



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**“Development of Pronunciation and Vocabulary through Busuu App in
University Learners”**

A thesis submitted to the Faculty of Languages for the degree of

Licenciatura en Enseñanza del Inglés

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October, 2024

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Development of Pronunciation and Vocabulary through Busuu App in University

Learners

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the requirement for the degree of

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

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Puebla, Pue. a 29 de octubre de 2024

Dedications

First, I am thankful to God for allowing me to reach this beautiful moment and to my thesis director, Dr Catalina Juárez, for motivating and guiding me to present this critical research and obtain a degree in English Language Teaching. Thanks for your time and patience.

This paper is dedicated to my daughter Abril Regina, that she gave me the strength to keep working and studying after she came up to my life, I love you.

Another important person for whom I am so thankful is my mother, María Martha Gonzalez. She gave me all the necessary tools to face life. Even when situations went wrong, she found a way to support me in every single moment with love, patience, and care.

Moreover, I want to thank my sister Martha Rosario, my two nephews Leonardo and Luis, and my niece Camila for believing in me to finish this important part of life even if I got delayed.

Then, I am thankful to my father, Felipe, for playing music in English every Sunday to motivate my desire to learn English. He is not in this world, but I tried to finish the thing that he never concluded. Also, I am thankful to my Grandfather Rafael for advising me to study English to communicate with foreign people and to my Grandmother Teresa for taking care of me when I was a child and opening their house to my family when we crossed bad times.

Finally, thanks to all my friends that were along for those years that listened to me, motivated me, gave advises and support me in good moments and bad moments.

“Hagas lo que hagas, busca el latido.” Elvira Sastre, *Días sin ti* (2019)

Acknowledgement

First, I want to thank my advisor, Dra. Catalina Juárez Díaz, for the time she dedicated to helping me, the patience, the empathy, the motivation to do better work, the knowledge she provided, and the support she gave me during this project.

Secondly, I appreciate the participation and interest of the rest of the teachers that form part of the support of my thesis committee. Then, I really appreciate the participation of all the participants that were an important piece of this study.

Also, I want to thank my readers, Ms. María Elena Rincón González and Ms. Nadia Angelica Muñoz Martínez, who took the time and interest in my thesis project. Finally, I thank all my teachers from the diploma for their guidance and for helping me complete this important project part by part.

Abstract

This research project focuses on developing pronunciation and vocabulary through the Busuu app in University Learners. This study identified students' perceptions about the utility of Busuu in learning vocabulary and working pronunciation in preservice teachers. The information was gathered using the quantitative method to reach the result. It pretends to gather, analyze, and obtain beliefs and coincidences to properly show the data to support this vital research.

The results indicated that students perceived Busuu increased their vocabulary through activities such as exercises, visual aids and exercises shared with Busuu users. Then, participants reported that Busuu helped them improve their pronunciation through the materials in the Busuu app, like videos and sounds. Moreover, students enjoyed using Busuu, finding it a fun and less stressful learning tool. Students generally agreed that the Busuu app improved their vocabulary and pronunciation skills, aided by its comprehensive features and materials. In addition, university learners perceive Busuu as a good tool for increasing vocabulary and working on pronunciation through its diverse and engaging content.

Finally, it is very suggested that teachers and students use the Busuu app as a tool to increase vocabulary and work on pronunciation or for any other purpose in learning process. For future research, it is suggested that this research can be used, adapted or applied in other contexts, such as secondary school or high school, other languages that manage the Busuu app, or focus on listening, speaking, reading, or writing.

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Chapter I: Introduction

1.1 Background

According to Vesselinov and Grego (2012 as cited in Khairunnisa et al.,2021), Busuu is a platform for language learning launched in 2008 by Bernhard Niesner and Adian Hilti. "Busuu" comes from a nearly extinct Cameroonian language, with only a few speakers left when the app was named. Indeed, Busuu aimed to integrate social networking with language learning, facilitating interactions between native speakers and learners.

According to Saona (2018), Busuu defines this application as "the largest social network in the world for language learning media; this application provides courses in more than 11 different languages on the web and mobile to more than 70 million students worldwide". Busuu is an application for learning languages that was created to blend self-directed study and include a global social network of language learners for additional support (Busuu, 2021). Busuu has partnered with McGraw-Hill Education, which offers certifications in this application, validating the proficiency levels achieved through the app (Busuu, 2021).

Research by the City University of New York highlighted that 22 hours of learning with the Busuu application can equate to one college semester of language study (Vesselinov et al., 2021). Meanwhile, AI and machine learning tailor the learning experience to individual needs, adapting lessons based on user performance (Wang, 2020). Also, a journal from Nurwahida (2020) pointed out that apps like Busuu and Duolingo were utilized to increase diverse English Skills, for example, speaking and listening.

The Busuu platform quickly expanded, now offering 12 languages for learning in-app and serving over 100 million users worldwide. Busuu's modules are structured by following the Common European Framework of Reference for Languages (CEFR), and the platform combines self-placed lessons and interaction with native speakers (Busuu, 2021).

According to Rosell (2018) assumed that data collected through online surveys revealed that the Busuu app significantly aids in language acquisition, with most users viewing it as a dependable tool for learning. Busuu offers a range of carefully designed learning tools, including flashcards, conversation templates, feedback from native speakers, grammar summaries, and a community support center (Karasimos, 2022). Of course, to access the Busuu app, users need to download it through iTunes or Google Play on their devices, which could be iOS or Android (Nushi & Jenabzadeh, 2016).

With the help of those sources, this inquiry seeks to overflow part of the gap in the literature search by examining the effectiveness of Busuu, a popular language learning app, in enhancing pronunciation and vocabulary skills among language university learners.

1.2 Rationale

After the COVID-19 pandemic, technologies came strongly to change our lives and challenge ourselves. Students are currently studying remotely from home, which has modified the choice of online educational supplies for teachers and students (Reimers et al., 2020). Nowadays, language learners can access a broader range of creative materials and authentic files to help them acquire new languages (Ginting, 2023).

Among innovations in technology, mobiles and handheld devices like smartphones, tablets, laptops, mp3, mp4 players, and iPads are especially appealing to language learners because they allow for studying everytime, from everywhere, and at a personalized pace (Geddes, 2004; Wang & Heffernan, 2009 as cited in Nushi & Jenabzadeh, 2016). How applications innovated the classes was challenging to include, but as time passed, we all noticed that they are a great tool to approach goals in the classroom. Therefore, it is natural that, at present, various applications can support the teaching-learning needs of students (Albantani, 2018, as cited in Khairunnisa et al., 2021). Online, there exist many applications to learn a second language in our free time that we can download on our phones and use whenever we need or want; those apps can help university learners reinforce and practice the language learning process.

English is studied academically as part of language education in schools, colleges, and universities; mastering the English language can benefit various fields such as business, economics, and more (Eka, 2023). Learning English includes improving communicative skills, for instance, these conversational skills support us in being capable of speaking English. LEI beginner students among the bachelor take subjects like Target Language, Workshop and linguistic areas to increase vocabulary, pronunciation, and communicative skills that help the students to have continuous learning; it means that students learn the base in school but out of the school students need to keep growing up all the knowledge acquired.

In recent years, technologies have innovated how students can study at home or on any site with access to English Language Applications. Language learning apps like Busuu, Babbel, FluentU, Memrise, and Duolingo allow EFL learners to learn the language independently and fix their learning experiences to fit their needs. (Nushi& Jenabzadeh

2016). One example of an English Learning application is Busuu, an app designed for self-paced foreign language learning that allows users to improve in all four key areas: writing, listening, reading and speaking. Users can take a placement test or select a learning level based on their preferences without passing a knowledge test (Bereziuk & Hyliarska, 2023). Communication skills are essential for language learners to achieve proficiency in their target language and engage meaningfully in real-world interactions.

For that reason, this research project is focused on the application Busuu for developing pronunciation and vocabulary in university learners at the Faculty of Languages BUAP; this research pretends to show that the Busuu app is an effective app that can increase pronunciation and vocabulary in students. The information will be gathered with the help of a quantitative method because it will be used to collect a questionnaire with participants' answers, describe the results, and show the proper data to support this vital research.

The study of developing pronunciation and vocabulary through the Busuu app in university learners is relevant due to the increasing interest in digital sources in education. It is crucial to understand how applications can enhance language learning outcomes. Through examining its educational impacts, motivational factors, and pedagogical alignment, this topic aims to contribute to broader discussions about the effectiveness of technological aids in language education.

1.3 Research Context

The Faculty of Languages belongs to the Autonomous University of Puebla (BUAP). It is currently located in the Humbolt neighbourhood. It offers two undergraduate programs: a bachelor's degree in English Language Teaching face-to-face (LEI) and distance learning

(LAEL-I) and a bachelor's degree in French Language Teaching (LEF). This research will focus on students from the LEI bachelor's program.

1.4 Objective (General, specifics)

General objective: To identify students' perceptions about the utility of Busuu in learning vocabulary and working on pronunciation in university learners.

Specific objectives:

To analyze the utility of the Busuu tool for increasing vocabulary.

To distinguish the utility of the Busuu App tool for the development of pronunciation

1.5 Research questions:

General research question

What are student perceptions about the utility of Busuu to learn vocabulary and work on pronunciation in university learners?

Specific questions

What is the utility of Busuu tool for the increase of vocabulary?

What is the utility of Busuu App tool for the development of pronunciation?

1.6 Significance of the study

This research will explore and enrich the perceptions about the utility of the Busuu app for learning vocabulary and working on pronunciation in university learners. University learners of the English language use applications to flourish specific skills like vocabulary

and pronunciation. However, numerous apps available for language learning have different uses or purposes.

Additionally, this study will help LEI students understand the benefits and content that the Busuu App provides for English language learning. Finally, this analysis will contain information for future research that will explore the development of communicative skills in major students.

1.7 Key words

-Language learning engages a variety of actions, methods, and routines used by the learner to help with acquiring, storing, retrieving, and using information (Wenden & Rubin, 1987)

Vocabulary is crucial for the efficient use of a second language and significantly contributes to the creation of coherent spoken and written texts (Nation & Nation, 2001).

Pronunciation is a common term in teaching and language learning regarding to how speech sounds are produced (Yates, 2017).

Busuu App is a gamified language learning social network site and free mobile app (Marrie, 2022).

Chapter II: Literature Review

2.0 Introduction

In Chapter II, the background review, presents and explains the definitions related to the investigation. It provides enough information to understand the research and the points of view of different authors who have studied the research topic. Finally, the theoretical framework is detailed in the following paragraphs.

Nowadays, learning a second language is an essential step in life; it permits us to know and communicate with communities worldwide; to achieve successful communication, we deal with problems through the learning process that affects the communicative competence that must be developed during this process. In some cases, it is noticed that not all students develop the proper form of linguistic competence, but it is not impossible to reach the desired goal. Achieve good communication needs to be supported through a communicative approach, but in recent years, the technologies and applications have been included in daily routines for specific purposes; in this case, it is possible to develop communicative competence through the Busuu app for learning English.

2.1 English Language Teaching

According to Abrejo et al (2019), English Language Teaching (ELT) is a crucial area of discussion that has introduced many teaching methods, new and traditional; it is valuable to acknowledge the repercussion of discourse and its diverse effects on the language education system. A fundamental component of learning English is the support provided by English Language Teaching (ELT), which encompasses the practice and field dedicated to

teaching English to those who are not native speakers (British Council as cited in Toxqui, 2021).

Nevertheless, English teachers need to cultivate and appreciate the nature of the English language (Clyne & Sharifian, cited in Sadeghpour & Sharifian, 2019). Besides, English teachers explore theories of English language instruction to enhance teaching methods and performance in classroom settings. Thus, in English language teaching, the teacher aims to foster students' or learners' ability to communicate effectively (Jain & Patel, 2008). Afterwards, English teachers should address various facets of communicative competence at different stages since students' communication needs are likely to change throughout a more extended course; in fact, many language teaching and learning programs tend to emphasize one specific skill. (Dos Santos, 2020). For that reason, English language teaching supports and conducts the learning procedure because it is necessary to have guidance and help during the process of learning.

