

Research Article

A Study on the Perceptions of English Majored Students' Towards the Uses of ChatGPT in Enhancing Pronunciation

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Abstract

This research examines learners' perspectives towards ChatGPT following its application in pronunciation class. There were 64 English-majored students from Dai Nam University (a Vietnamese private university) involved in the study. Employing a mixed method research design, quantitative data from Google Form survey was collected from the students after the pronunciation course with ChatGPT application. Qualitative data were then gathered with semi-structured interviews with questions based on TAM model (Technology Acceptance Model) to further understand how students perceive ChatGPT being adapted to their pronunciation learning. Findings showed that students generally viewed the application of ChatGPT in pronunciation training as a positive experience. This is reflected in students' favorable acknowledgement of ChatGPT's usefulness in improving their pronunciation, the chatbot's ease of use and their intention to continue incorporating ChatGPT in their pronunciation practice. Moreover, this research also found that compared to technology-based pronunciation assistant like ChatGPT, learners still prefer human teachers in pronunciation course and they regard ChatGPT as a useful assistant tool to further practice along with teacher's guidance. This study contributes to the growing body of literature on Artificial Intelligence in language learning and teaching practice, which showcases ChatGPT's potential to make radical transformation in teaching languages in general and pronunciation training in particular. Future research should include a broader sample size, a control group to avoid certain biases, and the application of ChatGPT in pronunciation course from teachers' perspective.

Keywords

ChatGPT, Students' Perspectives, Pronunciation, Language Teaching

1. Introduction

1.1. Background to the Study

The speaker's pronunciation level is related to the proficiency of a foreign language, which has been proved by research [4]. Pronunciation competency impacts foreign language instruction as well as students' confident level and future job. This shows pronunciation proficiency in language learning and communication in real life situation and educa-

tors have been working on different methods to guide students to improve their pronunciation.

With the development of Artificial Intelligence (AI) tools, language learning and teaching has benefited from a wide range of innovative options in such a rapid changing language education environment [2]. One of the technological advancements is ChatGPT which has revolutionized the traditional way of English as a Foreign Language (EFL) education

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with its interactive features in leveraging students' capabilities [8]. This chatbot is increasingly being explored as potential aids in teaching numerous language skills, including pronunciation.

1.2. Purpose of the Study

The study seeks to investigate English-majored students' perspectives on how effective ChatGPT is in assisting these learners to enhance their pronunciation competency. In detail, the research aims at exploring how students perceive the benefits and drawbacks of applying ChatGPT in their pronunciation practice, how they personally experience different features to exploit ChatGPT for learning pronunciation and whether they are inclined to continue using ChatGPT for future pronunciation practice. This will provide insights into the practical value of AI tools like ChatGPT in foreign language education and possible indications for future coordination of such tools in boosting pronunciation ability.

2. Literature Review

2.1. The Importance of Pronunciation in Language Teaching

Accurate pronunciation enables language learners to speak more fluently and listen to inputs more correctly as pronunciation plays a critical role in the understanding of spoken English and communication [6]. Students can still struggle to make others understand their ideas despite having an extensive range of vocabulary when they mispronounce these words. Even worse, mispronunciation causes hesitation among learners while correct articulation of words makes them feel more confident to participate in class and interact with others in different settings. Moreover, teaching students how to recognize and produce sounds and other pronunciation features facilitates these learners to recognize and understand what they heard from others, even with different accents [7].

Besides, proper pronunciation has been proved to largely enhance overall language proficiency. There is a correlation between acknowledging and appropriately pronouncing different sounds, stress patterns, intonation, contraction and better usage of this foreign language in a natural way [16]. Greater accuracy in grammar and vocabulary, therefore, can be achieved. Concentration on teaching pronunciation can also help students to understand the differences between the new foreign language and their mother tongue so that they can limit errors influenced by their native language [16].

Hence, it is necessary to acknowledge the importance of pronunciation in language learning programs, especially for EFL learners who need good communicative competency for their future career.

2.2. ChatGPT and Teaching Pronunciation

With the surge in integrating pronunciation instruction in the current communicative language learning, language educators have searched for different innovative instruction methods. This is supported by the rapid growth of the Internet and new technology as they are greatly transforming the way language teachers and learners practice pronunciation. Many online applications have been designed for pronunciation training like Else Speak and many others that were not aimed at pronunciation still have been utilized by teachers and educators in a creative way. One of the rising stars in the available technology that can be of value for pronunciation learning is ChatGPT.

