



Empowering English-Speaking Skills through Personalized Exploration and Application of ‘YouGlish’*

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ABSTRACT

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The field of English education has consistently prioritized the integration of diverse online multimedia tools to foster the development of English oral skills. This study introduces and investigates the web-based online learning tool, 'YouGlish,' to enhance our understanding of its effectiveness in improving English oral proficiency. The study conducted an analysis of the benefits and challenges derived from YouGlish utilization, drawing insights from the perspectives provided by 38 adult learners. Survey questionnaire results indicate that learners perceive YouGlish as a valuable tool for English language learning, citing the platform's emphasis on real-life contextual learning and precise pronunciation refinement as key contributors to its perceived value. Furthermore, the study endeavors to formulate an optimal self-directed learning module, specifically focusing on pronunciation and intonation, designed for use outside the traditional classroom setting. This study presents a detailed 8-week learning module along with its operational description, providing a practical framework for implementing YouGlish in language learning contexts. Pedagogical implications of incorporating YouGlish into language teaching and learning are discussed. The study proposes potential areas for future research for additional exploration and practical application of YouGlish.

KEYWORDS

YouGlish, digital language learning through video, English speaking skills, English pronunciation, web-based online learning tool

1. Introduction

The utilization of various online multimedia tools with the goal of fostering English oral skills has been consistently emphasized in the field of English education. In line with this trend, empirical research in South Korea has also rapidly expanded in recent years (Kim and Yoon 2021, Park 2017, Sung 2019, Pyo 2022). Notably, YouTube, as one of the most popular online video platforms globally, has been extensively used as a language learning resource in many countries. accordingly, studies investigating its usefulness and effectiveness on learning have been also on the rise (Alkathiri 2019, Syafiq et al. 2021).

In English as a Foreign Language (EFL) environments like South Korea, the utility of YouTube plays a crucial role in exposing learners to a variety of English learning materials and authentic language usage demonstrated by native speakers (Im 2022, Jeong 2023). Previous research has substantiated the positive effects of utilizing YouTube in such EFL settings (Alwehaibi 2015, Heriyanto 2018, Marwa and Herdi 2017, Nasution 2019, Riswandi 2016).

Recently, YouTube has extended its influence in online media to better serve individuals learning foreign languages. The platform has introduced YouGlish (www.youglish.com), a free content resource designed to enhance self-directed English language learning. YouGlish operates as a vocabulary usage dictionary supported by videos uploaded to YouTube, providing real-life examples of native speakers' pronunciation and word usage through diverse English styles. Learners can input specific words, phrases, or sentences to access video samples that showcase the actual usage, enabling them to understand the meanings of words from various perspectives and learn the context in which the words are used.

Moreover, YouGlish offers a video speed control feature, enabling learners to shadow native speakers' pronunciation at their own pace. Learners have the freedom to choose videos according to their interests, making it a highly valuable learning support tool. Recent studies suggest that the autonomous utilization of YouTube videos fosters learners' interest and motivation effectively, resulting in improvements across various aspects of English proficiency (Kim and Kim 2021, Sahril and Butarbutar 2022, Wang and Chen 2020). While some of very recent studies have explored the effectiveness of YouGlish in English speaking skills (Kartal and Korucu-Kis 2020, McCarthy 2018, Prastyo et al. 2022), there is a dearth of research on its role within language learning context of south Korea, making it a novel and unexplored content for researchers and educators in South Korea.

Further, while numerous online platforms and video materials for learning English skills are available, most approaches treat learners as passive viewers. They also face criticism for the difficulty in aligning content with students' interests. YouGlish addresses these constraints by allowing learners to actively choose videos that align with their interests and preferences, thereby increasing engagement and potentially leading to more effective learning outcomes. To surmount these challenges and encourage a more comprehensive approach to developing communication skills, there is a need for strategies that encompass a broad enhancement of English oral proficiency. In this regard, enhancing English speaking skills through personalized exploration and application using online tools such as YouGlish can prove to be a highly effective and engaging approach. YouGlish serves as an innovative and interactive tool that goes beyond the limitations of traditional video-based language learning approaches. Its potential to enhance various facets of communication skills, as demonstrated by recent research (Asratie et al. 2023), makes it a promising resource for English learners in South Korea. Further exploration and research on its applications within the local context are essential to fully understand and harness its benefits for English language education.