2.1.1 Language Assessment

According to Brown and Abeywickrama (2019), language assessment is a continuous trial that pays attention to students' answers, gives a review, or experiments with new vocabulary or structures; the teacher instinctively evaluates the student's performance. Additionally, Bachman and Palmer (1996) claim that language assessment is a learning tool providing feedback on progress and achievement. It means that evaluates language goals and provides detailed insights into the formal context, instructional materials, program effectiveness, and overall language performance.

Consequently, Brown and Abeywickrama (2019) categorized language assessment into informal and formal; informal assessment includes spontaneous, unplanned comments and responses, coaching, and feedback given to the student. In another way, formal assessment is structured exercises or procedures created to assess a range of skills and knowledge. These systematic, planned sampling methods provide both the teacher and the student with an evaluation of the student's achievements. Although, language assessment and evaluation significantly focus on Language Acquisition (SLA) researchers, this change contributes to language learning by tracking progress within language programs and evaluating the effectiveness of various curricular components (Bachman & Palmer, 1996).

Additionally, language assessment is used to gather evidence of language use to test in classroom environments, analyze individuals' language knowledge, skill, ability, and overall language proficiency, and predict their performance in real-life situations (Green, 2013).

Hence, language assessment guide crucial language teaching and learning decision and allows it to be conducted and interpreted correctly. However, the assessment information needs to be more adequate, considered better designed, or misinterpreted; it may lead to undesirable outcomes (Green, 2013). In addition, in language assessment, a teacher's understanding of assessment significantly influences the element of education (Malone, 2013). Consequently, teachers need to use assessment strategies to make informed decisions, determine the most effective instruction for students, and gauge progress in teaching and learning (Ölmezer & Aydın, 2019).

2.2 Second Language Learning

Krashen (1981) defined second language learning as the conscious and planned study of that language. Besides, there is a general theory about second language learning in which it is necessary to consider the usage and complexity of knowing the use of a language (Spolsky, 1989). Initially, research focused on second language learning, mainly grammar and vocabulary, and concentrated on the fundamental components of language (Littlewood, 2004). However, a second language is learned after the mother tongue that is already known. Besides, the second language implies a general term that shows an extra language learned in various contexts (Littlewood, 2004).

On the other hand, learning a second language implies that the learner is exposed to the traditions of different cultures and expands their perspective into a deeper comprehension of how others think (Abdullaev, 2021). Additionally, people share a basic set of desires and needs that they communicate through language, which explains the similarities in how a second language (L2) is used. Despite this, Ellis (1989) pointed out that humans have an inherent ability to learn languages, which considers the noticeable structural patterns in the learning process.

2.2.1 Adult Learners

Learners and teachers must balance sharing emotions and information and guarantee a successful communicative learning progress. It implies that adult learners increasingly rely on social networking website as a crucial instrument for training and enhancing their English as foreign language (EFL) in the academic stage (Sari, cited in Alahmadi & Muslim, 2020). Nowadays, English instructors also support their adult students in utilizing technology. So,

the students are highly motivated for using digital platforms to improve their English abilities (Yadav, 2021). Adult learners form part of groups with different educational experience, needs, wisdom and mentality (Svetina & Perme as cited in Nguyen, 2024).

Adults are independent and self-directed learners, possess awareness and life stories. Furthermore, they have principles, functional values, requesting admiration given by other and practical. (Lieb cited in Nguyen 2024). Additionally, recent generations of students are digital natives who enter higher education with significant experience in social media. Similarly, businesses and other organizations expect their new hires to possess strong skills in these technologies (Yadav,2021). Eventually, adult learners possess valuable attributes like independence, experience, and motivation (Bai, 2022).

Indeed, adult learners' dependence on teachers is reduced; they have an intense self-consciousness and reliability in most cases. Also, they can select their learning lessons and make their learning plan (Bai, 2022). For that reason, adult learners are affected by technology, which is an opportunity that teachers need to consider when teaching English. Dorterler and Tavid (2024) argued that in the modern digital era, technology offers numerous chances for students, and the extensive use of devices could effectively address their obstacles.

2.3 Communicative Competence

Hymes (1972) suggested that communicative competence means that a English speaker needs to acquire increasingly comprehensive grammatical skills to become proficient in English or any other language. Then, Yule, cited in Althagafi (2023), defined

communicative competence as "The overall ability to use language accurately, appropriately, and flexibly." He identified three key components:

1. Grammatical competence, which helps learners produce correct spoken and written language
2. Linguistic competence, which involves an intuitive understanding of grammar that allows learners to use and understand language appropriately
3. Strategic competence, which enables learners to address and overcome gaps in their language knowledge

Besides, communicative competence involves applying grammatical rules to create correct sentences and understanding the appropriate context for their use, including when, where, and to whom they are spoken; these linguistic rules primarily help regulate how speech is expressed (Abdullah et al., 2023). In the same view, the goal of communicative competence is to enhance oral expressions and support the effective use of language; what was truly needed at that time was communicative competence, enabling students to engage in oral communication in the second language (Farrell & Jacobs, 2020). Additionally, Savignon, cited in Lozano (2023), defined communicative competence as the learner's capability to effectively usage of language in the classroom to fully speak with other students rather than just repeating dialogues or taking grammatical tests.

In the same way, a fundamental concept of the communicative approach is communicative competence, which refers to students' performance to comprehend and operate the language correctly for authentic communication rather than merely practicing in controlled or simulated settings (Hernandez et al., 2019). Moreover, communicative

competence is the ability to tailor speech activities to different tasks and specific communicative situations, drawing on acquired knowledge and skills (Tursunovich, 2023).

The term communicative competence refers to the capacity of a speaker to perform grammatically accurate language that fits various social contexts while adhering to the linguistic and social norms of native speakers (Kuzembayeva et al., 2023). Finally, Jeyasala cited in Toro, et. Al. (2019) argues that teachers should consistently foster students' communicative competencies despite students' limitations in fluency and accuracy. Teachers should create opportunities for interaction and engage them in speaking activities that improve their proficiency in the target language.

2.4 Linguistic Competence

The foundation of an empirical theory of linguistic competence is the set of abilities or capacities that support an individual's linguistic activities (Lehmann, 2009). In 1965 and 1966, Chomsky introduced the concept of linguistic competence to clarify what grammar truly represents as a theoretical framework, and this concept is a symbolic upgrading in the study of language and linguistics (Tienson, 1983). Then, a theory of linguistic competence does not depict the behavior of any specific speaker but outlines an ideal model that speakers' abilities approximate to varying degrees, depending on circumstances. Consequently, it helps predict their language capabilities (Tienson, 1983).

Therefore, linguistic competence considers the skill to use and understand language to interact with and interpret the world; reflexive linguistic competence involves declarative knowledge about how language is structured, its role in human life, and how it functions

under various conditions (Lehmann, 2009). Besides, linguistic competence assumes the existence of the body of knowledge and the ability to utilize systematic resources to generate the content of a message. Additionally, according to Kenjaeva (2019), the development of linguistic competence involves three types of educational activities: receptive, which involves absorbing material presented in its finished form; reproductive, which focuses on memorizing and applying acquired knowledge through repetition; and productive or creative, which is centred on independently acquiring and generating new knowledge.

Thombury, cited in Abdulrahman and Ayyash (2019), mentioned that native speakers can carry out well-formed sentences by their linguistic competence. Likewise, Linguistic competence typically refers to one's understanding and capacity to use language effectively, including the formulation of well-structured sentences to communicate messages (Fauziyana et al., 2021 as cited in Sabir et al,2021). Furthermore, linguistics competence can be developed not only in native speakers but also in second language learners, including both monolinguals and plurilingual; this is due to their exposure to a range of languages and diverse experiences (Europe in Sabir et al., 2021). This research will focus only on pronunciation and vocabulary because of the principal objective of this study.

2.4.1 Pronunciation

Pronunciation refers to how sound is created to convey significance when speaking. formed segments such as vowels and consonants. As well aspects above like individual sounds, such as rhythm, phrasing, stress, and intonation that are suprasegmental characteristics, and the quality of the voice. All these elements work in concert when speaking, so issues in one area can affect others, making a person's pronunciation more

transparent or more complicated to understand (Yates & Zielinski, 2009, cited in Gilakjani & Sabouri, 2016). Additionally, Morley (1991) pointed that the primary goal of pronunciation achieves clear pronunciation instead of impeccable pronunciation, which is a crucial component of communicative competence.

2.4.2 Vocabulary

Campillo (1995) pointed out the entire words in a language as the vocabulary that composes the language vocabulary and the total number of words that someone knows. Hence, Laufer (1997) argued that speakers cannot transmit meanings and communication in languages without vocabulary. Further, vocabulary learning crosses a process to meeting new words in context (Harmonet al., 2009). In addition, vocabulary is the entrance of knowledge in which readers open ideas. Consequently, vocabulary is a significant characteristic of language learning and language use (Jose, 2015).

2.5 Mobile Applications in ELT

Firstly, English proficiency and technology tools like computers and the Internet are essential for societal progress (Amin, 2019). Jackson et al. (2006) explored which learners who used the Internet more tended to achieve higher scores and grades. Then, media technology can offer students enhanced opportunities to receive and learn linguistic input (Linfors cited in Ahmad, 2012).

Computer-assisted language learning (CALL) has grown significantly over time, and thanks to previous studies that have been focused on computers in learning English as a second or foreign language during the twentieth and twenty-first centuries (Talpur, 2021). In

particular, with integrative CALL, learners engage with computers and, by extension, interact with other people through these devices; this interaction fosters global communication and development (Zaid et al., 2020). Indeed, through software, CALL allows learners to develop their English skills, like vocabulary, by being in touch with a computer; this is done through exercises that can be used individually, in pairs or groups (Lolita et al., 2020).

However, teachers must detect, create, and implement motivation strategies and improve learners' vocabulary comprehension using CALL, an alternative tool to traditional classroom (Lolita et al., 2020). Hence, technology had been integrating into language instruction, CALL enhances accessibility, engagement, and personalized learning experiences. This flexibility helps diverse learner needs and challenges language acquisition and proficiency across various settings and levels.

Mobile technologies allow distance learning where education is hard to access, such as post-conflict or post-disaster (Mehdipour & Zerehkafi, 2013). According to Mannong (2020), the COVID-19 had a profound shock, leading to policy changes across various contexts, including education. Therefore, the rapid advancement of educational technology brought about by the coronavirus pandemic has resulted in the creation and introduction of many online learning applications to support remote learning. The rise of technology, the growth of online education, and the proliferation of learning language mobile apps transformed the resources used in EFL (Ipek & Ustunbas, 2021). According to Seraj et al. (2021) pointed that researcher discovered in 2000 and 2020, numerous studies explored the use of many apps to enhance language skills in learners.

Subsequently, mobile-assisted language learning (MALL) emerged in 2005 in several universities in the USA that started providing their students with free mobile devices (Chinnery,2006). Besides, Mobile device technology has undergone significant and integrated advancements; beyond its traditional role in oral communication, modern mobile technology permits users to surf the Internet anytime and anywhere for tasks such as finding and obtaining information, sending emails, reading books online, and shopping (Mengorioet al., 2019). According to Matra, cited in Pratasik (2022), mobile applications impact vocabulary development and can benefit learners.

In other cases, English language teachers use mobile apps to enhance reading and listening, expand vocabulary, and assist with spelling, translations, and grammar (Irudayasamy et al., 2021). It has positive outcomes, as Rezaei et al., cited in Irudayasamy (2021), found that mobile applications positively impact vocabulary acquisition, class participation, and confidence in second language learners. Additionally, using mobile phones has proven to be highly efficiency in enhancing speaking skills for young learners, listening skills for third-level students, and vocabulary development; consequently, mobile phones are employed to advance English language skills across various educational levels (Seraj et al., 2021).