ChatGPT, developed by OpenAI, can follow complex instructions in natural language and solve difficult problems after being trained on a vast amount of textual data. ChatGPT is a ground-breaking technology in several fields, including language instruction, thanks to its capacity to comprehend and react to intricate instructions in natural language. Hence, this advanced open-source model engineered for conversational interactions, has experienced a significant increase in popularity, especially in education and language teaching in particular [10].

With ChatGPT's ability to effectively create lesson plans and activities tailored to students' skill levels and interests, this tool can save a great deal of time and be an invaluable teaching aid. Additionally, its new speech and audio recognition features have the potential to be used to practise conversations. It, apart from providing information, can be used as an adaptable conversation partner, giving students a special chance to practice pronouncing words correctly in a lively environment. Teachers can help students use ChatGPT to practice interaction in a variety of ways, from simple talk to role-playing intricate arguments and conversations. With the help of this interactive method, students can concentrate on and practice their pronunciation goals in the setting of authentic conversation. They can also interact with the tool via the ChatGPT app on their smartphones, which provides them with instant feedback on how understandable it is [12].

It is generally acknowledged that a large portion of the current technology still has limitations that affect its usefulness for teaching and learning pronunciation, particularly in the areas of feedback and non-segmental features [14], and ChatGPT would not be an exception when it is not specifically designed for pronunciation training. However, given that the majority of students are eager to learn with technology and that ChatGPT can give them access to a wide variety of input, integrating technological resources into language instruction is still necessary.

2.3. Technology Acceptance Model (TAM)

As technology advances, users' reactions to emerging innovations are usually of great concern. To get better insights into this, Davis established the Technology Acceptance

Model (TAM), which includes five variables: perceived ease of use, perceived usefulness, attitude toward use, behavioural intention to use, and actual use [3]. According to Davis, Perceived ease of use relates to an individual's belief that adopting ICT (Information and Communications Technology) is simple and that employing this learning approach would improve their performance. Perceived usefulness refers to an individual's idea that using a tool can increase his or her productivity. Attitude toward use indicates the user's behaviour and intention to utilize technology. Behavioural intention to use means an individual's decision to engage in a specific activity. Actual use is the extent to which a user actually interacts with the technology [3].

TAM has been widely validated and deployed in a variety of situations and technology, including educational settings. Many researchers have also undertaken studies to support the principles outlined in TAM. For example, King and He did a meta-analysis on 88 research that used the TAM model [9]. The study confirmed the model's adaptability and validity in a variety of scenarios, validating TAM's efficacy in anticipating and clarifying consumer technology adoption. This study also advances our understanding of how perceptions influence technological adoption.

Regarding educational research, TAM is often used for evaluating adoption intentions for the use of technology to improve learning performance [11]. This is because TAM presents a straightforward model with fundamental principles that are simple to assess using surveys or interviews. Hence, it is feasible for researchers to use TAM when investigating students' perception of a certain technology for language learning and teaching.

2.4. Prior Study

There have been several research on the utilization of ChatGPT in EFL pronunciation teaching and learning. A study by Mompean discussed the potential use and limitations of ChatGPT for listening and pronunciation practice [13]. It concluded that ChatGPT might be added to the variety of technological resources available to EFL educators and students for teaching or acquiring pronunciation. Nonetheless, ChatGPT ought to be considered a supplement to traditional resources for teaching and learning pronunciation.

Lima and Wallace suggested some applications of ChatGPT in numerous aspects of pronunciation training; however, still emphasized the irreplaceable role of human teachers, notably in detecting specific pronunciation errors, as well as developing confidence via empathy and personal connection - qualities that AI-generated chatbots have yet replicated [12].

Shi did not directly investigate how ChatGPT was used in assisting pronunciation teaching, but more broadly, in oral English teaching [15]. The article reported that ChatGPT can provide a unique advantage in oral English teaching due to its continuous optimization of the language model, by providing

personalized oral practice, real-time error correction and feedback, real dialogue simulation, and a safe and comfortable dialogue environment. Simultaneously, the limitation of ChatGPT in oral training lies in the direction of its future technological improvement including real-time communication of spoken language, recognition of voice tone and intonation, integration with VR (virtual reality) technology, autonomous assessment of spoken language level, etc.