The primary objective of this investigation is, therefore, to introduce the web-based online learning tool, 'YouGlish,' and advance our understanding of how effectively YouGlish can be utilized to enhance English oral

skills. In pursuit of this objective, the present study focuses on a comprehensive analysis of the benefits and challenges derived from its utilization through an examination of learners' feedback and perspectives. Furthermore, this study endeavors to develop an optimal module for self-directed learning, specifically emphasizing pronunciation and intonation, outside the classroom with minimal instructor control. The study was guided by the following research inquiries:

1. What are the benefits and challenges of employing YouGlish in English speaking practice?
2. What potential module can be designed for the effective utilization of YouGlish in promoting pronunciation and intonation?

2. Literature Review

2.1 Developing English Oral Skills through Video

Research has consistently demonstrated several benefits associated with using video for developing English oral skills. Some key benefits include 1) Enhanced Pronunciation and Intonation 2) Authentic Language Exposure 3) Increased Motivation and Engagement 4) Cultural Understanding. Studies indicate that the utilization of video materials enables learners to observe the pronunciation and intonation patterns of native speakers, contributing to the enhancement of these essential facets of oral communication. (e.g., Hakim 2019). Also, another benefit of video was highlighted that video content provides authentic language use in real-life contexts, exposing learners to diverse accents, colloquial expressions, and situational language use (e.g., Sari and Margana 2019). The study by Kim (2018a) revealed that dynamic and visually engaging video content tends to capture learners' attention and increase motivation, making the learning process more enjoyable and effective. In addition, video materials offer insights into cultural nuances, social interactions, and non-verbal communication, contributing to a more comprehensive understanding of the language (e.g., Kim 2015, Oye and Salvador-Cisneros 2022).

Research on using video content, particularly focusing on movies and drama, has predominantly concentrated on improving learners' English pronunciation, stress, and intonation (Hwang and Kim 2019, Kim 2018b, Park 2017, Lee 2021,). However, such approaches often overlook the comprehensive nature of communication skills, which encompass speaking, writing, vocabulary, and grammar simultaneously. In this context, the impact of video usage is limited, especially when videos are employed as planned teaching assignments within a classroom setting.

YouGlish stands out by providing learners with examples from various YouTube videos that match their selected target vocabulary or sentences. This facilitates active learning, allowing learners to directly understand word meanings through given contexts, enhancing their understanding of word usage, and providing opportunities for in-depth learning beyond external factors such as pronunciation and intonation. The unique features of YouGlish make it a valuable tool for not only improving speaking skills but also enhancing vocabulary and writing abilities. By participating in discovery learning within meaningful lexical contexts, students take initiative and steer their own learning, departing from a passive role as mere viewers or knowledge recipients (Bakar et al. 2019, Fisher and Frey 2015). The platform enables learners to connect language learning to cultural elements, contributing to linguistic diversity and complexity in expression (Kim and Kim 2021).

2.2 Engaging in Shadowing through Video as a Self-Directed Learning Practice

The key aspect of English-speaking practice utilizing YouGlish is shadowing. Shadowing is a technique used to improve language pronunciation and fluency by mimicking a native speaker's speech in real time. The theory of auditory-motor integration (Peschke et al. 2009) suggests that there is a close connection between hearing and producing sounds. When learners engage in shadowing, they actively listen to native speakers and simultaneously mimic the pronunciation and intonation. This integration of auditory input with motor output was shown to develop a more accurate and natural pronunciation and overall oral proficiency (i.e., Jin 2022). According to Motor Theory of Speech Perception (Liberman and Mattingly 1985), the act of producing speech involves motor movements that contribute to the perception of speech sounds. Shadowing engages learners in the active production of speech, reinforcing the connection between the motor aspects of pronunciation and perceptual processes. Also, the perceptual loop theory (Levelt 1983) posits that learners continuously compare their own production with the model they hear, creating a feedback loop. Through shadowing, learners receive immediate feedback on their pronunciation, allowing them to make real-time adjustments and refine their speech.

