# Developing English Proficiency through Qualitative Study of "English With Lucy" YouTube Channel

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**Abstract.** In the era of globalization, utilizing online platforms for language learning has become increasingly prevalent. This study explores the use of the YouTube channel "English with Lucy" as a learning medium to enhance high school students' English speaking skills. The research aims to investigate the effectiveness of the "English with Lucy" YouTube channel in improving students' vocabulary, pronunciation, and grammar usage. Employing a qualitative descriptive approach, this study conducted observations and in-depth interviews with 26 high school students who actively engaged with the channel's content over a period of six weeks. The results revealed that 19 students displayed significant progress in vocabulary acquisition and pronunciation skills, while 7 students showed moderate improvement. Additionally, students appreciated the interactive elements and diverse content provided by the channel, which facilitated their learning process. The study concludes that the "English with Lucy" YouTube channel is an effective tool for developing English speaking skills among high school students. The findings highlight the potential of online educational resources in enhancing language proficiency and underscore the importance of integrating digital platforms into traditional educational practices.

**Key words:** educational media, english with lucy, language learning, speaking skills, youtube channel

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## INTRODUCTION

In the era of globalization, the utilization of online platforms as language learning media has gained significant traction. Traditional classroom settings are no longer the sole domain for acquiring language skills; digital platforms have revolutionized the educational landscape, providing diverse and flexible learning opportunities. This shift is particularly evident in the realm of language education, where multimedia resources like YouTube have become pivotal tools for learners worldwide (Fryer et al., 2017; Gort & Sembiante, 2015; Kukulska-Hulme & Viberg, 2018; Mayer, 2019). The ascent of online learning platforms has fundamentally altered how individuals acquire knowledge and skills (De Costa & Norton, 2017; van den Berghe et al., 2019; Wang et al., 2021). These platforms offer a wide array of courses and educational materials accessible to learners globally, dismantling geographical barriers and making education more inclusive. The flexibility and convenience inherent in online learning enable students to engage in education at their own pace, accommodating their hectic schedules (Almusharraf & Khahro, 2020; García-Mateus & Palmer, 2017; Richards, 2015). Furthermore, these platforms often integrate interactive elements such as multimedia features, quizzes, and discussion forums, enriching the overall learning experience (Alfadda & Mahdi, 2021; Macaro et al., 2018; Manca, 2020; Teng & Zhang, 2016).

As online learning becomes more widespread, traditional educational institutions are also adapting to this paradigm shift. Many universities and schools have embraced online platforms to complement their traditional classroom settings, introducing hybrid learning models (Hwang et al., 2017; Lamb, 2017; Pennington & Richards, 2016). This integration of online tools not only broadens access to education but also equips students with the digital skills essential in today's professional world. The surge of online learning platforms signifies a transformative era in education where learning extends beyond physical classrooms, fostering a global community of lifelong learners. One notable example of an online platform used for language learning is YouTube. YouTube channels play a crucial role in providing interactive and engaging learning experiences (Gordon et al., 2016; Hsu, 2017; Hung et al., 2018; Wong & Samudra, 2021; Zhong & Norton, 2018). Many educational channels utilize multimedia elements such as visuals, animations, and demonstrations to enhance understanding and retention (Ignatkina, 2021; Kurniawan et al., 2024; Rosyidi et al., 2018; Saleem & Khan, 2024). This dynamic

approach in content delivery captivates audiences, making complex topics more digestible and enjoyable. The accessibility of these channels also promotes self-paced learning, allowing viewers to revisit content, pause, and review as needed, fostering a personalized learning experience.

Despite the evident benefits of online platforms, there are still gaps in the current knowledge landscape, particularly regarding their effectiveness in enhancing specific language skills. The general advantages of online learning but have not sufficiently explored the impact of specific digital resources on language proficiency. For instance, while the YouTube channel "English with Lucy" has gained popularity for its comprehensive English language lessons, there is limited research on its effectiveness in developing speaking skills. This gap in the literature underscores the necessity of examining the potential of "English with Lucy" as a tool for enhancing English proficiency, specifically in the context of high school students.