Regarding students' perspective in using AI Chatbots in pronunciation teaching and learning, there was a study by Hoang et al. indicating that vocational students felt more motivated after engaging with an AI Chatbot as well as expressed an enhancement in their confidence level when pronouncing and communicating in English [7]. However, this research only examined a Chatbot aimed at improving oral capability instead of ChatGPT.

In conclusion, current research suggests the potentials and drawbacks of using ChatGPT in pronunciation training. However, students' perspectives on such application still need to be further explored to understand whether the integration of ChatGPT in pronunciation teaching and learning should be promoted to cater for learners' needs.

2.5. Research Question

Based on the research gap, this study aims to answer this research question:

What are English-majored students' perspectives of using ChatGPT in pronunciation training?

3. Methodology

3.1. Research Design

The study adopts a mixed method approach to examine how English-majored students perceived the use of ChatGPT to improve their pronunciation. This is because mixed methods research gives the design more comprehensive insights, enabling the researcher to gain a deeper understanding of a certain study subject.

A Linkert scale questionnaire was sent to students to quantitatively assess their perceptions of applying ChatGPT for pronunciation improvement. The questions in the survey are designed based on a modified David's Technology Acceptance Model (TAM) which include 4 factors: Perceived usefulness, perceived ease of use, attitude toward using ChatGPT, behavioral intention to use [3]. This is because the researcher did not track long-term user behaviour due to limited resource and wanted to focus on predicting intention to use through self-reported surveys rather than actual use which should be observed over a long time period. There are 26 questions in the survey using a five-point Likert scale from "totally disagree" to "totally agree" (1 = totally disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = totally agree).

Subsequently, the qualitative phase enables a thorough

investigation of students' experiences, viewpoints, and difficulties in using ChatGPT during their pronunciation lessons and homework practice. The interview is semi-structured since this style has been demonstrated to be helpful in creating rapport between the interviewer and the participant and enables the interviewer to ask further questions based on the participants' responses [5].

3.2. Participants

Due to limited resources, the researcher used convenience sampling, which is time and cost effective as the study participants involve 64 students who enrolled in the "Practical pronunciation" course guided by the researcher. The majority of students are currently freshman at Dai Nam University (academic year 2024-2025) with B1 and above English level.

After gathering survey responses, the researcher invited five students to answer interview questions. The researcher clearly asked for the participants' permission with a detailed explanation of how their data would be used. For interview transcript, pseudonyms are used to safeguard participants' confidentiality.

3.3. Procedure

The research was conducted during 11 weeks throughout the course. The researcher frequently designed practice tasks during class for students to practice certain sounds and pronunciation features. In addition, students were given instruction on the appropriate prompts for ChatGPT to practice at home with homework assigned by the researcher. These tasks can comprise of reading aloud exercises to a conversation containing specific sounds and interacting with ChatGPT free version 3.5 through voice mode by asking and answering simple questions. ChatGPT free version 3.5 was chosen due to its availability at the research time (2024) and cost efficiency (most students did not have funding to upgrade to the advanced model).

One example of the prompts that the researcher suggested the students is as below: "I'm going to read to you different conversations (I have also attached the file of some test cards with different conversations here), you need to provide me a detailed table with:

Column 1: The things I have done well in terms of pronunciation (each sound, word stress, sentence stress).

Column 2: The things I need to improve (each sound, word stress, sentence stress), please provide me the IPA transcription of the words that I did not pronounce correctly."

3.4. Data Collection and Analysis

The study employs a mixed method approach to collect data by first sending out the Google Form survey to students at the end of the course. The survey is designed following TAM model to understand English-majored students' per-

ception of the effectiveness of ChatGPT in leveraging pronunciation skill. The survey was emailed to 5 professors who have teaching experience in the English Language Department and expertise in research methodology in order to test its validity and accuracy. This allows the researcher to eliminate unsuitable questions and improve the length, content of the survey.

Following this, semi-structured interviews using Vietnamese were conducted with 5 students to further gain insights into their perceptions and attitudes. These interviews were recorded with students' consent and transcribed verbatim and translated to English to assist analysis process.

Regarding quantitative data, descriptive statistics are used to summarize and analyze students' perception towards ChatGPT. This provides data on whether the subjects agree or disagree with the statements made about the application of ChatGPT in improving pronunciation.