Engaging in shadowing through video as a self-directed learning practice is a highly effective approach to improving language skills. In this method, learners watch and imitate native speakers by replicating their pronunciation, intonation, and overall speech patterns. This technique harnesses the benefits of visual and auditory learning, offering a more immersive and dynamic language acquisition experience. By utilizing videos for shadowing, learners gain several advantages. First, video content provides authentic representations of native speakers, allowing learners to mimic accurate pronunciation and intonation. Learners can observe the speaker's facial expressions, lip movements, and body language, enhancing their understanding of the emotional and contextual aspects of speech (Neri et al. 2002). Second, the ability to replay video segments facilitates repeated practice, reinforcing language patterns and aiding in the internalization of correct pronunciation (Derwing and Munro 2015). Also, self-directed learners can control the pace of their shadowing practice, pausing or rewinding videos as needed to focus on challenging segments or to accommodate their learning preferences. Further, the vast array of online videos caters to diverse language levels, topics, and accents, allowing learners to choose materials aligned with their interests and proficiency levels.

According to Hamada (2019), to maximize the effectiveness of shadowing through video as a self-directed learning practice, learners should follow a structured approach. First, they should carefully select appropriate content, opting for videos that align with their language proficiency level and cater to their specific interests or learning objectives. Following this, learners can enhance their practice by focusing on manageable segments, ensuring a more detailed and concentrated learning experience (Sugiarto et al. 2020). Subsequently, they should engage in repeated viewing and imitation, meticulously replicating the native speaker's pronunciation, intonation, and rhythm (Foote and McDonough 2017). To track progress and pinpoint areas for improvement, learners are encouraged to record their own attempts at shadowing and compare them to the native speaker's model (Hamada 2019). Additionally, seeking variety in video content by exploring different speakers, accents, and settings contributes to adaptability to diverse linguistic contexts. Finally, integrating regular and consistent shadowing practice through video into one's language learning routine is crucial for achieving sustained improvement over time. In summary, shadowing through video as a self-directed learning practice harnesses the benefits of technology to provide an engaging and effective method for enhancing English language skills.

3. Method

3.1 Participants

Thirty-eight adult English learners in South Korea (comprising 9 males and 29 females) participated in the study. Twenty-seven participants were recruited from two national public institutes in the province of Gyeonggi, while 11 participants were from a private English academy in Seoul. The current research was conducted over a two-month period from July to August 2023, targeting public sector employees who participated in a special lecture series conducted by the researcher. An invitation letter was shared with individuals expressing interest in voluntary participation, and the email included promotional materials outlining the research purpose and content, along with the instructional materials distributed during the special lectures. Participants who expressed interest were instructed to reply to the email within a specified timeframe. Upon the recruitment advertisement, 46 adults signed up, and 8 participants were excluded from the data collection to control for proficiency.

The researcher centrally managed and collected data from those who responded within the designated timeframe. However, due to challenges in controlling English proficiency levels, a strategy was implemented to exclude individuals demonstrating significant gap in speaking proficiency through brief Zoom sessions from the study while maintaining data integrity. All participants participated three-minute short video interview via Zoom to assess their overall English-speaking proficiency. Participants were asked to provide brief self-introductions, including their current interests and goals for English language learning. Also, they were asked to read a short passage at their own pace to evaluate their pronunciation and intonation proficiency. The evaluation of interview data was conducted by a native teacher (English lecturer in a university) and the researcher. The dataset exclusively encompasses learners classified as intermediate, falling within the scoring range of 4.5 to 8.5 out of 10. This selection is grounded in the rationale that employing YouGlish as a self-directed learning tool might not be suitable for individuals at a highly novice level. The majority of the participants voluntarily joined the study with the desire to enhance their English-speaking abilities. The descriptive statistics of the participants are presented in Table 1.