Mobile devices, including tablets, PCs, mobile phones, and iPods, have become essential in English language learning; those devices allow students and teachers to get into educational material and applications for teaching and learning (Irudayasamy et al., 2021). Nevertheless, mobile learning differs from traditional learning methods; teachers frequently use mobile tools in many contexts (Irudayasamy et al., 2021). Alamer, cited in Gamlo (2019),

suggested that mobile applications can support and enhance language learning when used correctly for language instruction.

According to Ipek and Ustunbas (2021) language learning apps promote independent learning and regulation; these tools enable students to practice independently from home and take control of their learning. Besides, learning applications promote encouragement and attraction, which are relevant goals for EFL learners; the elementary position of these resources is their capacity to engage and inspire students in many settings. Therefore, it is recommended that educators incorporate mobile language learning applications to raise challenges and foster students' commitment to lifelong learning (Ebrahimzadeh & Alavi, cited in Gamlo, 2019).

2.5.1 Busuu App

The Busuu app is designed to facilitate English language learning. It could be an online platform and available for mobiles, making it one of the most easily accessible options (Nafa et al., 2023). Busuu is also designed to facilitate language learning through computer-based discussions. It offers lessons for language skills (Sijabat et al., 2011, cited in Nafa et al., 2023).

In particular, the Busuu application can be downloaded to iOS and Android devices (Winans,2020). On the whole, the Busuu app is one of them; the application provides a variety of exercises, including vocabulary, grammar, writing, and a dictionary. Busuu app offers several advantages, such as using it without a WI-FI connection; users can download lessons with internet access and then practice them anywhere (Cantos et al., 2022). The

Busuu features enable users to receive replies and corrections from native speakers, and the premium version allows them to download lessons accessed through the mobile application (Winans,2020).

Likewise, Busuu is an app that gives 12 language choices for learners and is accessible at www.busuu.com. According to Rosell (2018), in vocabulary learning theory, words are mastered through repetitive practice involving reading, speaking, listening, and more. Then, Busuu provides study material that addresses various everyday topics and offers learners a range of activities to understand the content; these activities include multiple-choice questions, drag-and-drop exercises like constructing sentences from word scrambles, matching pairs, and ordering words, as well as fill in the blank tasks (Nurmala, 2022). Busuu's focus on practical communication and user-friendly interface help engage and teach effectively for users at all proficiency levels.

Busuu's highest proficiency level is B2, which it designates as fluent. According to the CEFR, the B2 level represents a learner who can interpret the main points of a text and specific and complex topics (British Council in Toxqui, 2021). Furthermore, Busuu students can independently practice language skills through learning associations by following CEFR terms in levels A1 to B2.

A study by Vesselinov and Grego was mentioned in Rizqiyyah and Drajadi (2020); they examined the progress in Spanish language skills of 144 independent learners using Busuu over two months, employing pre-and post-tests. Participants (84%) increased their writing skills, while 75% enhanced their speaking abilities. The most successful learners spent the most time using the app, and other factors like age, gender, education, ethnicity,

native language, or reasons for learning Spanish, which had little impact on the outcomes. In the same way, the study reported high levels of user satisfaction. Participants accessed the platform through the web version (58%) and the app version (42%).

Another research study by Nushi (2016) on the Busuu application shows that Busuu is an excellent app because of the vocabulary panel feature, where students can quickly learn and review to keep up with them (Nurmala, 2022). Finally, according to previous information, the Busuu app came up to help learning, which offers materials to meet diverse learner needs and structured lessons that facilitate a learning experience and enhance language proficiency.

2.6 Conclusion

In conclusion, language learning and learning apps like the Busuu App can develop language learning for enhancing vocabulary and work on pronunciation in university learners through interactive communication and language use. Students can engage in meaningful exchanges that foster proficiency and fluency through the Busuu App's that offers a personalized learning experience, learner needs and preferences. It allows pedagogy and technology complete learners with essential language skills and prepares them for real-world communication challenges, positioning them for success in their academic and professional setting.

Chapter III: Methodology

3.0 Introduction

This stage informs and explains the methodology used in this important study. This chapter contains a brief definition and explanation of the following topics: the method, the context of research, sampling, participants, data collection techniques, instruments and materials, data analysis, procedure, and finally, ethical considerations.

3.1 Method

This step follows the quantitative method, the tool used to gather data, and the procedures required to decode the information gathered. According to Creswell & Creswell (2017), quantitative methods include the stages of gathering, analyzing, interpreting, and documenting study results; additionally, in quantitative research, scholars explore the relationships between variables and frame these relationships as questions or hypotheses. Furthermore, quantitative research obtains numerical data from observations, next, explains and finally describes the phenomena (Taherdoost, 2022). Nevertheless, the degree of service usage is a quantitative measure, as it involves estimating the number of users and calculating other metrics that indicate the level of service utilization (Kumar, 2018).

Besides, the focus of this study is descriptive; according to Kumar (2018), A descriptive study aims to systematically detail a situation, problem phenomenon, service, or program or provide insights into a community's living conditions or attitudes toward a particular issue. Then, descriptive statistics employs a systematically outline data by illustrating the relationship between the fragment or community (Kaur et al., 2018). Next, this method utilizes empirical statements, which describe the real-world significance of cases

rather than their theoretical implication and specific techniques (Taherdoost, 2022). Furthermore, descriptive statistics encompass many variables (nominal, ordinal, interval and ratio), frequency, middle tendency, dispersion or variation measures, and positional metrics (Kaur et al., 2018).

For that reason, the Quantitative method can help the researcher gather and analyze information to Develop Pronunciation and Vocabulary in university learners through the Busuu App.

3.2 Context of research

The Faculty of Languages belongs to the Autonomous University of Puebla (BUAP), one of Mexico's important universities. It is currently located in the Humbolt neighborhood. It offers three undergraduate programs: a bachelor's degree in English Language Teaching face-to-face (LEI) and distance learning (LAEL-I) and a bachelor's degree in French Language Teaching (LEF). This research will focus on students in LEI bachelor's degree face to face.

3.3 Sampling

Sampieri et al. (2014) mentioned that sampling involves choosing the applicants, things, occurrence, or groups referred to as representative units that will be examined in a study. As well as Taherdoost (2016) pointed out that researchers often need more time and material to analyze the entire population. Hence, they use sampling methods to limit the number of cases examined. Sampieri et al. (2014) and Taherdoost (2016) pointed out two sampling methods that are:

-Probability, known as random sampling

-Non- probability known as non-random sampling

More importantly, the second sampling, non-probability or non-random sampling, is divided into four: quota sampling, snowball sampling, judgment sampling and convenience sampling (Sampieri et al., 2014; Taherdoost, 2016). In particular, convenience sampling selects participants who are readily and easily accessible, and this method often helps address several limitations commonly faced in research (Taherdoost, 2016). For this case, convenience sampling is selected by non-probability or non-random sampling, because the participants are available and there is no pattern whatsoever in acquiring these respondents.

3.4 Participants

In order to get the evidence required for this investigation, the participants form part of the student community in the Faculty of Languages; they are studying the career of English Language Teaching (LEI) face to face. There were 14 males and 17 females; the age range was 22 to 52. Meanwhile, the Participants' English level is A1 to C1. In this case, they fixed on the profit of this study because they are university learners; they use the Busuu app for vocabulary and pronunciation. The participants were available to participate in the application of the selected instrument.

3.5 Data Collection Techniques, instruments, and Material

To collect the compilation for this study, “Development of Pronunciation and Vocabulary through Busuu App,” a census was applied to gather information; according to Rocheleau et al. (2012), survey researchers must adjust their methods to accommodate evolving conditions to obtain genuine and reliable data from the model of the population.

Likewise, the tool used was a poll of questions adapted from previous studies related to the topic in which three questions were picked from the author Cantos (2022), five questions from AlDakhil and AlFadda (2022), and six questions from Rezaei et al. (2014) in a total of 14 questions. that were adapted for pronunciation (14 questions) and vocabulary (14 questions), 28 questions in total to gather the answers required to provide pertinent information. In addition, this survey was modified into English and translated into Spanish for application (see Appendix 2.1). If participants were uncomfortable taking the questionnaire in English, the Spanish version was available. Furthermore, the survey was shared through Google Forms for digital application and accessibility for the participants. Finally, the information stored and collected through Google Forms, finally the information was used to analyze and resolve the research questions to support the goal of this study.

3.6 Data Analysis

As a result of the type of research, it is necessary to verify the results stored and obtained in this study. Consequently, Pandey and Pandey (2015) pointed out six primary functions of data analysis:

1. Review the available data to assess the problem statement.
2. Examine the available data to test each hypothesis related to the problem.
3. Use the original data to perform analysis.
4. Analyze the data and understand the problem.
5. The researcher should process the data using statistical calculations.

6. The researcher should consider creating significant tables based on the data to facilitate analysis.

The research followed the previous 6 points for the analysis process, in order to examine and interpret gathered information to uncover meaningful patterns, trends, and insights.

3.7 Procedure

The survey was applied in Spanish version for better participant resolution. Data was collected through Google Forms. It used a 5-option Likert scale containing 28 questions, 14 about vocabulary and 14 about pronunciation. Otherwise, the survey requested the participant's general information, such as age, gender, and English level.

When the questionnaire was applied, the participants were first informed regarding the intention and goal of the research and survey. Then, the investigator explained the confidential terms of participating in the study and proceeded to give the instructions for answering the questionnaire. Finally, the researcher gave time to resolve the survey.

3.8 Ethical Consideration

Ethical considerations are crucial to the investigation, the participants' privacy, and ethical guidelines, such as confidentiality and anonymity during data collection, analysis, and reporting results (Kang & Hwan, 2023). These are the specifications and agreement for participating in the study. Moreover, Kushwaha and Dube (2023) pointed out ethical principles are established to protect participants' dignity, rights, and well-being. Also, it is important to include a brief explanation in which participants know the study's objective,

procedure, and confidentiality, which ensured the participants' identities and sensitive information and that answers remained protected. Therefore, confidentiality, anonymity, trust, and respect between researchers and participants enhance the data collection process in studies (Kang & Hwang, 2023). Indeed, the investigator must inform and ensure the participants' confidentiality before starting the survey to protect them.

Chapter IV: Results

4.0 Introduction

In this part, the information exposes and explores the findings and describes the results of the information collected from the questionnaire applied. The items were separated into main points, such as the general information of participants, perceptions, utility, and benefits, and separated into vocabulary and pronunciation. Finally, the findings obtained will be discussed, resolve the research question and supporting the objective of this research: the development of pronunciation and vocabulary through the Busuu app in University Learners.

4.1 General information of participants

This section shows the general data of applicants, such as age, gender, and English level. The participants are around 22 to 52 years old (See Figure 1), of which 16.1% are 28. Then, most of the participants are females (54.8%), and the rest are males (45.2%) (See Figure 2). Most participants consider that they have a B2 in English at 35.5%. Then, 25.8% of the participants considered they have B1. Also, 19.4% of the participants consider they have C1. Finally, the A1 English level is 9.7% and the A2 English level is 9.7% (See Figure 3).