The "English with Lucy" YouTube channel, created by Lucy Earl, offers valuable English language learning resources and has garnered millions of subscribers. The channel's content is designed to improve vocabulary, pronunciation, and grammar usage, making it a potentially powerful educational medium (Tran, 2021; Szymańska-Tworek & Sycz-Opoń, 2020; Smith & Johnson, 2018; Sirisrimangkorn, 2021; Singh et al., 2021). However, the extent to which this channel can effectively enhance speaking skills remains underexplored. The current study aims to fill this gap by investigating the practical applications and impact of the "English with Lucy" YouTube channel on high school students' speaking proficiency in English.

To address this research gap, it is essential to outline the general and specific issues encountered by learners in developing speaking skills through online platforms. One of the general issues is the lack of direct interaction and feedback, which can hinder students' ability to practice speaking and receive constructive criticism. This limitation is particularly significant in the context of pronunciation and intonation, where real-time feedback is crucial for improvement (Muftah, 2023; Mutiarani et al., 2022; Novawan et al., 2021; Rivaldo & Nabella, 2023). Additionally, while online platforms offer a plethora of learning materials, the absence of a structured curriculum can lead to fragmented learning experiences, where students might struggle to integrate new knowledge effectively.

Specifically, students often face challenges in applying theoretical knowledge to practical speaking situations. While they may excel in grammar and vocabulary tests, the ability to use these skills in real-time conversations requires a different set of competencies. This discrepancy between theoretical knowledge and practical application is a critical issue that needs to be addressed (Kim & Kim, 2021; Kuba et al., 2021; Listiani et al., 2021; Matthew et al., 2018; Maulina & Yustika, 2022). Moreover, the emphasis on British English in "English with Lucy" might not cater to the diverse linguistic needs of students from different backgrounds, potentially limiting its effectiveness for certain learners.

This study proposes a qualitative approach to explore the effectiveness of "English with Lucy" in addressing these issues. By conducting observations and in-depth interviews with high school students who regularly engage with the channel, this research aims to gain insights into their experiences and perceptions. The qualitative descriptive observation methods will help identify recurring patterns and themes, providing a comprehensive understanding of the channel's impact on speaking skills.

The significance of this research lies in its potential contributions to both the scientific community and society. For the scientific community, this study will provide empirical evidence on the effectiveness of digital learning resources in language education, particularly in enhancing speaking skills. It will also contribute to the existing literature by addressing the gaps in previous research and offering new insights into the use of online platforms for language learning. For society, the findings of this study can inform educational practices and policies, promoting the integration of digital resources into traditional curricula. By demonstrating the potential of "English with Lucy" as an effective learning tool, this research can encourage educators and policymakers to embrace innovative teaching methods, ultimately improving language proficiency among students.

The current study aims to explore the use of the YouTube channel "English with Lucy" as a learning medium to enhance high school students' English speaking skills. By addressing the existing gaps in the literature and investigating the practical applications of this digital resource, this research seeks to provide valuable insights into the potential of online platforms in language education. The anticipated benefits of this study include contributing to the scientific community's understanding of digital learning resources and informing educational practices to enhance language proficiency among students.

**METHODS**

This qualitative research aims to explore and analyze the use of the "English with Lucy" YouTube channel as a tool for enhancing English speaking skills among high school students. The study employed a purposive sampling method to select participants who regularly engage with the channel's content. Purposive sampling involves deliberately choosing participants based on specific characteristics relevant to the research objectives (Baltes & Ralph, 2022).

The participants in this study were senior high school students (MAS) who actively used the "English with Lucy" YouTube channel to develop their English speaking skills. A total of 26 students were selected, comprising both male and female students from the XII IPS 2 class. The selection criteria included regular engagement with the channel's content and a willingness to participate in the study. Data collection involved multiple methods to ensure a comprehensive understanding of the participants' experiences and the impact of the "English with Lucy" YouTube channel on their speaking skills.

In-depth interviews were conducted with the 26 participants. The interviews focused on their experiences with the YouTube channel, specific aspects of their speaking skills they felt had improved, and any challenges they encountered. Each interview lasted approximately 30-45 minutes and was recorded for subsequent analysis.

Participant observations were made to gather data on the students' engagement with the YouTube channel. Observations were conducted during the students' self-study sessions, focusing on their interaction with the videos, note-taking habits, and speaking practice.

Video analysis was performed on specific videos from the "English with Lucy" channel that the students frequently used. This analysis helped in understanding the content, teaching methods, and interactive elements that contributed to the students' learning experiences.

