outcomes. This finding signifies a need for raising awareness and providing guidance about the value and potential benefits of digital tools for language learning.

Workable methods for assisting English learning

The study has successfully employed online learning tools such as Memrise application for vocabulary learning. This initiative has been largely welcomed by the students, demonstrating their readiness and willingness to embrace technological interventions in learning. Remarkably, a significant number of students started learning English through Internet applications following this intervention, signifying a positive shift in their learning behavior.

Nevertheless, a gap exists between the number of students who are willing to use internet applications for English self-directed learning and those who actually do. A possible reason for this gap could be the lack of prior guidance from teachers on using online resources for English learning, as reported by the majority of the students.

This revelation points to a critical need for the role of teachers in introducing and guiding students in the use of internet applications for

English self-directed learning. Teachers can facilitate the transition from conventional learning methods to digital ones, help students overcome any existing barriers, and ensure effective utilization of available resources.

In conclusion, the discussion highlights the challenges faced by Tay Tra High School students in English acquisition, the potential of internet applications for English self-directed learning, and the crucial role of educators in this transformational process. Further studies could explore other potential digital resources and investigate strategies to enhance teacher involvement in digital education.

6. Conclusion & Implications

6.1. Conclusion

From the survey data of the students in three classes at Tay Tra High School, some conclusions have been made from the findings.

In terms of English-learning characteristics of Tay Tra High School students, the average time spent on English self-directed learning by Tay Tra High School students in the study was 2.7 hours per week. The average time for English self-directed learning of Tay Tra High School students in the study was less than the typical high school student in the National Center for Education Statistics research with 6.8 hours per week. This could explain why the participants in the study struggle to learn English.

Regarding the attitudes of Tay Tra High School students toward English self-directed learning by using Internet applications, it has the potential to improve students' capacity to use Internet apps for English study at Tay Tra High School because of the high school students' use of the Internet. Despite their capacity to access the Internet, the students do not believe that using technology in the learning process will affect their English learning results. This situation may be the result of a lack of guidelines from the teacher about using Internet applications for English self-directed learning because eighty-two students state that I

am the first teacher to assist them in using online resources to learn English after I present online learning tools to students.

Turning to the attitudes of Tay Tra High School students toward Internet applications after my experiment, the majority of the study's participants express a desire to use online learning tools to improve their English, and most of them use Internet applications to learn English on their own in reality.

In short, we know that self-directed English learning is critical for students. Because of technological advancements, online applications such as Memrise, Duolingo, Lingo Bee, Elsa Speak, Quizizz, and others can better assist students in learning English by themselves. However, students still need teacher guidelines to integrate these applications into their English learning progress. These days, the teacher is also the facilitator, so the teacher should design the curriculum using Internet applications and guide students on how to use them. Warschauer, M., & Whittaker, P. F. (2002) wrote that: "Greater involvement on the teacher's part in creating learning activities that create sufficient linguistic and cognitive demands on the student is needed to get maximum benefit from Internet exchanges. And, as a number of people have noted, this teacher intervention is most successful when it brings about activities and projects that are well integrated into the course curriculum as a whole." Therefore, Internet applications should be proposed as an effective method for assisting Tay Tra High School students in English self-directed learning with the teacher's guidelines.

6.2. Implications

The main objective of this research is to find effective methods to help students learn English by themselves better. They should be designed to stimulate students' English self-directed learning, enhance their knowledge of using Internet applications in learning, and integrate the applications into their learning progress. The following are some suggestions for using Internet programs for English self-directed learning at Tay Tra High School:

-Raising the awareness of the benefits of using Internet applications to learn English for students by providing the guidelines to use applications such as Lingo Bee, Memrise, Duolingo, etc.

- Applying Memrise, an efficient Internet application as a teaching assistant of the teacher: Meiramova & Bayassilova (2020) found that the above results show that the average pre-test score of students is 68.3 and on the post-test is 85.1. The results showed that there was an increase in student scores in the post-test. The results of the test showed the score of students in the pre-test was below the passing score. The post-test results showed the average student scored 85.2. Student scores increased and all students were able to achieve passing scores.