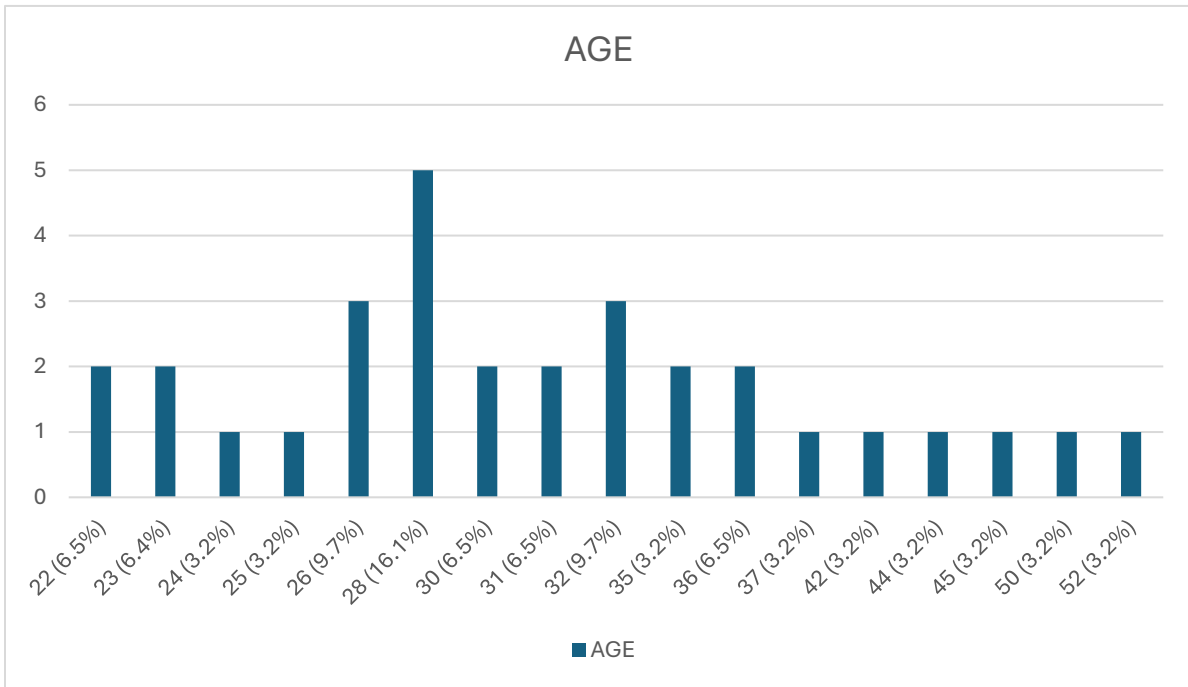


Figure 1: Age of participants.
Source: Own elaboration.

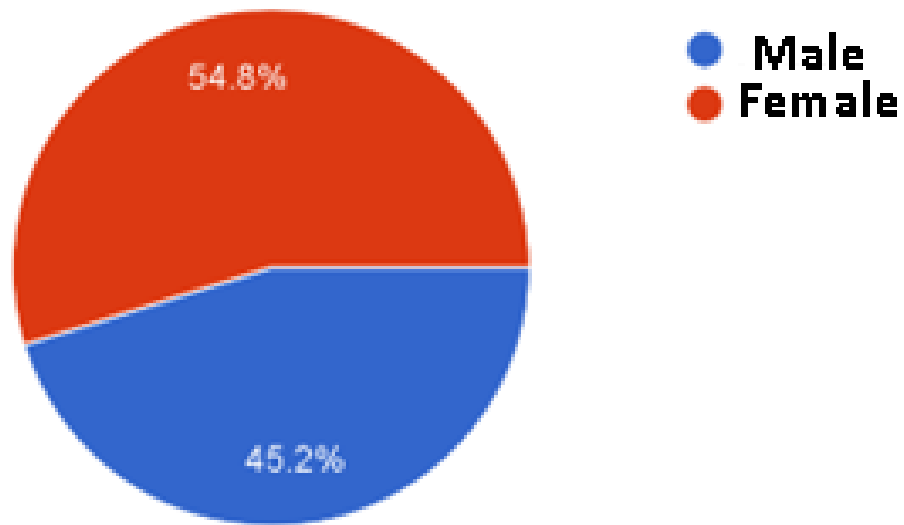


Figure 2: Gender of participants.
Source: Own elaboration.

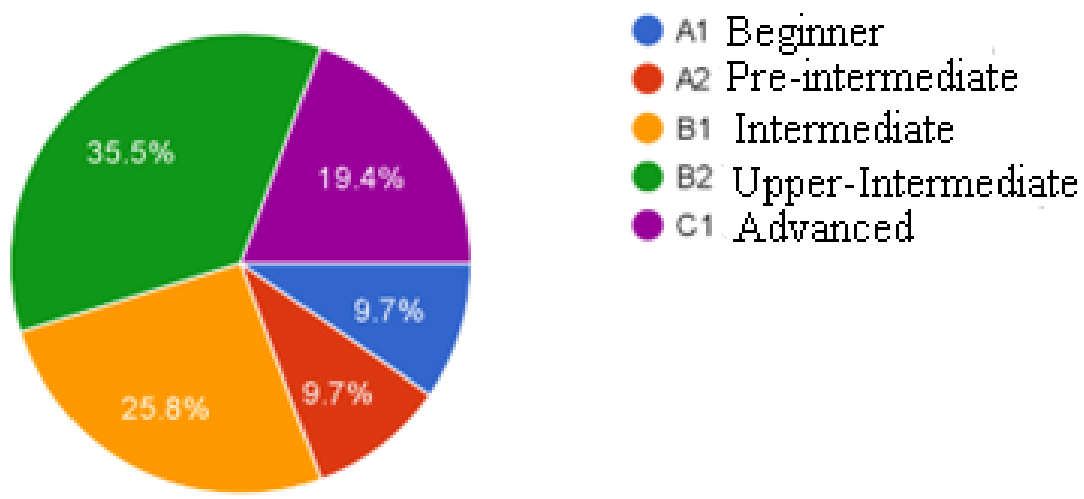


Figure 3: Participants English level.
 Source: Own elaboration.

4.2 Vocabulary learning through Busuu app

This part is regarding the use of the Busuu app to learn vocabulary. As a result of the answers obtained, the 14 items were sorted into three main groups: a) perceptions; (See Figures 4, 5, 6, 7, 8 and 9); b) utility; (See Figures 10, 11, 12 and 13); and d) benefits; figures 14, 15, 16 and 17.

4.2.1 Perceptions of learning vocabulary through Busuu app.

Figure 4 shows that most of the participants (41.9%) strongly agree that they like the vocabulary features in the Busuu App. At the same time, 38.7% of the participants agree that they like features, but only 19.4% are neutral.

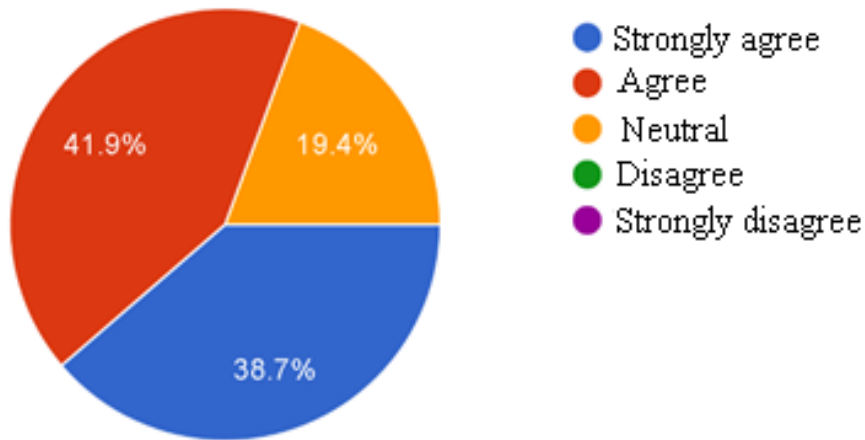


Figure 4: *Likes vocabulary features*
 Source: Own elaboration.

48.4% of the participants strongly agree that using the Busuu app to test their vocabulary progress is more fun and less stressful. Next, 45.2% of participants agree, and the rest, 6.5%, are neutral. See Figure 5.

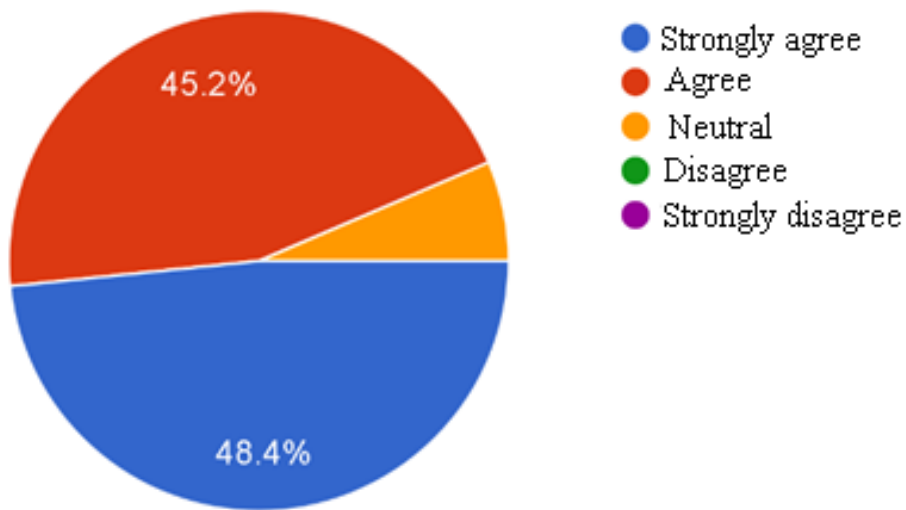


Figure 5: *Testing vocabulary is more fun and less stressful.*
 Source: Own elaboration.

Figure 6 shows that most participants (61.3%) strongly agree that they enjoy using the Busuu app for learning vocabulary. Also, 35.5% of participants agree that they enjoy using the Busuu app to learn vocabulary. On the other hand, only 3.2% are neutral

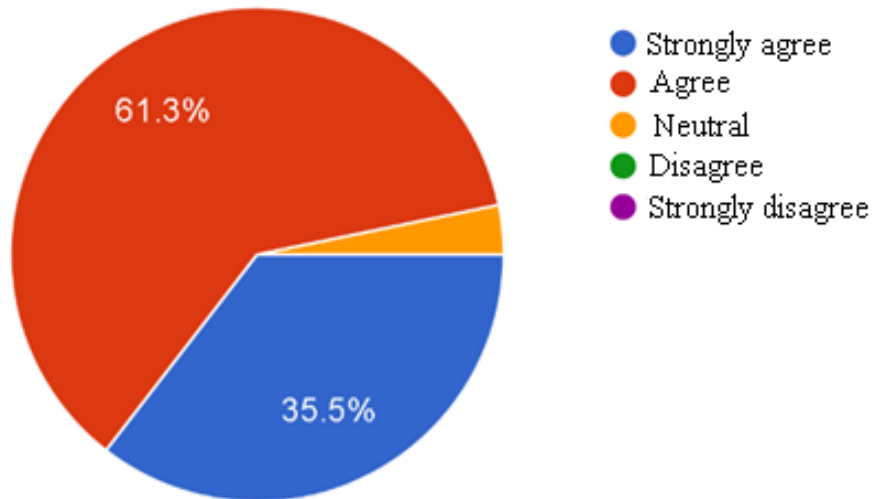


Figure 6: Enjoy using Busuu app to learn vocabulary.
Source: Own elaboration.

54.8% of participants strongly agree that the Busuu app is a helpful tool for learning vocabulary. Subsequently, 41.9% of participants agree. Nevertheless, 3.2% are neutral about this item. See Figure 7.

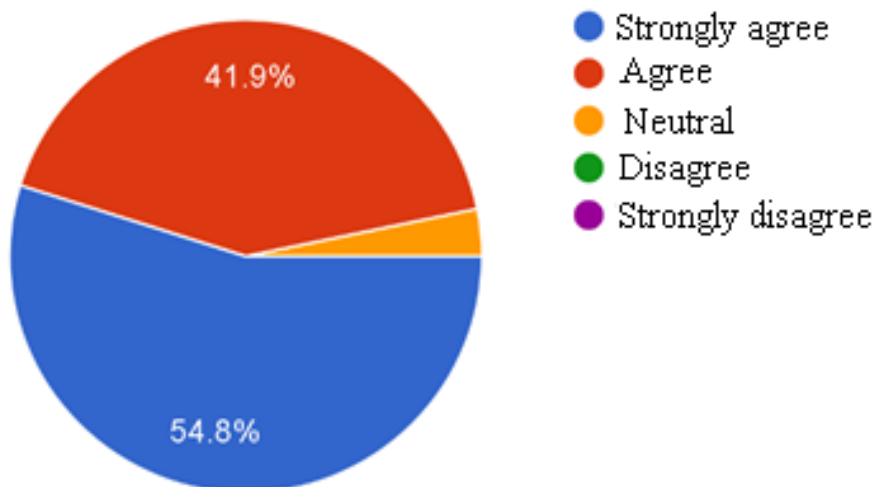


Figure 7: A useful tool to learn vocabulary.
Source: Own elaboration.