Table 1. Descriptive Statistics of Demographic Variables (N=38)

Variables	M (SD)	Range
Interview score (general speaking proficiency)	5.77 (1.66)	4.25-8.55
Age	31 (5.7)	23-44
Self-rated English oral proficiency (out of 10)	4.42 (2.14)	3-7.0
Mean length of time for using YouGlish (daily)	18.4 (6.9)	10-45 (mins)

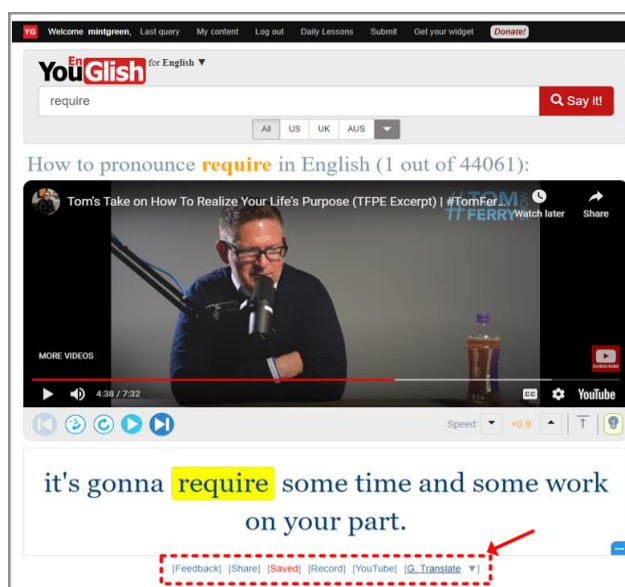
3.2 Instruments

The YouGlish platform, introduced as a YouTube-based tool dedicated to refining English pronunciation, presents a substantial database comprising over 50 million tracks as of December 2020. Its primary function involves assisting users in contextually articulating words and phrases through the presentation of native speakers engaged in real-life scenarios. The nomenclature of the platform, blending of 'YouTube' and 'English,' elucidates its core focus (McCarthy 2018). Users are afforded the flexibility to choose from three distinct accent options—US, UK, and AUS—which cater to individual preferences.

Table 2. Primary Features of YouGlish

Features	Description
Word Pronunciation Search	Users can enter a word or phrase into the search bar to find videos containing the particular term. This feature allows users to accurately and contextually articulate words and phrases through the presentation of native speakers engaged in real-life scenarios.
Syllabic Breakdown	YouGlish visually and aurally breaks down the syllables of the entered term, aiding learners in understanding and reproducing the correct pronunciation.
Contextual Usage	Instead of providing direct word definitions, YouGlish offers numerous video examples that showcase the term's usage in various contexts. This approach helps learners understand how words are used in real-life situations.
Hands-On Experience	Users can gain practical experience by actively using the platform, practicing pronunciation, and observing how native a speaker articulate a word.
Collocation Learning:	YouGlish supports the learning of collocations, emphasizing that language is best learned in meaningful phrases or chunks rather than isolated words.
Active Learning Strategies	The platform encourages active learning by inviting users to imitate and practice pronunciation based on the examples provided.

The YouGlish platform presents a range of options geared towards fostering active learning. The primary features of YouGlish are summarized in Table 2. In order to enhance the development of articulate language skills, YouGlish employs a syllabic breakdown of key terms, both visually and aurally (Figure 1). This approach encourages learners to engage in imitation and pronunciation exercises, providing them with specific actions to enhance their articulation. Further, YouGlish diverges from conventional dictionaries by abstaining from directly displaying word definitions to learners. Instead, it offers numerous usage examples, allowing learners to infer word meanings from context and concurrently deepen their grasp of language collocations. This aligns with the pedagogical principle advocated by Lewis (1993) that language acquisition is more effective when learned in meaningful chunks. Consequently, leveraging YouGlish as an instructional tool transforms learners into active knowledge generators, challenging the traditional model of passive knowledge recipients.

**Figure 1. Illustration of YouGlish Interface**

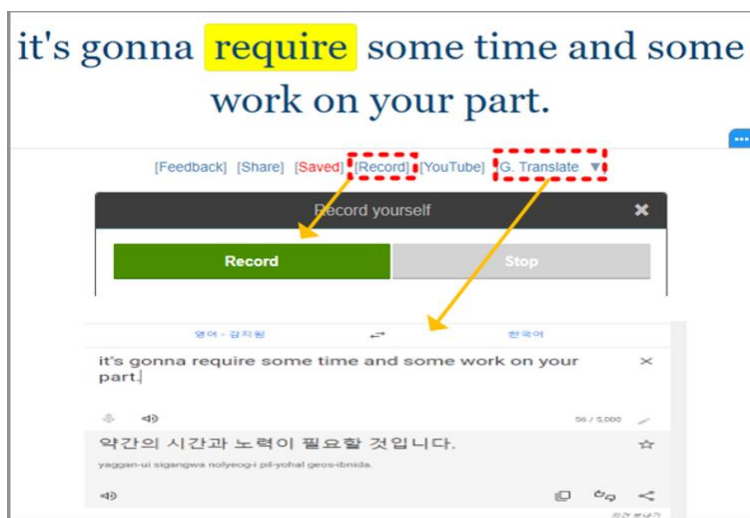


Figure 2. Example of the Function of 'Record' and 'Translate'