Furthermore, drawing on the work of Braun and Clarke, this study applies thematic analysis to obtain qualitative data [1]. This consists of 6 steps starting with familiarizing with the data, coding, searching for themes, reviewing themes, defining and labelling themes, and writing the report. The researcher manually identifies the codes from the emerging themes in the interviews and provides quotes from students' answers for illustration purpose.

4. Results

4.1. The Survey Data

To measure English-majored students' perception towards using ChatGPT to enhance pronunciation, a five-point Likert scale was used with questions based on TAM model. The point ranges from one if the participants totally disagree with the statement to five when they totally agree with the given statement.

The first section of the survey concerns demographic information as 56.3% participants are female, and 43.8% are male. Most of the surveyed students sometimes used ChatGPT, accounting for 71.9%.

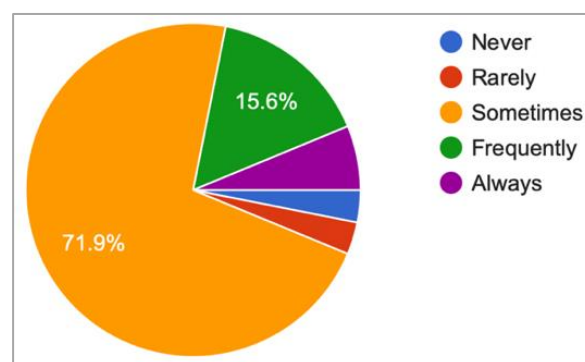


Figure 1. Participants' frequency of using ChatGPT.

The second section reports the descriptive data measuring how students perceive ChatGPT's usefulness in improving their pronunciation.

Table 1. *Students' perceived usefulness towards ChatGPT in pronunciation training.*

	N	Mean	Std. Dev.
Using ChatGPT improves my pronunciation skills.	64	3.72	1.061
ChatGPT helps me correct my pronunciation mistakes efficiently.	64	3.66	1.171
ChatGPT provides accurate feedback on my pronunciation practice.	64	3.69	1.139
ChatGPT provides more detailed feedbacks than my teacher/ lecturer.	64	3.03	1.054
ChatGPT helps me gain confidence in pronouncing English.	64	3.62	1.091
Using ChatGPT allows me to practice pronunciation at my own pace.	64	3.50	1.155

This table shows that most students found ChatGPT generally improve their pronunciation skill (mean score: 3.72). They also rated ChatGPT positively in terms of giving proper feedback with a mean score of 3.69, correcting pronunciation mistakes effectively with 3.66 mean score, personalized

practicing (mean score: 3.50). Meanwhile, the statement that ChatGPT provided more detailed feedbacks than the teacher got the lowest mean score of 3.03.

The next section measures the students' perceived ease of interacting with ChatGPT for pronunciation practice.

Table 2. *Students' perceived ease of use.*

	N	Mean	Std. Dev.
ChatGPT is easy to use for pronunciation practice.	64	3.97	.890
Learning to use ChatGPT for improving pronunciation is straightforward.	64	3.72	.766
I find it easy to access pronunciation features in ChatGPT.	64	3.84	.761
I do not encounter many technical problems when using ChatGPT.	64	3.53	1.038
I find ChatGPT's interface user-friendly when practicing pronunciation.	64	3.97	.854

According to the table, students perceived ChatGPT as an accessible tool for pronunciation training with a mean score of above 3.5 for all listed categories. The highest mean score is recorded in the user-friendly interface and easy-to-use features for practicing pronunciation (3.97) while the lowest lies

in the statement that participants did not have many difficulties using ChatGPT (3.53).

In the 4th section, students' overall attitudes toward using ChatGPT for pronunciation improvement are presented in table 3.

Table 3. *Students' attitude toward using ChatGPT for pronunciation training.*

	N	Mean	Std. Dev.
I enjoy using ChatGPT to improve my pronunciation.	64	3.53	.942
Using ChatGPT makes pronunciation practice more engaging.	64	3.63	.934
I believe that using ChatGPT is a positive addition to my language learning.	64	3.84	.912
I feel confident using ChatGPT for pronunciation practice.	64	3.69	1.022

	N	Mean	Std. Dev.
I think ChatGPT is an effective tool for learning English pronunciation.	64	3.78	.967

Students reported the highest mean score of 3.84 for ChatGPT being a positive addition to their language learning experience. Other positive attitudes are also presented due to a quite high mean score of above 3.5 each.

The last section focuses on the students' intentions to continue using ChatGPT for pronunciation practice in the future, as illustrated in table 4 below.