Most of the participants (41.9%) strongly agree that the Busuu app improves their interest in learning vocabulary. Meanwhile, 38.7% of participants agree with this statement. Only 19.4% are neutral in this case. See Figure 8.

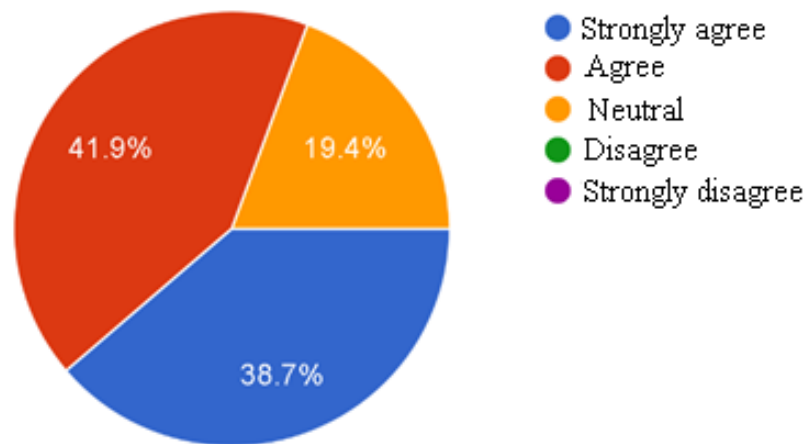


Figure 8: Increasing interest to learn vocabulary.
Source: Own elaboration.

Last but not least, the recommendation of the Busuu app to someone else to learn vocabulary shows that most participants (54.8%) strongly agree to recommend the Busuu app. Besides, 38.7% of participants agree to recommend it, and only 6.5% are neutral. See Figure 9.

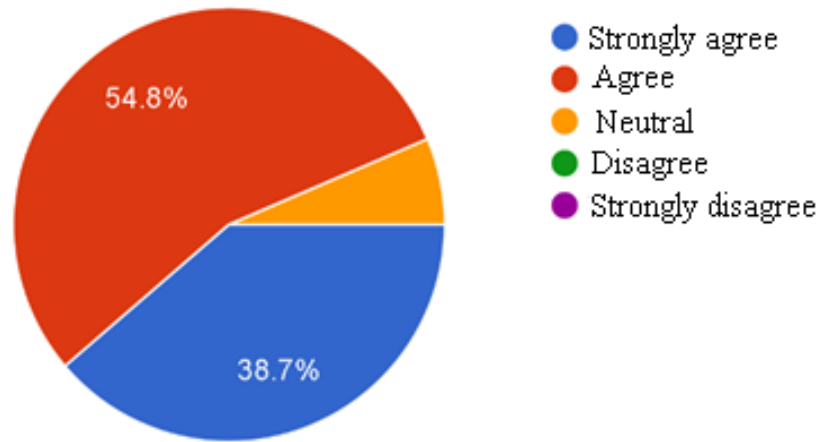


Figure 9: Recommend Busuu app to learn vocabulary.
Source: Own elaboration.

4.2.2 Utility of Busuu app in vocabulary learning

A minority of the participants (3.2%) strongly disagree that they share their vocabulary exercises with Busuu users. Also, 12.9% of participants disagree with this item. Then, 19.4% are neutral about sharing exercises with Busuu users. However, 48.4% agree, and 16.1% strongly agree that they share their vocabulary exercises with Busuu users. See Figure 10.

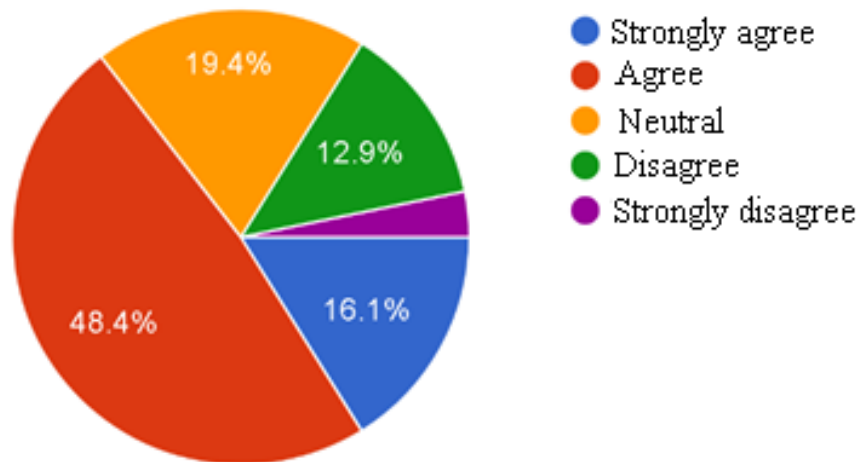


Figure 10: Sharing vocabulary exercises with Busuu users.

Source: Own elaboration.

The majority of participants (58.1%) strongly agree that they learn vocabulary better in the Busuu app when it is presented in multiple ways (pictures, sound definitions, examples, etc.). Afterwards, 38.7% of participants agree, and the minority of participants (3.2%) are neutral. See Figure 11.

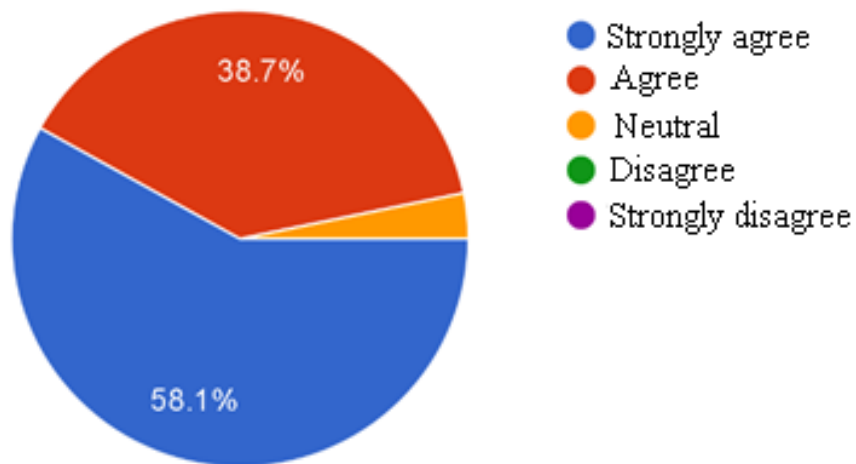


Figure 11: Vocabulary material in Busuu.

Source: Own elaboration.

For this item, participants (54.8%) agree that the Busuu app would allow access to a wider range of vocabulary activities. Next, 38.7% of participants strongly agreed. Eventually, 6.5% of participants were neutral. See Figure 12.

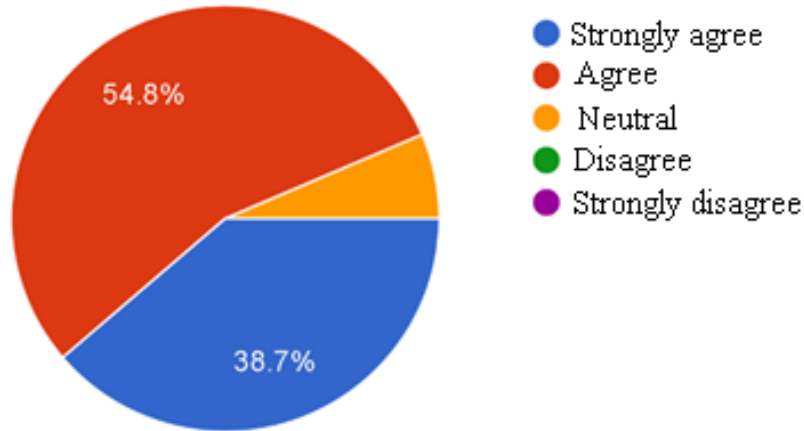


Figure 12: Wider range of vocabulary activities.
Source: Own elaboration.

Most participants (48.4%) agree that the Busuu app has engaging exercises to practice vocabulary. At the same time, 41.9% of participants strongly agree, and a minority (9.7%) are neutral. See Figure 13.

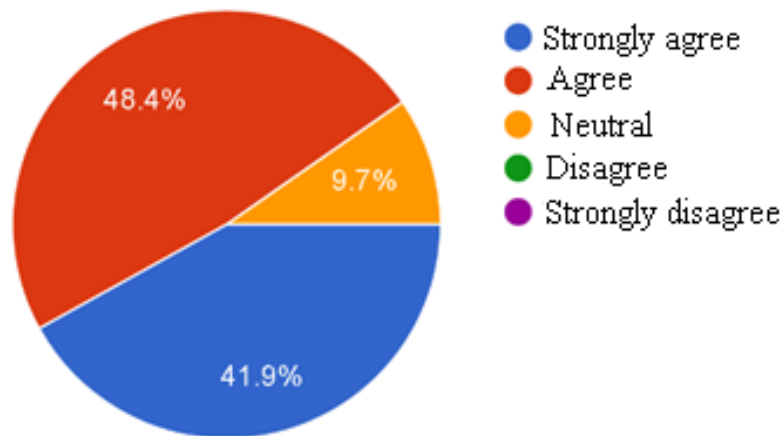


Figure 13: Interesting exercises to learn vocabulary.
Source: Own elaboration.

4.2.3. Benefits of learning vocabulary through Busuu app

Figure 14 shows that most of the population (54.8%) agree that they can use the vocabulary learned in the Busuu app better. Participants (32.3%) strongly agree with this.

Next, 9.7% of participants are neutral, but the minority of participants (3.2%) disagree with this learned vocabulary with the Busuu app.

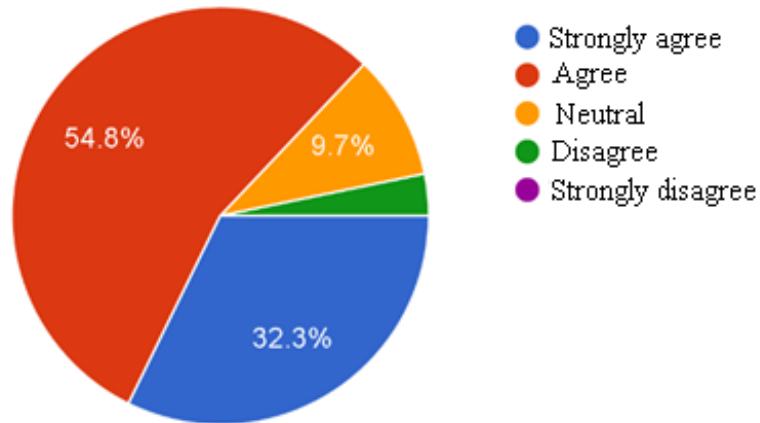


Figure 14: Using the vocabulary learned.
Source: Own elaboration.

Participants (48.4%) agree that using the Busuu app enhanced their vocabulary. 38.7% of participants strongly agree. Moreover, 12.9% of participants are in the middle about this item. See Figure 15.

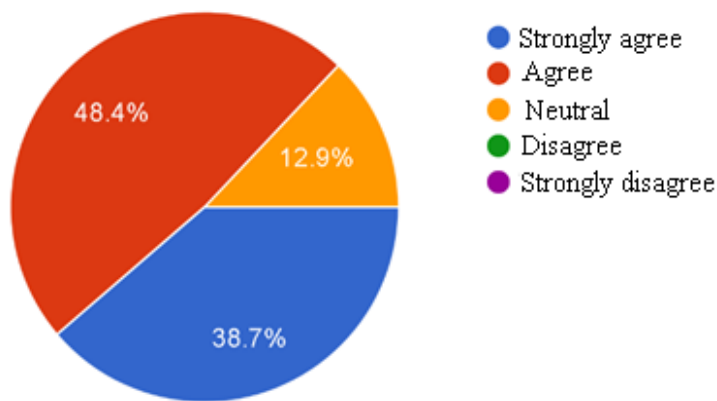


Figure 15: Vocabulary enhanced.
Source: Own elaboration.