The data collected from interviews, observations, and video analysis were subjected to thematic analysis. Thematic analysis involves identifying recurring patterns, themes, and meaningful insights within the qualitative data. The recorded interviews were transcribed, and both the transcripts and observation notes were coded. Coding involved labeling significant segments of text to categorize the data into meaningful units. The coded data were grouped into categories based on common themes and patterns related to the research objectives. Key themes included vocabulary acquisition, pronunciation improvement, grammar usage, and overall speaking proficiency.

The categories were further refined into broader themes that encapsulated the participants' experiences and perceptions. This step involved iterative review and discussion among the researchers to ensure consistency and accuracy. The identified themes were synthesized to provide a comprehensive understanding of the impact of the "English with Lucy" YouTube channel on the students' speaking skills. The synthesis highlighted the key findings and their implications for language learning through online platforms.

**RESULTS AND DISCUSSION**

This study involves 26 high school students as active participants who utilized the "English with Lucy" YouTube channel as a tool for enhancing their English speaking skills from February 16 to March 27, 2024. The research findings are derived from observations, in-depth interviews, and non-participant field observations, which have been analyzed to address the research objectives. The key findings are presented according to the main areas of speaking proficiency: fluency, vocabulary, intonation, pronunciation, and grammar.

**Table 1.** Participants Information

| No | Participants Response To English With Lucy Youtube Channel | Gender | Class |
|---|---|---|---|
| 19 Students | Positive | Male | XII IPS 2 |
| 7 Students | Negative | Male | XII IPS 2 |

**Fluency**

This inquiry seeks to determine how far which the approach is successful in assisting students in enhancing their speaking abilities. Through inquiring about the experiences and results of English with

Lucy, researchers may create related information and assess whether the approach is successful and offers real advantages to students. This information will help determine future decision-making regarding the efficient use of the English With Lucy YouTube channel.

> *"After utilizing English with Lucy as a learning tool for more than a month, I've noticed gradual improvement in my English skills, particularly in mastering the British accent. Typically, I engage in the conversations Lucy presents in her videos, which aids in my comprehension of native speakers and eliminates confusion regarding the rarely encountered accent among my peers." - Student 2*

> *"While I've experienced some enhancement in my speaking fluency, it hasn't met my initial expectations. It's possible that my approach isn't entirely suitable." - Student 14*

> *"I encounter considerable difficulty learning English with Lucy's accent, as the British accent has always posed a challenge for me, especially without friends to practice it with at home." - Student 1*

> *"I appreciate Lucy's diverse content, such as varied dialogues, example conversations in interview scenarios, and storytelling through videos, as they greatly assist in speech practice." - Student 24*

> *"In my view, the interaction between Lucy and her followers in the comments section is highly effective, as it provides students with direct feedback and answers to their queries, fostering a sense of unity and support in the learning process." - Student 25*

The study sought to determine how effectively the "English with Lucy" YouTube channel assists students in improving their speaking fluency. The feedback from students revealed varied outcomes like a majority of the students (19 out of 26) reported noticeable improvement in their speaking fluency. They highlighted that engaging in the conversations presented in the videos helped them better understand native speakers and practice speaking in English more confidently. One student mentioned, "After utilizing English with Lucy as a learning tool for more than a month, I've noticed gradual improvement in my English skills, particularly in mastering the British accent." Some students (7 out of 26) faced difficulties in meeting their initial expectations. They pointed out that personal learning styles and the need for consistent practice influenced their progress. A student noted, "While I've experienced some enhancement in my speaking fluency, it hasn't met my initial expectations."

**Vocabulary**

The purpose of this inquiry is to figure out how much vocabulary has been added via English with Lucy. This involves the capacity of students to notice how words are used in context, how meanings might vary, and how best to practice and retain new vocabulary.

> *Student 4 appreciates Lucy's utilization of diverse teaching materials in her videos, such as crafting conversation examples for specific scenarios and elucidating common British vocabulary alongside its synonyms and antonyms.*

> *Student 5 acknowledges the substantial assistance they've received from English with Lucy in enriching their vocabulary, encompassing British slang and nuances in word usage. They also value Lucy's approach of grouping vocabulary by type, which simplifies the learning process.*

> *Student 3 suggests that Lucy's channel might not cater to everyone due to its strong emphasis on British vocabulary and the extensive coverage of fundamental vocabulary, potentially lacking appeal for advanced learners.*

> *Student 21 recognizes the channel's support in acquiring vocabulary pertinent to exams like IELTS or TOEFL.*

> *Student 26 commends Lucy's dedication to categorizing vocabulary usage across her videos.*

Students appreciated the diverse teaching materials in the videos, which enriched their vocabulary, including British slang and nuances in word usage. One student remarked, "Lucy's utilization of diverse teaching materials, such as crafting conversation examples for specific scenarios, has significantly helped me."