Table 4. Students' behavioral intention to use ChatGPT for future pronunciation practice.

	N	Mean	Std. Dev.
I intend to continue using ChatGPT to practice pronunciation.	64	3.78	1.031
I would recommend using ChatGPT to others for improving pronunciation.	64	3.78	.967
I plan to use ChatGPT regularly for pronunciation exercises.	64	3.63	.934
I think I will rely on ChatGPT more in the future for pronunciation improvement.	64	3.94	.974
I am willing to invest time in learning how to use ChatGPT better for pronunciation practice.	64	3.56	.871

Participants claimed that they would depend more on ChatGPT in the future to practice pronunciation, which was highlighted by the highest mean score of 3.94. They also had plans to continue (mean score: 3.78) and use more frequently (mean score 3.63) as well as recommended to others (mean score: 3.78). Lastly, students reported the lowest mean score of 3.56 when it comes to investing time to learn how to use ChatGPT better for pronunciation training.

4.2. The Interview Data

The collected data was thematically analyzed as follows.

4.2.1. EFL Learners' Perception Towards ChatGPT as a Useful Tool for Improving Pronunciation

The interview findings showed that students had positive attitudes towards the use of ChatGPT for enhancing pronunciation.

S1 said that *"It does help improve my pronunciation because it gives positive feedback before pointing out my mistakes, I don't feel being criticized."*

.... *This chatbot has a voice that sounds quite similar to a real human.*

.... *ChatGPT is better at giving pronunciation feedback than my friends because they are only freshman."*

S2 reported that *"ChatGPT made quite detailed feedback, for example, missing ending sounds, incorrect sound pronunciation."*

S3 added *"It's my first time using AI for pronunciation*

training ... It's okay because it shows me the mistakes....

.... *ChatGPT is better than my friends because it has more systematic knowledge."*

S4 and S5 both felt that *"ChatGPT has lots of suitable resources"* and S5 also thought that *"ChatGPT provided appropriate feedback that helps me learn faster because when I ask for one, it can give me many other suggestions ..."* and *"it helps me become more confident when pronouncing words"*. Moreover, S5 indicated the usefulness of ChatGPT in pronunciation in terms of personalized pronunciation training experience: *"I can get feedback whenever I want and it helps me improve my personal level based on my current performance."*

However, there are still some concerns regarding the usefulness of ChatGPT by all interviewees. S1, S2, and S4 agreed that *"ChatGPT is not as useful as (pronunciation) teachers"*, *"sometimes it doesn't give me my desired results"* or *"the free version is kinda limited"*. S3 mentioned that *"ChatGPT is not as good as teachers because it cannot provide the mouth position like the teachers during class"*. S5 added that *"teachers have more experience in teaching, especially in specific context"*. Moreover, when comparing with other tools to learn pronunciation, S3 thought *"Learning via Youtube videos, films are much more fun through shadowing ..."* and *"I still prefer pronunciation focus application like Elsa if I need to practice pronunciation."*

4.2.2. EFL Learners' Perception Towards ChatGPT as an Easy-to-use Tool for Improving Pronunciation

Students agreed that ChatGPT is easy to use even for first time users (like S1). S2 thought that *"I have no difficulties giving prompts, sometimes I use the teachers' suggestions, but I can also think on my own to get what I want."* S3 and S5 believed that *"... generally it is easy to use with user-friendly interface, just like chatting with a friend."*

However, the participants also pointed out some challenges. S2 said that *"sometimes ChatGPT use the language with advanced vocabulary (English version) which I cannot fully understand and I don't know how to give suitable prompts for that."* For S3, *"I still do not know much about giving prompts for pronunciation training because it's my first time use for such purpose."*, *"... I still need guidance on prompting."* S5 got another comment: *"For me Duolingo and Elsa is easier for pronunciation beginners, while ChatGPT needs more knowledge and skills like prompting to actually practice pronunciation."*

4.2.3. EFL Learners' Future Expectation Regarding ChatGPT

Most students had quite similar expectation towards their future use of ChatGPT for pronunciation practice. They wanted to continue using ChatGPT as S2 said that *"Sure, I'll continue using it"*, S5 positively added *"Definitely, I still think it is beneficial for my pronunciation."* For S1, *"it is better if I can use upgrade version or a better free version so that I may try to use again for practice pronunciation."*

Even though these students would like to continue using ChatGPT for pronunciation training, they concluded that ChatGPT only served as a complimentary tool besides studying with real teachers (S2 thought that *"I'll use it (ChatGPT) to practice on my own but then I still want my teacher to confirm and give me feedback during class"*). At the same time, some students (S3, S4) still prefer pronunciation-focus applications like Elsa rather than using ChatGPT (*"I still like using applications that are specific for pronunciation like Elsa much more in the future."*) (S3)

5. Discussion

The current study sought to investigate English-majored students' perception towards practicing with ChatGPT for improving their pronunciation. From the data collected, students generally had positive attitudes regarding ChatGPT application in pronunciation learning.