The minority of participants (3.2%) disagree that the Busuu app has improved their overall vocabulary knowledge. Nevertheless, most participants (51.6%) agree with the item.

Consequently, 32.3% of participants strongly agree. Neutral participants are 12.9%. See Figure 16.

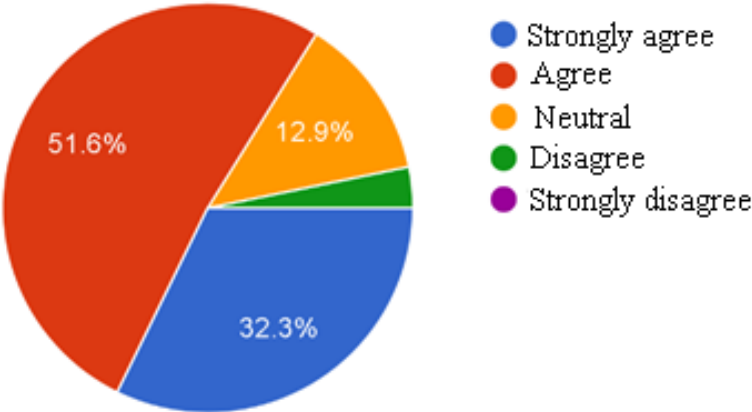


Figure 16: Overall knowledge of vocabulary improved.
Source: Own elaboration.

At first, participants (58.1%) agreed that the Busuu app has helped them to learn new vocabulary. For the second instance, participants (35.5%) strongly agreed, and finally, 6.5% of the population are neutral in this section. See Figure 17.

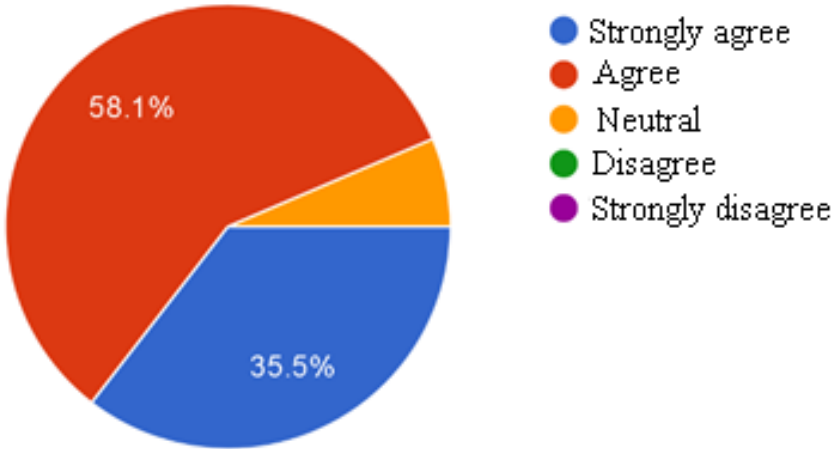


Figure 17: Help to learn vocabulary.
Source: Own elaboration.

4.3 Work on pronunciation through Busuu app

This section presents information related to work on pronunciation through the Busuu app. There were 14 items, and the information was classified into three main categories: perceptions; figures 18, 19, 20, 21, 22, and 23; utility; figures 24, 25, 26, and 27; and benefits; figures 28, 29, 30, and 31.

4.3.1 Perceptions of work on pronunciation through Busuu app

Firstly, participants (48.4%) agree that they like pronunciation features in the Busuu app. Next, participants (38.7%) strongly agree that they like features, too, and 12.9% of the participants are neutral. See Figure 18.

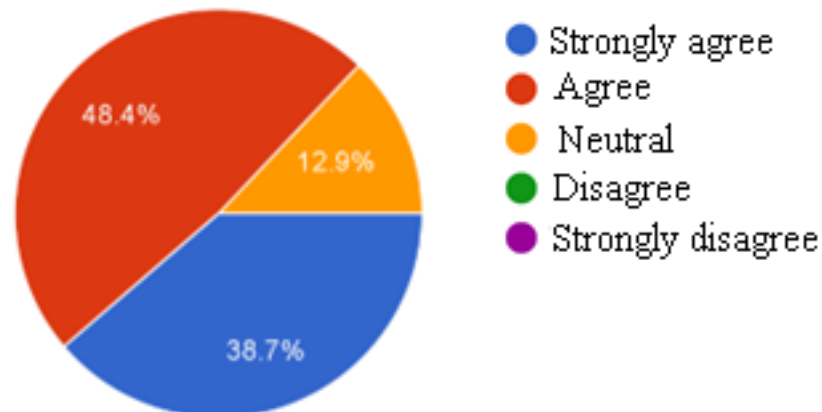


Figure 18: Likes pronunciation features.

Source: Own elaboration.

To start with, participants (48.4%) strongly agree that using the Busuu app to test pronunciation is more fun and less stressful. At the same time, participants (41.9%) agree, but 9.7% are neutral on this item. See Figure 19.

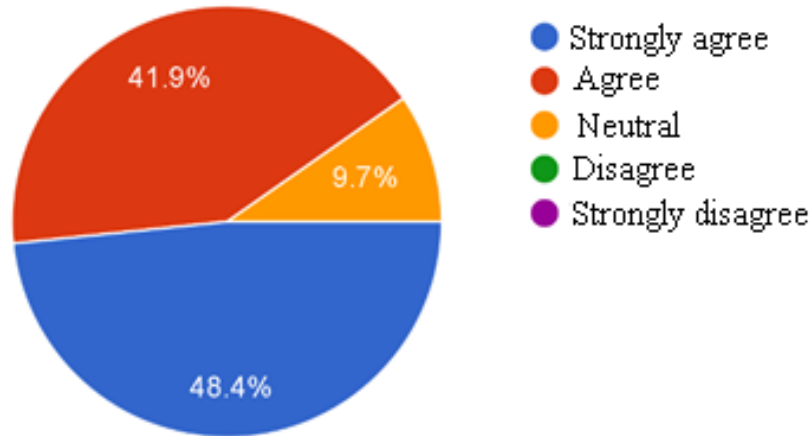


Figure 19: Testing pronunciation is more fun and less stressful.
Source: Own elaboration.

Figure 20 shows that the majority of participants (54.8%) agree that they enjoy using the Busuu app to improve their pronunciation. Then, participants (38.7%) strongly agree, but 6.5% are neutral.

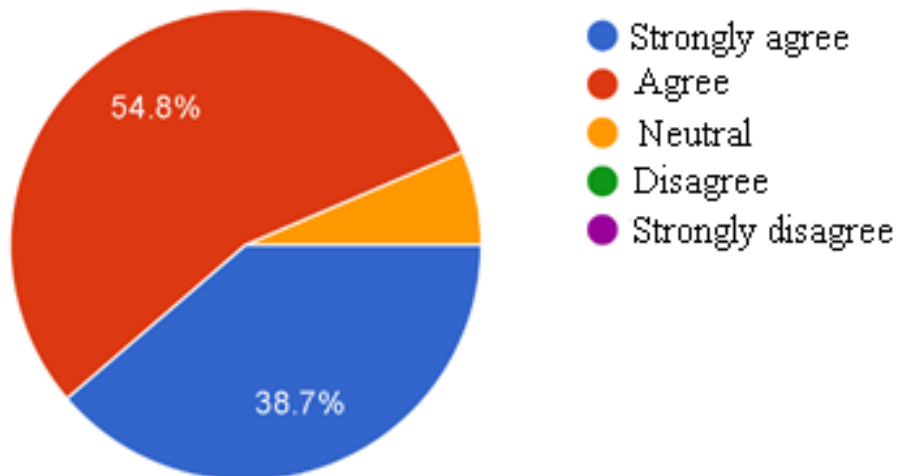


Figure 20: Enjoy using Busuu app to work pronunciation.
Source: Own elaboration.

Participants (48.4%) agree that the Busuu app is a helpful tool for working with pronunciation. Moreover, 41.9% of the participants strongly agree. On the other hand, 9.7% of participants are neutral. See figure 21.

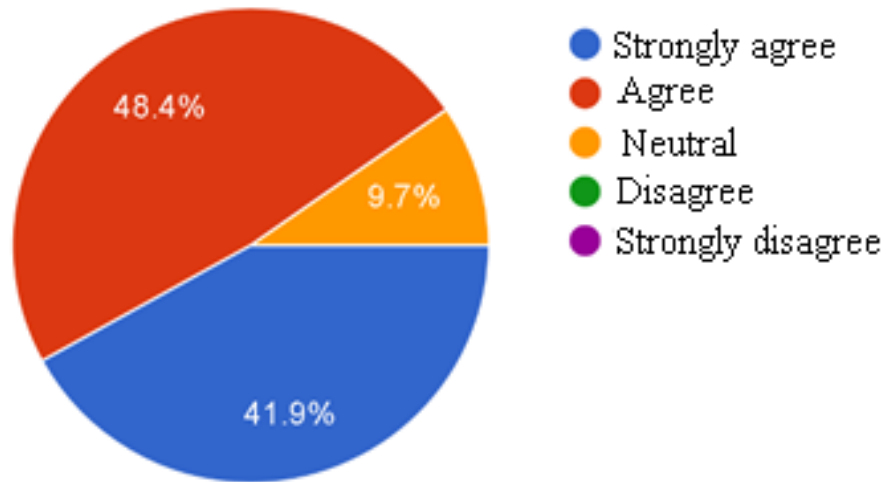


Figure 21: A useful tool to work pronunciation.
 Source: Own elaboration.

Many of the participants (45.2%) strongly agree that the Busuu app has increased their interest in learning pronunciation. Other participants (35.5%) agree, and the rest of the participants (19.4%) are neutral. See Figure 22.

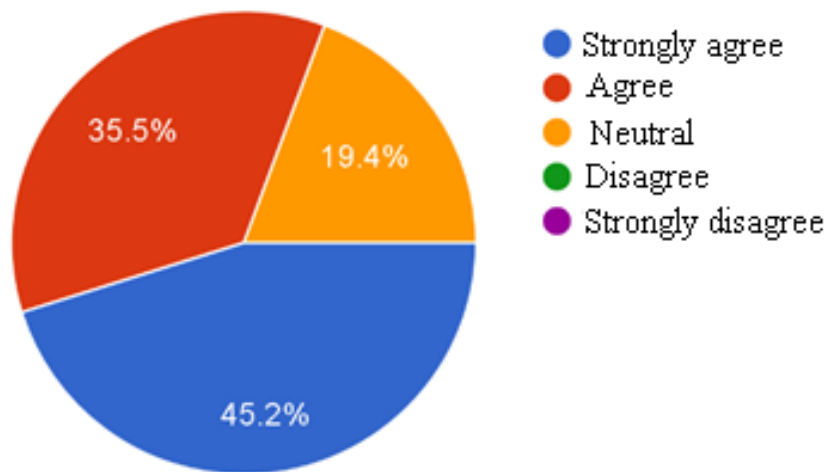


Figure 22: Increasing interest to work on pronunciation.
 Source: Own elaboration.

A minority of the participants (12.9%) who are neutral recommend the Busuu app to someone else to work on pronunciation. Meanwhile, 45.2% of the participants strongly agree, and 41.9% agree. See Figure 23.