The most benefit of the primary features of YouGlish is that the platform functionality enables users to articulate words and phrases accurately and contextually by presenting native speakers engaged in real-life scenarios, rather than providing direct word definitions. Learners can effortlessly search for the precise definition and usage of the target word by clicking on the icon presented below the screen. Figure 3 illustrates an example of the 'Dictionary' embedded in YouGlish. Furthermore, the inclusion of subtitles beneath the videos serves as a supportive feature for the learning process. YouGlish promotes active learning by inviting learners to imitate and practice pronunciation based on the provided examples. It provides a function for learners to record their voice while shadowing, and additionally, translation of the target word to their native language is available in case they cannot fully grasp the meaning of the sentence. Example of how the 'Record' and 'Translate' functions operate is illustrated in Figure 2.

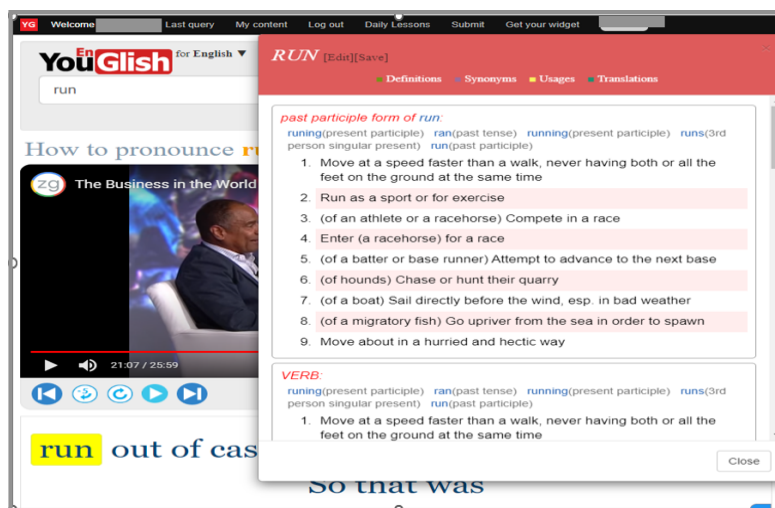


Figure 3. Example of 'Dictionary' Embedded in YouGlish

Particularly, the platform's accessibility extends to any device equipped with a web browser, ensuring a seamless user experience. This may highlight the efficacy of utilizing video-based resources for the acquisition of oral skills in English while actively promoting meaningful learning experiences.

3.3 Data Collection Procedure

The study collected data through reflective survey questionnaires, followed by four weeks of individual speaking practice using YouGlish, without the provision of a specific learning module. Participants were introduced to YouGlish and received general training on how to use it for individual learning practices. Guidelines were presented through a Zoom session with a PowerPoint presentation, complemented by practical demonstrations and illustrative examples. Subsequently, students engaged in a 20-minute hands-on session with the platform following a tutorial on its usage.

Every week, participants received an email containing a set of 21 target words (distributed at three words per day) and 21 phrases (provided in three phrases per day) to guide their independent learning efforts. The participants in this study were primarily individuals seeking to enhance their proficiency in business-related tasks or advanced conversational English (i.e., TOEIC speaking test). To address their needs, a total of 63 words and 21 phrases (distributed across 1-3 weeks with 21 words and the 4th week with 21 phrases) were extracted from the website (<https://promova.com/english-vocabulary/vocabulary-for-english-at-work>) and incorporated into the self-directed learning material for the four-week duration. These words and phrases are presented in the Appendix 1. Pronunciation and intonation practice of words and phrases through daily shadowing, involving a minimum of three video clips, was encouraged. While participants had the flexibility to practice at their own pace, it was strongly recommended that they integrate YouGlish into their daily routine for speaking practice.