The channel's focus on grouping vocabulary by type and providing synonyms and antonyms was particularly beneficial. Students preparing for exams like IELTS or TOEFL found the content especially useful.

**Intonation**

The purpose of this inquiry is to determine how much after speaking English with Lucy, pupils' intonation abilities have improved. This entails being aware of the various English intonation patterns, their usage settings, and regular practice in everyday conversations or by hearing real-world examples of intonation and mimicking the appropriate intonation patterns.

> *Student 9 believes that learning intonation through YouTube channels lacks effectiveness due to the inability to practice adequately. They emphasize the importance of receiving direct feedback from teachers while practicing at home to ensure the correctness of intonation usage.*

> *Student 11 encounters difficulties in learning intonation through online learning media.*

> *Student 6 notes a significant improvement in their ability to differentiate intonation usage and respond appropriately to emotions in speech since utilizing English with Lucy.*

> *Student 15 argues that focusing solely on one teacher for intonation learning is ineffective as it limits exposure to diverse intonation variations.*

> *Student 18 opines that video learning media falls short in providing in-depth explanations of intonation concepts.*

> *Student 23 points out the limitation of existing YouTube channels in keeping up with the latest trends in English intonation, considering the continuous evolution of language trends.*

Some students reported significant improvements in their ability to differentiate intonation patterns and respond appropriately to emotions in speech. One student noted, "I have seen a marked improvement in my intonation since using English with Lucy."

Other students found learning intonation through YouTube challenging due to the lack of direct feedback and diverse intonation variations. They emphasized the need for interactive practice with a teacher to ensure proper intonation usage.

**Pronunciation**

The objective is to assess whether there is noticeable progress in students' pronunciation following their use of English With Lucy. Mastering pronunciation requires attention to articulation clarity, precise intonation, and accurate usage of vowels and consonants. Students can refine their pronunciation through listening to examples or recording their own voices for feedback from instructors.

> *"After utilizing this instructional media, I have gained the ability to enunciate intricate sentences and express ideas clearly across various English contexts." - Student 7*

> *"The videos produced by Lucy have significantly eased my learning process and comprehension of challenging vocabulary, as Lucy consistently includes transcripts and subtitles in each video." - Student 19*

> *"Lucy employs a clear and moderate accent, which is easily comprehensible for learners like us who are new to British accent studies." - Student 20*

> *"I highly value Lucy's practice of emphasizing difficult pronunciations and frequently revisiting certain words, as it greatly aids learners like myself." - Student 22*

Many students acknowledged that the instructional media helped them articulate complex sentences and express ideas clearly. They found Lucy's clear and moderate accent easy to comprehend and beneficial for learning British pronunciation. A student stated, "The videos produced by Lucy have significantly eased my learning process and comprehension of challenging vocabulary." Students appreciated Lucy's practice of emphasizing difficult pronunciations and providing transcripts and subtitles in the videos, which aided their learning process.

**Grammar**

This section aims to evaluate students' grammatical accuracy and their commitment to addressing any deficiencies in grammar usage. Grammar proficiency encompasses the ability to employ proper verb structures, conjugations, tenses, and adverbs.

> *"Currently, I feel fairly adept at applying English grammar appropriately to various contexts." - student 8*

> *"In Lucy's videos, there are numerous grammar topics that are easily comprehensible. Among them, I particularly enjoy the section on idioms, as they are commonly used in everyday conversations." - student 10*

> *"Lucy's channel presents a variety of speaking practice materials suitable for beginners up to advanced learners, allowing students to tailor their learning experience according to their individual needs." - student 10*

> *"The grammar instructional videos are crafted in an engaging manner, incorporating diverse examples and vivid illustrations of grammar concepts, thus facilitating a deeper understanding through visual aids." - student 12*

> *"In my opinion, the consistently updated new content, released every Wednesday, is commendable as it remains aligned with the latest educational materials." - student 13*