First, participants believed that their pronunciation learning journey with ChatGPT is enjoyable. From students' perspectives, ChatGPT gave quite efficient, immediate feedback to fix their pronunciation mistakes with detailed description. It enabled students to learn at their own pace with specific recommendations based on their level. These findings are in

alignment with previous studies by Lima & Wallace and Sun and since ChatGPT can act as "customizable conversation partner" that provides immediate feedback in an interactive way specifically for each student [12, 17].

Moreover, students' confidence in articulating sounds for speaking generally improved. This resonates Sun's work, when students are constantly given immediate feedback pointing students' strengths and weaknesses, they can actually control their learning process and feel more motivated and confident in their pronunciation competency [17]. Even though Sun's research focused on the utilization of ASR (Automatic Speech Recognition) technology in pronunciation instruction, ChatGPT also integrated such technology. Hoang et al. also concluded that students gave favorable comments on how Chatbot AI boosted their confidence in producing sounds [7].

Despite these, the participants also expressed that they still preferred teachers or pronunciation training applications in terms of their usefulness for enhancing students' pronunciation. Lima & Wallace and Mompean also got the similar finding [12, 13]. Even though ChatGPT can give comments on various features of pronunciation, these cannot be compared to a human teacher with specific understanding of their students, common mistakes certain regions' mother tongue might have on students foreign language's pronunciation. Additionally, the corrective techniques given by teachers with more experience and examples are often highly appreciated by students as sometimes ChatGPT can give complicated, general text-based answers that confuse students.

Another worth mentioning point is that students admitted that for basic features, such as asking questions to give feedback on pronunciation, they had little difficulty. However, they still needed more trainings to further exploit ChatGPT to give prompts and make use of ChatGPT voice and real-time feedback.

In terms of future intention, many students agreed upon continue using ChatGPT specifically for pronunciation, however, only as a supplementary tool. This is, according to their perspective, due to the incomparable role of teachers and the rising development of pronunciation training tools like "Elsa".

6. Conclusion

The mixed-method research aimed to explore how English-majored students perceived the application of ChatGPT to practice pronunciation. The results showed that according to students' perspective, ChatGPT is generally an effective tool for pronunciation training by giving personalized, detailed feedback despite not being able to outperform teachers with experience or applications customized for pronunciation. These students were new to using ChatGPT for pronunciation, yet still found it easy to use while prompting still causes certain struggles. The research also indicates that participants had intentions to continue utilizing this chatbot

as a supplementary tool in their pronunciation learning journey.

The pedagogical implications of this study include its possible application in foreign language pronunciation classroom due to students' positive attitudes towards ChatGPT from this research. Teachers and educators can make use of ChatGPT as an add-on tool for their pronunciation training to promote motivation and further improve students' pronunciation besides classroom time. This is especially useful for large size classes as most students may not get immediate feedback from teachers.

One limitation of this study is the small sample size of 64 participants, which may restrict the research's generalizability. Moreover, there is also a lack of a control group using traditional methods to practice pronunciation due to a resource limitation, which can lead to certain biases. In addition, this research only concern students' perspectives of applying ChatGPT in pronunciation training, which did not take in account teachers' opinions and the ease of using ChatGPT to guide students in pronunciation teaching across teachers' community. These limitations highlight the need for future studies using more varied samples, an integration of a control group, teachers' perspectives of applying ChatGPT in pronunciation training and different aspects of ChatGPT application in language teaching.

Abbreviations

TAM	Technology Acceptance Model
AI	Artificial Intelligence
EFL	English as a Foreign Language
ICT	Information and Communications Technology
VR	Virtual Reality

Supplementary Materials

The supplementary material can be accessed at <https://doi.org/10.11648/j.xxxx.2024xxxx.xx>

Author Contributions

Ngo Thi Kim Lan is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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