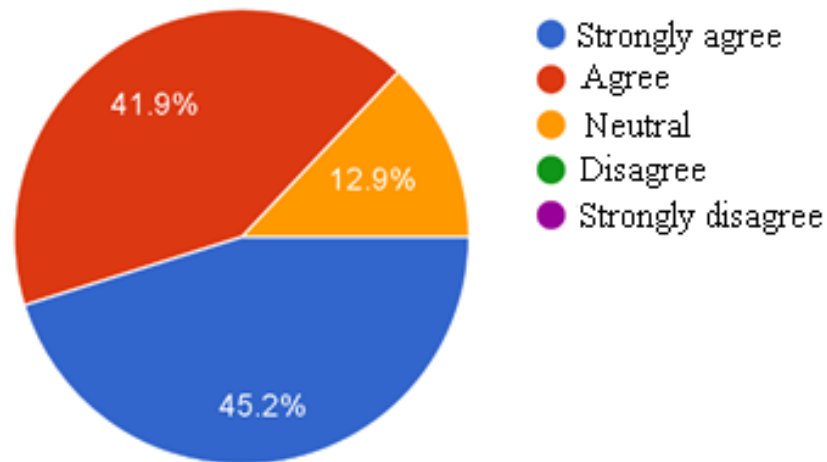


Figure 23: Recommend Busuu app to work on pronunciation.
Source: Own elaboration.

4.3.2 Utility of Busuu app in pronunciation learning

Most participants (51.6%) agree that they share pronunciation exercises with Busuu users. Then, 16.1% of participants strongly agreed. However, the participants (19.45%) were neutral. Finally, 12.9% of participants disagreed with sharing pronunciation exercises. See Figure 24.

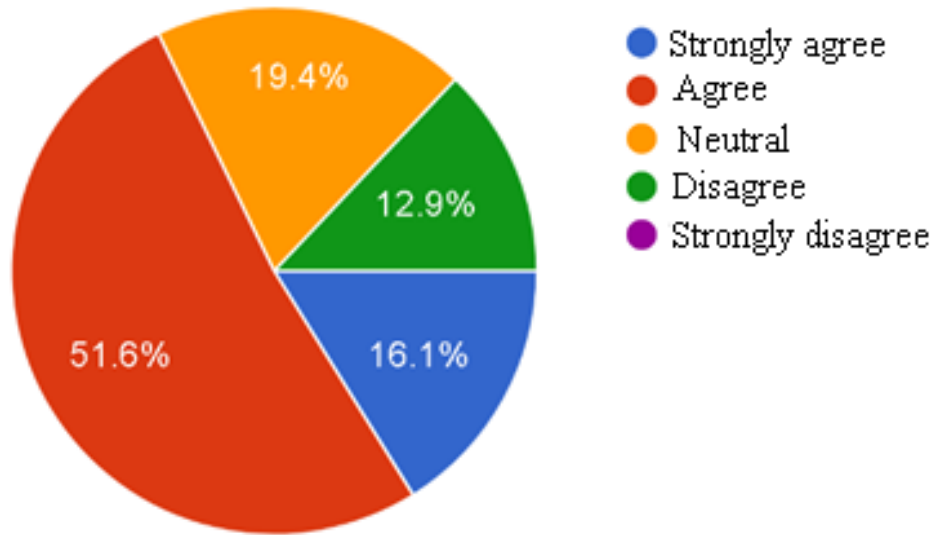


Figure 24: Sharing pronunciation exercises with Busuu users.
 Source: Own elaboration.

The majority of the participants (58.1%) strongly agree that pronunciation in the Busuu app is better when it is presented in multiple ways (Videos, sound, definition, examples, etc.). In the middle, 35.5% of participants agreed. Lastly, 6.5% of participants are neutral. See Figure 25.

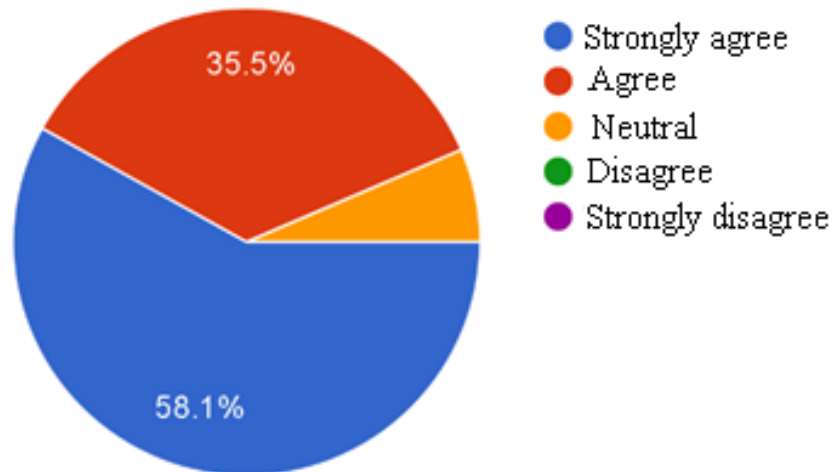


Figure 25: Pronunciation material in Busuu.
 Source: Own elaboration.

Participants (58.1%) agree that they can have a wider range of pronunciation activities using the Busuu app. 38.7% of the participants strongly agree, and the rest (3.2%) are neutral. See Figure 26.

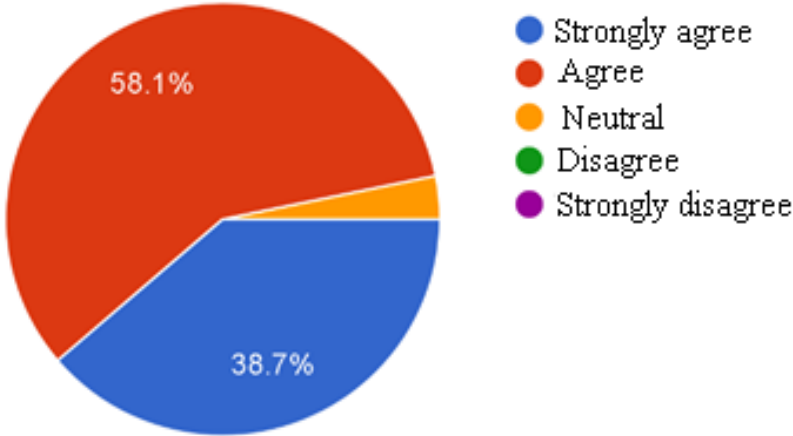


Figure 26: Wider range of vocabulary activities.
Source: Own elaboration.

61.3% of participants agree that the Busuu app has interesting exercises to work on pronunciation. Also, 29.0% of the participants strongly agree, and 9.7% are neutral participants. See Figure 27.

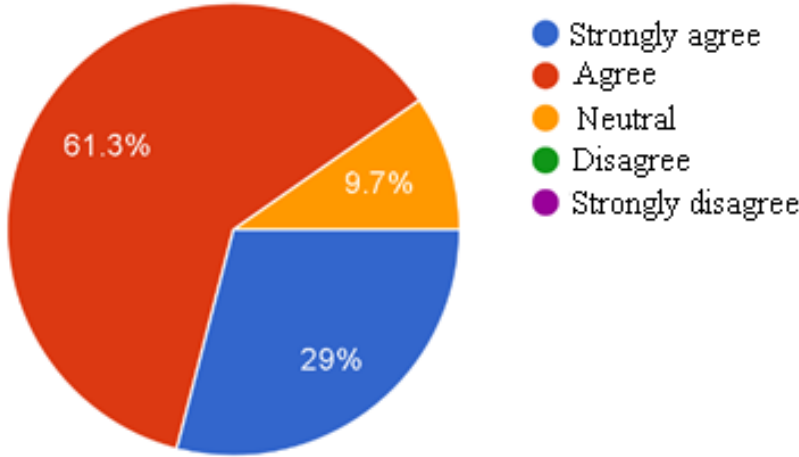


Figure 27: Interesting exercises to work on pronunciation.
Source: Own elaboration.

4.3.3 Benefits of pronunciation learning through Busuu app

The majority of participants (51.6%) agree that they can use the pronunciation learned in the Busuu app. At the same time, 41.9% of participants strongly agree, but 6.5% are neutral. See Figure 28.

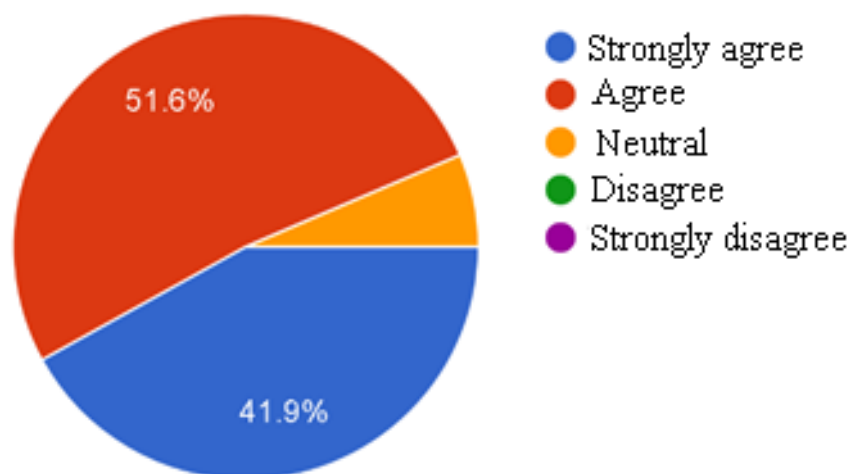


Figure 28: Using pronunciation learned.
Source: Own elaboration.

Most participants (54.8%) agree that using the Busuu app enhanced their pronunciation. The 29% of participants strongly agree. In the middle are neutral participants (16.1%). See Figure 29.

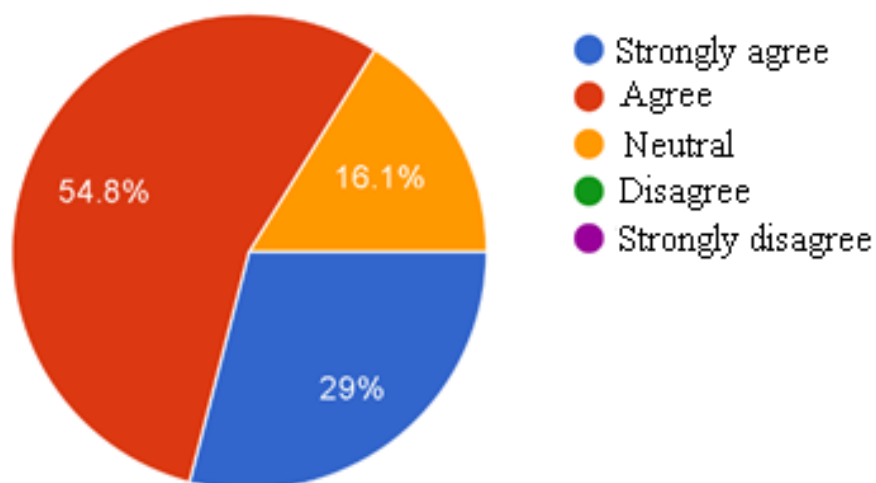


Figure 29: Pronunciation enhanced.
Source: Own elaboration.

45.2% of the participants recognize that the Busuu app improves their overall knowledge of pronunciation. Subsequently, 41.9% of the participants strongly agree, and a few of participants (12.9%) are neutral. See Figure 30.

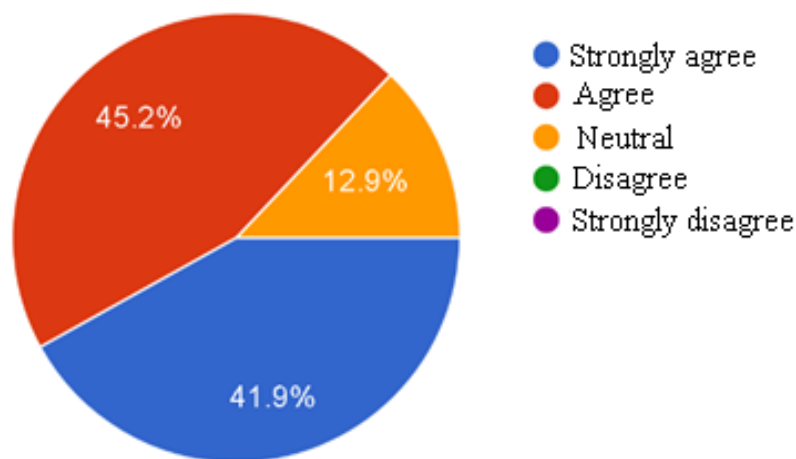


Figure 30: Overall knowledge of pronunciation improved.
Source: Own elaboration.