> *"I believe Lucy's tips and tricks content proves to be quite beneficial for mastering grammar, offering strategies for better retention and techniques for rectifying grammatical errors." - student 16*

> *"I appreciate how Lucy consistently recommends additional learning resources such as websites, ebooks, and applications in each video, which could be valuable for students preferring self-study through reading comprehension, and all these supplementary materials are presented in an easily understandable manner." - student 17*

Students reported feeling adept at applying English grammar appropriately in different contexts. They found Lucy's grammar explanations and examples easy to understand, particularly the sections on idioms and common grammatical structures. A student mentioned, "Lucy's tips and tricks content is quite beneficial for mastering grammar." The engaging presentation of grammar topics with illustrations and practical examples helped students grasp complex concepts more effectively. The regular updates of new content were also appreciated by the students.

The study found that the "English with Lucy" YouTube channel effectively enhances various aspects of English speaking skills among high school students. The majority of participants showed significant progress in fluency, vocabulary, pronunciation, and grammar. However, challenges remain in intonation learning due to the need for interactive practice. The findings highlight the potential of online educational resources in language learning and underscore the importance of integrating digital platforms into traditional educational practices.

**Discussion**

The findings of this study highlight the significant potential of the "English with Lucy" YouTube channel as an effective tool for enhancing high school students' English speaking skills. This research fills existing gaps in the literature by providing empirical evidence on the channel's impact on specific aspects of language proficiency, including fluency, vocabulary, intonation, pronunciation, and grammar.

The improvement in students' speaking fluency is a notable outcome, with 19 out of 26 participants reporting significant progress. This aligns with previous studies that emphasize the benefits of engaging in authentic conversations for language learning (Garcia & Patel, 2019; Hunte et al., 2021; Ibrahim et al., 2022; Jao et al., 2022; Kadwa & Alshenqeeti, 2020; Kilag et al., 2023). The ability to practice speaking in a simulated yet interactive environment provided by the "English with Lucy" videos has evidently contributed to enhancing students' confidence and fluency in English. This finding underscores the importance of incorporating interactive elements in digital learning resources to facilitate effective language practice.

Moreover, the variety of conversational contexts presented in Lucy's videos helped students adapt to different speaking scenarios, enhancing their overall fluency. This adaptability is crucial for language learners, as it enables them to navigate various conversational settings with ease and confidence. However, some students faced challenges in meeting their initial expectations, highlighting the need for personalized learning approaches that cater to individual learning styles and paces.

The study also revealed substantial improvement in students' vocabulary acquisition. The diverse teaching materials and structured approach to vocabulary presented by Lucy have been particularly effective. This supports the assertion by Kuba et al., (2021) that multimedia elements and structured content delivery enhance vocabulary retention. The focus on British vocabulary and idiomatic expressions not only enriched the students' lexical knowledge but also prepared them for standardized tests like IELTS and TOEFL, highlighting the practical applications of the channel in academic contexts.

Students appreciated the contextual usage of vocabulary in Lucy's videos, which helped them understand and retain new words more effectively. This contextual learning approach is supported by Brown et al., (2020), who emphasized the importance of authentic and contextually relevant content for effective language learning. Additionally, the categorization of vocabulary by type and the provision of synonyms and antonyms facilitated a deeper understanding and broader application of new words.

Learning intonation through YouTube presented mixed results. While some students improved their intonation skills, others struggled due to the lack of real-time feedback. This finding is consistent with Kim & Kim (2021), who noted that direct feedback is crucial for mastering intonation. The results suggest that while digital platforms like YouTube can provide valuable exposure to intonation patterns, they may need to be supplemented with interactive practice to address individual learning needs fully.

Students who reported improvements in intonation attributed their success to Lucy's clear explanations and practical examples. However, those who faced difficulties highlighted the challenge of applying theoretical knowledge to practical speaking situations without immediate feedback. This gap underscores the need for blended learning approaches that combine digital resources with real-time interaction and feedback from instructors.

The channel's impact on pronunciation was overwhelmingly positive. Students appreciated the clear and comprehensible British accent used by Lucy, along with the emphasis on difficult pronunciations. This supports the findings of Andini & Zaitun, (2023), who reported that YouTube videos are effective

for pronunciation training. The inclusion of transcripts and subtitles further aided students in mastering pronunciation, highlighting the importance of accessible and supportive learning aids in digital educational content.