After four weeks of practice, participants were required to complete reflective survey questionnaires online. These questionnaires, originally developed by Fu and Yang (2019), were adapted, and modified to align with the specific research context of the present study. To gather more detailed reflective feedback, the researcher organized participants into groups of 5-6 individuals based on their availability. Separate 30-minute Zoom sessions were then conducted with each group.

3.4. Data Analysis

The reflective survey results obtained immediately after the completion of the four-week independent learning period were analyzed using SPSS to examine the outcomes of the responses. The survey responses were measured in terms of frequency and average with standard deviation. In the pursuit of obtaining more specific reactions not captured by survey data, group interviews, lasting approximately 30 minutes, were conducted. Using Zoom, the researcher posed four general questions related to participants' experiences with YouGlish over the course of a month. Five to six participants in a group were given the opportunity to freely articulate their responses. The Zoom recordings were transcribed into Korean text using voice-to-text software. Subsequently, data analysis involved examining responses from each group and identifying common points among two or more groups.

4. Results

4.1 Insights from Users: Benefits and Challenges on Utilizing YouGlish

The survey responses from participants were analyzed, and the outcomes are outlined in Table 3. The findings reveal that a substantial proportion, specifically three-quarters or more, of the students perceived YouGlish as user-friendly, a motivating factor for learning English, and a valuable tool for independently enhancing their oral proficiency in pronunciation, intonation, and word usage.

Significantly, a majority of students expressed a preference for YouGlish over a traditional dictionary, with 70.9% providing positive responses to Item 6 and 83.1% to Item 7. Furthermore, a consensus of 74.4% (Item 12) among participants affirmed that YouGlish played a pivotal role in boosting their self-confidence in expressing themselves in English, thereby underscoring its positive influence on learning motivation (83.7%, Item 10).

Table 3. Summary of Responses to Questionnaire (N=38)

Questionnaire	1	2	3	4	5	<i>M</i>	<i>SD</i>
1. YouGlish helped me independently refine my English pronunciation	0.3%	5.8%	23.8%	57.6%	12.6%	3.77	0.57
2. YouGlish helped me develop English intonation independently	0.5%	8.4%	10.4%	48.6%	32.2%	4.04	0.81
3. YouGlish helped me grasp English word usage independently	0.7%	5.2%	11.7%	44.2%	38.2%	4.14	0.75
4. The utilization of YouGlish inspired me to self-learn English.	0.2%	0.3%	21.1%	65.2%	12.2%	3.86	0.35
5. YouGlish is highly user-friendly, easy to access, and beneficial for language learning.	0.0%	2.3%	21.5%	49.4%	26.9%	4.01	0.58
6. YouGlish has the potential to enhance my oral skills more effectively than other learning aids, such as traditional dictionaries.	0.0%	0.9%	28.2%	35.7%	35.2%	4.05	0.67
7. YouGlish enhanced my understanding of word usage more effectively than other learning aids, such as traditional dictionaries.	1.0%	4.7%	11.2%	58.9%	24.2%	4.01	0.63
8. YouGlish encouraged me to actively generate knowledge rather than passively receive it.	8.8%	12.1%	33.2%	38.6%	7.4%	3.24	1.10
9. The content of video clips provided by YouGlish meets my learning needs.	1.6%	8.6%	42.3%	33.3%	14.2%	3.50	0.80
10. YouGlish motivated my interest in learning oral English.	0.3%	2.6%	15.4%	56.9%	24.8%	4.03	0.53
11. YouGlish boosted my self-confidence in English oral performance.	0.0%	4.8%	52.2%	39.2%	3.8%	3.42	0.42
12. YouGlish enhanced my self-confidence in my willingness to communicate in English.	1.1%	4.3%	20.2%	61.9%	12.5%	3.80	0.56
13. Learning from YouGlish differs significantly from other dictionaries, as I can recall the meaning of words by associating them with specific scenes from the video clips.	0.4%	6.3%	19.0%	42.1%	32.2%	3.99	0.80
14. YouGlish videos are more captivating than those in any other dictionary as they are sourced from authentic online platforms.	0.0%	0.3%	10.6%	33.6%	55.4%	4.44	0.48

Note: 1: Strongly Disagree, 2: Disagree, 3: Neither Agree nor Disagree, 4: Agree, 5: Strongly Agree.