Figure 31 shows that participants (51.6%) agree that the Busuu app has helped them learn pronunciation. Other participants (32.3%) strongly agree. In the final, 16.1% of the participants selected neutral.

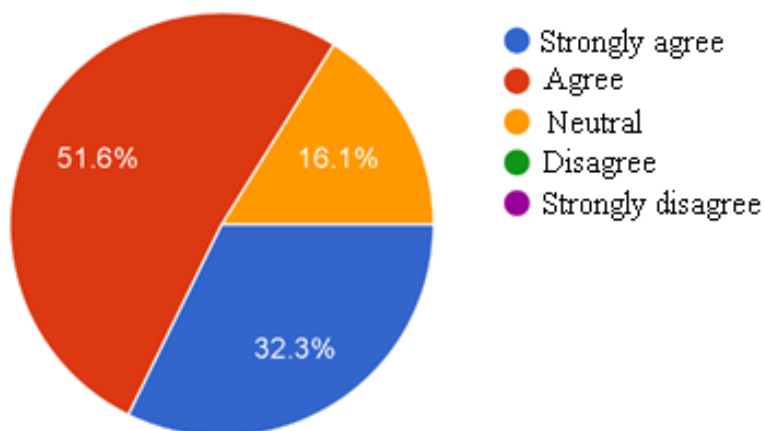


Figure 31: Help to work on vocabulary.
Source: Own elaboration.

This study intends to analyze the utility of the Busuu tool for enhancing vocabulary, distinguish the utility of the Busuu app for pronunciation development, and gather perceptions of university learners. This part includes the principal findings in the vocabulary and pronunciation stages to answer the research question. After gathering, classifying, and describing the information obtained, participants' perceptions of learning vocabulary and working on pronunciation through the Busuu app demonstrated the following findings.

Participants (96.8%) like using the Busuu app to expand their vocabulary. Further, 93.5% of the students like using the Busuu app to work on pronunciation. Then, 90.3% of the students who tested their vocabulary and 90.3% who tested their pronunciation through the Busuu app perceived that it was more fun and less stressful. Next, 96.8% of the students considered improving their vocabulary when presented with pictures, sounds, definitions, examples, and others. Subsequently, 93.6% of the students considered that they could improve pronunciation when it showed videos, sounds, definitions, examples, and others.

Nevertheless, 64.5% of the students shared vocabulary exercises with Busuu users. At the same time, 67.7% of the students shared pronunciation exercises with Busuu users. Consequently, 96.7% of the participants considered the Busuu app a helpful tool for learning vocabulary. Furthermore, 90.3% of the participants considered the Busuu app a helpful tool for learning pronunciation. Similarly, 93.6% of the students considered the Busuu app to help them learn new vocabulary. Even so, 83.9% of the participants considered the Busuu app to have helped them to learn pronunciation. For this reason, 93.5% of the participants recommended the Busuu app to someone else to learn vocabulary. In the same

way, 87.1% of the students recommended the Busuu app to someone else to work with pronunciation.

The outcomes demonstrated that a large part of the students witnessed that the Busuu app increased their vocabulary because of vocabulary features, tested their vocabulary, increased their interest, enjoyed using the app, and considered the app's utility as a supportive tool for learning vocabulary. It means that Busuu is useful for learning vocabulary.

Then, pronunciation results showed that most participants distinguished the utility of the Busuu app for developing pronunciation. The answers gave a positive result. This includes sharing pronunciation exercises and the capacity to learn pronunciation better when it is presented in multiple ways. They can access plenty of pronunciation activities and interesting exercises to practice pronunciation. It means that participants perceived the utility of the Busuu app as a good tool for working on pronunciation.

Chapter V: Conclusions

5.0 Introduction

This final section will present the findings, meaning, and significance obtained, which are the general conclusions from the information gathered and analyzed with the help of the instrument applied. Then, it will show the implications generated in the study. Also, it will discuss the limitations that were crossed throughout this research study. Finally, the suggestions for further research.

5.1 Conclusions

Applications for English language learning have been increasing recently, and it has continued as time passes. Busuu app forms part of this learning application, which people can download and use for work pronunciation, vocabulary increase, or other specific purposes like developing listening, grammar learning, or speaking practice. Mobile learning offers a personalized educational experience that can fit the learner's specific needs (Sharples, 2006). Busuu app allows students to learn whenever they want or whenever they need. This research study identified students' perceptions about the utility of Busuu in learning vocabulary and work pronunciation in university learners.

Based on the first research question, "What is the utility of the Busuu tool in increasing vocabulary?" The result obtained is that the utility of the Busuu tool increases the vocabulary after using the application. Most students agree that features, the plenty of activities presented in multiple ways such as pictures, definitions, examples, or others., and exercises shared with Busuu users help them increase their vocabulary. Students can learn

pronunciation better, enhance their pronunciation, and improve their overall knowledge of pronunciation. They noticed that the Busuu app has helped them learn pronunciation.

For the second research question, “What is the utility of the Busuu App tool for pronunciation development?” According to the results obtained, the utility of the Busuu tool develops pronunciation. Participants agreed they could learn pronunciation in the Busuu app better when presented in multiple ways, like videos, sounds, definitions and examples. They can have an amplitude of pronunciation activities and shared pronunciation exercises with Busuu users. Finally, consider that the Busuu app has engaging exercises for practising pronunciation. Because the Busuu application has enhanced their pronunciation, they can learn better through the Busuu app. Their overall knowledge of pronunciation has improved, and they consider the Busuu app to have helped them learn pronunciation.

Finally, the principal research question is, “What are student perceptions about the utility of the Busuu app in learning vocabulary and working on pronunciation in university learners?” The results obtained are that students enjoyed using the Busuu app, how they tested their pronunciation and vocabulary was more fun and less stressful, and finally, they considered that the Busuu app helped them to learn vocabulary and work on pronunciation better, enhance their vocabulary and pronunciation, and consider that Busuu app improved their overall knowledge of vocabulary and practice pronunciation. The utility of the Busuu tool allows students to increase their vocabulary and work on pronunciation after using the application. Most students agree that the features of the application and the broader activities they can have in the app presented in multiple ways, such as pictures, videos, sounds, definitions, examples and exercises shared with Busuu users, assist them to learn new vocabulary and develop pronunciation. Finally, it could be said that university learners

perceive the Busuu app as an opportunity to increase their vocabulary and enhance pronunciation by providing enough material, visual aids, tests

5.2 Implications

According to this research's findings, some recommendations exist for students who want to use the Busuu app to enhance specific skills. Some advantages that students can get with the Busuu app are the following:

- For increasing vocabulary and working on pronunciation
- Enhance general knowledge of vocabulary and pronunciation
- Increase social interaction in the Busuu community.
- Test vocabulary and pronunciation through the Busuu app
- Increasing interest in learning vocabulary and practicing pronunciation
- Flexible tool to learn vocabulary and pronunciation
- Vocabulary activities and pronunciation activities
- Activities are presented in multiple ways, such as pictures, sounds, definitions, videos, and examples, to mention some of them.

Busuu app should be considered a tool for enhancing skills. University learners of the English language use applications to develop specific skills, but many applications for language learning have different uses or purposes. This research explored and provided more perceptions about the utility of the Busuu app to learning vocabulary and working on pronunciation in university learners. For the final, students consider Busuu an excellent tool for enhancing vocabulary and working on pronunciation.

5.3 Limitations

The research process was carried out satisfactorily; however, some issues were faced throughout the study. The three principal limitations were time, population and instruments. At first, the short research time could not permit the extension of the investigation to other opportunity areas, such as investigating the depth of the specific material for learning pronunciation and practicing pronunciation in the Busuu app. Secondly, participants, even if they were selected for convenience, it was more challenging to find participants who used the Busuu app; the application is known, but not all people use it. Finally, the survey had a set of questions related to the Busuu app, but it could be completed with the help of pre-test and post-test that ensure the enhancement of the use of this application.

5.4 Suggestions for further research

The results obtained in this analysis helped to detect opportunities to find and explore students' perceptions of the utility of the Busuu app in vocabulary and pronunciation. Nevertheless, it is wholly suggested that further research for new generations interested in this topic be adopted, or the result should be adapted to another setting, like a secondary or high school context. Also, the student's progress on pronunciation or vocabulary before and after using this application should be considered. Besides, study the perceptions of other languages the Busuu app provides, such as German, Korean, Chinese, Italian, French, and others. Moreover, investigate other opportunity areas like deepening the specific material for learning pronunciation and practicing pronunciation in the Busuu app. Study other language learning applications that are less known, such as Tandem, Ewa, and Cake. or other language learning applications.

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Appendix

Appendix 2.1

Cuestionario (Versión aplicada en español):

1. Edad: _____
2. Género: Hombre – Mujer – Prefiero no decir
3. ¿Qué nivel de inglés consideras que tienes? A1básico – A2 básico – B1 intermedio – B2 intermedio – C1 avanzado

Preguntas	<i>Totalmente de acuerdo</i>	<i>De acuerdo</i>	<i>Neutral</i>	<i>En desacuer do</i>	<i>Totalmente en desacuerdo</i>
VOCABULARIO					
1. Me gustan las características del vocabulario en la aplicación Busuu.					
2. Comparto mis ejercicios de vocabulario con los usuarios de Busuu.					
3. Soy capaz de aprender vocabulario en la aplicación Busuu mejor cuando se presenta de					

<p>varias maneras (imágenes, sonido, definición, ejemplos, etc.).</p>					
<p>4. Puedo tener una gama más amplia de actividades de vocabulario utilizando la aplicación Busuu</p>					
<p>5. Usar la aplicación Busuu para evaluar mi conocimiento de vocabulario es más divertido y menos estresante.</p>					
<p>6. Disfruté usando la aplicación Busuu para aprender vocabulario.</p>					
<p>7. Puedo utilizar mejor el vocabulario aprendido con la aplicación Busuu.</p>					

8. El uso de la aplicación Busuu mejoró mi vocabulario.					
9. Busuu ha mejorado mi conocimiento general del vocabulario.					
10. Considero que Busuu es una herramienta útil para aprender vocabulario.					
11. Busuu ha aumentado mi interés en aprender vocabulario.					
12. Considero que la aplicación Busuu me ha ayudado a aprender nuevo vocabulario					
13. Considero que la aplicación Busuu tiene ejercicios interesantes para practicar vocabulario					
14. Recomiendo la aplicación Busuu a otra					

<p>persona para aprender vocabulario</p>					
<p>PRONUNCIACION</p> <p>15. Me gustan las características de pronunciación en la aplicación Busuu.</p>					
<p>16. Comparto mis ejercicios de pronunciación con los usuarios de Busuu.</p>					
<p>17. Soy capaz de aprender pronunciación en la aplicación Busuu mejor cuando se presenta de varias maneras (imágenes, sonido, definición, ejemplos, etc.).</p>					
<p>18. Puedo tener una gama más amplia de actividades de</p>					

pronunciación utilizando la aplicación Busuu.?					
19. Usar la aplicación Busuu para evaluar mi pronunciación es más divertido y menos estresante.					
20. Disfruté usando la aplicación Busuu para aprender pronunciación.					
21. Puedo utilizar mejor la pronunciación aprendida con la aplicación Busuu.					
22. El uso de la aplicación Busuu mejoró mi pronunciación.					
23. Busuu ha mejorado mi conocimiento general de la pronunciación.					

<p>24. Considero que Busuu es una herramienta útil para aprender pronunciación.</p>					
<p>25. Busuu ha aumentado mi interés en aprender pronunciación.</p>					
<p>26. Considero que la aplicación Busuu me ha ayudado a aprender pronunciación</p>					
<p>27. Considero que la aplicación Busuu tiene ejercicios interesantes para practicar pronunciación</p>					
<p>28. Recomiendo la aplicación Busuu a otra persona para aprender pronunciación.</p>					

Source: Likert scale sample 5-point adapted from previous studies (Rezaei, et al.; Cantos, 2022; AlDakhil & AlFadda, 2022).