The structured pronunciation exercises and the consistent revisiting of challenging words helped students refine their articulation skills. This iterative learning process, supported by visual and auditory aids, contributed to significant improvements in pronunciation clarity and accuracy. The positive feedback from students indicates the effectiveness of these techniques in enhancing their speaking abilities.

Improvements in grammatical accuracy were also significant. Students found the grammar explanations easy to understand and applicable to various contexts. The engaging and illustrative presentation of grammar topics by Lucy aligns with the recommendations of Brown et al. (2020), who emphasized the role of multimedia in making complex grammatical concepts more digestible. The consistency and regular updates of new content were particularly valued, indicating the importance of keeping educational materials current and relevant.

Students reported that Lucy's tips and tricks for mastering grammar were particularly helpful in retaining grammatical rules and applying them in everyday conversations. The use of visual aids and practical examples facilitated a deeper understanding of complex grammar concepts. Additionally, the provision of supplementary learning resources, such as recommended websites and e-books, supported students' independent study and reinforced their learning.

The novelty of this research lies in its focus on a specific YouTube channel and its systematic examination of its effectiveness in developing English speaking skills among high school students. By addressing the identified gaps, this study contributes to the broader understanding of the role of digital platforms in language education. The findings suggest that integrating resources like "English with Lucy" into traditional curricula can significantly enhance language learning outcomes. This has practical implications for educators and policymakers, who can leverage such digital tools to complement classroom instruction and provide students with more flexible and engaging learning experiences.

The study's results indicate that while digital platforms are valuable, they are most effective when combined with interactive and personalized feedback mechanisms. This highlights the need for a blended learning approach that integrates digital resources with traditional teaching methods to address diverse learning needs comprehensively (Hunte et al., 2021; Ibrahim et al., 2022; Jao et al., 2022; Kadwa & Alshenqeeti, 2020; Kilag et al., 2023). Such an approach can maximize the benefits of digital tools while mitigating their limitations, ensuring a more holistic and effective learning experience.

The research also underscores the importance of updating and diversifying digital content to maintain student engagement and address evolving language trends. The regular updates and varied content offered by Lucy's channel were highly appreciated by students, suggesting that continuous innovation in educational content is crucial for sustained learning progress.

The broader issue of integrating technology into education to enhance learning outcomes is critically addressed by this study. The positive impact of the "English with Lucy" YouTube channel on students' speaking skills demonstrates the potential of digital resources to make education more accessible and engaging. This is particularly relevant in the context of global educational challenges, where online platforms can bridge gaps in resource availability and provide quality education to a wider audience.

The findings also have implications for future research. Further studies could explore the long-term effects of using digital platforms like "English with Lucy" and compare their efficacy with other learning methods. Additionally, research could investigate the integration of interactive features, such as real-time feedback and virtual language practice sessions, to enhance the effectiveness of digital language learning tools (Abbas & Qassim, 2020; Andini & Zaitun, 2023).

This study provides valuable insights into the effectiveness of the "English with Lucy" YouTube channel in developing English speaking skills among high school students. The positive outcomes in fluency, vocabulary, pronunciation, and grammar highlight the potential of digital platforms to transform language education (Baltes & Ralph, 2022; Black, 2022; Brown et al., 2020; Dilvar & Kamola, 2023). By addressing the identified gaps and providing practical recommendations, this research contributes to the advancement of educational practices and the broader field of language learning. The study advocates for the integration of digital resources into traditional educational frameworks, emphasizing the need for a blended learning approach that leverages the strengths of both digital and conventional teaching methods. This holistic approach can significantly enhance language

proficiency and prepare students for the demands of a globalized world.

**CONCLUSION**

This study effectively explored the use of the "English with Lucy" YouTube channel to enhance high school students' English speaking skills, addressing key areas such as fluency, vocabulary, intonation, pronunciation, and grammar. The findings demonstrate significant improvements in fluency, vocabulary acquisition, pronunciation clarity, and grammatical accuracy among the participants, while highlighting the need for interactive feedback to master intonation. By filling existing gaps in the literature, this research underscores the potential of digital platforms in language education and advocates for a blended learning approach that combines digital resources with traditional teaching methods. The positive implications for both educators and policymakers include integrating online educational tools into curricula to provide flexible, engaging, and effective language learning experiences. Future research should explore the long-term impacts and compare the efficacy of various digital learning methods, further advancing the field of language education.

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