

# Investigating the Use of Instagram Threads Voice Notes to Promote Self-Directed English-Speaking Learning Among Vietnamese EFL Learners

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## ABSTRACT

Grounded in Self-Determination Theory, this study evaluates how Instagram Threads Voice Notes foster self-directed English-speaking learning among Vietnamese EFL freshmen. A one-group pre-questionnaire/post-questionnaire design was implemented over nine weeks in a Listening-Speaking 2 course. During the intervention period, students completed weekly asynchronous voice-based speaking tasks using Instagram Threads outside of class. Changes in autonomy were measured through identical pre- and post-intervention questionnaires, assessing goal setting, strategic planning, self-monitoring, and independent speaking practice. Results demonstrated significant increases across all self-directed learning behaviors, indicating that voice-note activities fulfilled learners' needs for autonomy and competence and sustained their engagement in oral practice. Limitations include the absence of a comparison group, the brief intervention timeframe, and reliance on self-reported data. Future research should extend the study duration, introduce control or comparison groups, and incorporate objective usage metrics to further validate and enhance understanding of social media's role in cultivating autonomous speaking development.

## INTRODUCTION

According to Section III of the General Education Program for the English subject issued with Circular 32/2018/TT-BGDDT by the Ministry of Education and Training (MOET), the objectives of the program are placed on lifelong learning, enabling students to become global citizens in the era of integration

### USE OF THREADS VOICE NOTES

**CHALLENGES**  
Limited classroom time  
High anxiety  
Few chances for self-practice  
Tech use focused on reading/writing, not speaking  
Traditional methods = low autonomy

**INSTAGRAM'S THREAD APP**  
Voice Notes feature = async speaking practice  
Gen Z-friendly (casual, voice-based)  
Low-pressure, learner-centered  
Supports out-of-class practice & reflection

## RESEARCH QUESTIONS

- How does Threads Voice usage impact first-year students' perceived self-directed English-speaking learning after 8 weeks?
- What are students' experiences and reflections on using Threads Voice Notes for self-directed speaking practice?

## THEORETICAL FRAMEWORK

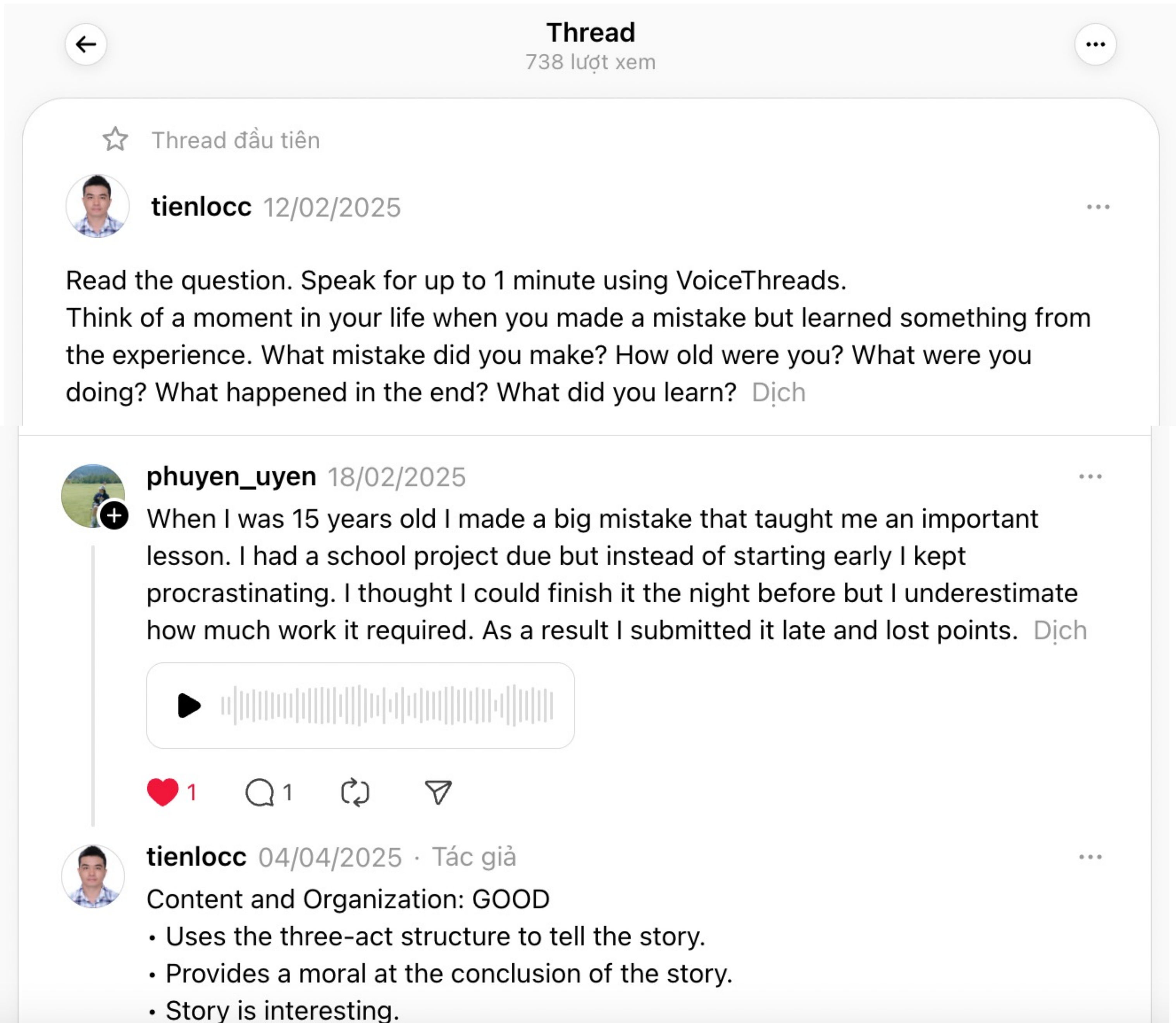
- Social media-assisted learning
- Voice-based media in language learning
- Recent advances in Self-directed English Speaking

## METHODOLOGY

- Participants: 59 first-year English Teacher Education students, Saigon University
- Design: Mixed-methods

**Quantitative:** 17-item questionnaire (pre & post)  
**Qualitative:** Semi-structured Zoom interviews

## FINDINGS AND DISCUSSION



Sample Threads Voice Note Task Assigned in Week 1.

This study examined the impact of Instagram Threads Voice Notes on freshman EFL learners' self-perceived speaking development at Saigon University. Self-reported data from pre- and post-intervention questionnaires indicated that asynchronous voice-note practice contributed to notable improvements in perceived fluency, pronunciation, vocabulary use, and autonomous learning behaviors. These perceptions were corroborated by an objective final speaking test. The experimental group, which completed structured Threads assignments, reported larger gains than the control group, suggesting that purposeful integration of social-media voice tools can enhance learner motivation and foster iterative self-reflection in a low-stress environment.

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