The second success criterion is students are motivated to join an English class. To achieve the second success criterion, researchers used observations and questionnaires. The researchers found that after treatment using the Memrise application to teach vocabulary, students were happy and excited about learning. (Meiramova & Bayassilova, 2020)

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APPENDIX A: SURVEY QUESTIONNAIRE

**PHIẾU KHẢO SÁT VỀ KHẢ NĂNG ỨNG DỤNG VÀ THÁI ĐỘ
CỦA HỌC SINH TẠI TRUNG HỌC PHỔ THÔNG TÂY TRÀ
VỀ VIỆC SỬ DỤNG CÁC ỨNG DỤNG TRÊN MẠNG INTERNET
ĐỂ HỌC TIẾNG ANH**

This is the research project of Nguyen Thi Minh Hien. The aim of the survey is to analyze “the Capability and the Attitude of the Students at Tay Tra High School about Using the Applications on the Internet for Learning English.”

Taking part in this survey is completely voluntary and you can back out any time.

Your information will be kept in privacy and the result is for the study.

(Việc tham gia khảo sát này là hoàn toàn tự nguyện và bạn có thể ngừng lại bất kỳ lúc nào. Thông tin của bạn sẽ được giữ bí mật và kết quả chỉ để nghiên cứu)

NAME (Họ tên):

GENDER (Giới): Male (Nam) Female (Nữ) AGE

(Tuổi):

CLASS (Lớp): SCHOOL (Trường):

1. How long have you studied English? (Bạn đã học tiếng Anh bao lâu rồi?)

3 years 7 years years

2. Your English level (Trình độ tiếng Anh của bạn?)

Advanced (Cao cấp) Intermediate (Trung cấp)

Beginner (Bắt đầu)

3. Do you study English by yourself? (Bạn có tự học Tiếng Anh không?)

Yes No

4. In your opinion, English self-directed learning is a difficult skill for student, isn't it? (Tick the best answer) (Theo bạn, tự học tiếng Anh có phải là kỹ năng khó đối với học sinh không?)

Yes No Normal (Bình thường)

5. How long do you study English by yourself? (Bạn tự học tiếng Anh bao lâu?)

5.1. How many hours/ a day? (Mấy giờ/ một ngày)

1 hour (1 giờ) 2 hours (2 giờ) 3 hours (3 giờ)

I don't study English by myself. (Tôi không tự học tiếng Anh.)

5.2 How many days/ a week? (Mấy ngày/ một tuần)

1 day (1 ngày) 2 days (2 ngày) 3 days (3 ngày)

4 days (4 ngày) 5 days (5 ngày) 6 days (6 ngày)

7 days (7 ngày) I don't study English by myself. (Tôi không tự học tiếng Anh.)

6. Do you use the Internet? (Bạn có sử dụng mạng Internet không?)

Yes No

7. What kinds of devices do you use to access the Internet? (Các thiết bị mà bạn sử dụng để tiếp cận mạng Internet là gì?)

Smart phone (Điện thoại thông minh)

- Desktop (Máy tính để bàn)
- Laptop (Máy tính xách tay)
- Tablet (Máy tính bảng)
- I don't have any devices (Tôi không có thiết bị nào.)

8. Do you think that using technology in the learning process can affect to your English learning results? (Bạn có nghĩ rằng sử dụng công nghệ trong quá trình học có thể ảnh hưởng đến kết quả học tiếng Anh của bạn?)

- Yes
- No

9. Do you use applications on the Internet to learn English? (Bạn có sử dụng ứng dụng trên mạng Internet để học tiếng Anh không?)

- Yes
- No

10. Would you like to improve your English level with applications on the Internet? (Bạn có muốn cải thiện trình độ tiếng Anh của bạn bằng ứng dụng di động trên mạng không?)

- Yes
- No

11. Have your English teachers guided you to use applications on the Internet to learn English so far? (Từ trước đến nay, các giáo viên Tiếng Anh của bạn có hướng dẫn bạn sử dụng ứng dụng trên mạng Internet để học tiếng Anh không?)

- Yes
- No

If yes, please write the grades and the name of the teachers (Nếu có, vui lòng ghi khối và tên giáo viên.)

- Grades (Khối):
- Name of the teachers (Tên giáo viên):

THANKS FOR YOUR PARTICIPATION – CẢM ƠN SỰ THAM GIA CỦA BẠN.