Comments obtained during the Zoom session for feedback have elicited some valuable viewpoints. Overall, participants highlighted positive aspects, noting the advantages of saving preferred video clips for convenient reference. In addition, participants acknowledged the convenience of a pop-up dictionary feature that could be activated by clicking on words, providing them with immediate access to the meanings of the terms. Moreover,

they argued that within other English language applications, the feature to exclusively listen to a single pronunciation, intonation, and a predetermined speed was evident. However, in the case of YouGlish, the ability to encounter diverse speeds and intonations for the same word was perceived as highly advantageous for the enhancement of listening skills. As shown in Table 4, this response was consistently obtained across all groups.

Certain participants, however, voiced apprehensions regarding their inclination towards selecting shorter video clips with succinct scripts. This preference is also attributed to the time-intensive process of searching for video content. Consequently, participants conveyed that the lack of explicit guidelines resulted in situations where they repeated and paused within a single video clip, leading to delays in time. Participants also articulated challenges encountered during the utilization of the tool in the following manner.

The survey used in this study was primarily based on questions regarding whether participants perceived YouGlish as beneficial. The content of the group interviews conducted through Zoom for each group, however, aimed to investigate challenges that should be considered in devising the module by exploring inconveniences or difficulties encountered in utilizing YouGlish. The interviews were conducted by grouping participants based on their availability at different times. The Zoom recordings were transcribed into Word documents through the application of audio-to-text technology. Subsequently, the responses were summarized in an Excel file, and commonalities were extracted from each group, presenting the findings accordingly. The interview results unveiled numerous shared aspects among the groups, underscoring the essential need for a utilization module and offering direct insights for its design. These shared elements are succinctly summarized and displayed in Table 4.

Table 4. Group Interview Results

Group							Similar feedback identified in the interview
1	2	3	4	5	6	7	
v	v	v	v	v	v	v	I found it beneficial to have the flexibility to adjust the speed and listen repeatedly before engaging in shadowing.
v		v	v	v	v		Occasionally, I needed to watch numerous videos to find a match for my search, which can be time-consuming
v	v		v			v	To learn the pronunciation and intonation is easier but when it comes to understanding the word usage, it takes me a lot of time to search
v				v	v	v	It was good to save the videos and associated words I found, and practice by listening to them again.
	v		v	v			I thought that repeatedly listening to the same word pronounced by different native speakers and mimicking their pronunciation multiple times could be useful for improving listening skills.
v	v			v			Despite being time-consuming, it was satisfying to discover example sentences until I found clips that captured my interest.
		v			v	v	I appreciated the ability to encounter various sentences for a single word through native speakers' utterances.
	v			v			Exploring words and watching videos is intriguing, yet imitating specific pronunciation becomes challenging without precise guidance.
		v			v		It was great to instantly look up the dictionary meanings of unfamiliar words and hear them pronounced by native speakers.

Certain participants, however, voiced apprehensions regarding their inclination towards selecting shorter video clips with succinct scripts. This preference is also attributed to the time-intensive process of searching for video content. Consequently, participants conveyed that the lack of explicit guidelines resulted in situations where they

repeated and paused within a single video clip, leading to delays in time. Participants also articulated same challenges encountered during the utilization of the tool. These findings suggest the significance of understanding the reasons for needing the module and the aspects that should be directly incorporated into its development.

Remarkably, this challenge, however, may present itself as a concealed advantage. In contrast to conventional dictionaries that furnish explicit information like definitions, examples, and parts of speech, YouGlish compels learners to independently extract such knowledge from genuine speech samples. As a result, learners dedicate time to discerning the meaning or application of specific keywords and discerning relevant video clips from the irrelevant ones. Therefore, although it is clear that utilizing YouGlish for exploring English usage demands an investment of time, it concurrently holds the potential for substantial learning and the cultivation of cognitive skills. Finally, there were also recommendations for platform improvement, including the suggestion of a feature that allows users to customize sound blocks for saved clips during playback, contributing to enhanced convenience.

The findings above collectively indicate that learners can advance their English oral and word usage skills through YouGlish. Importantly, the YouGlish search process not only aids in linguistic development but also contributes to the enhancement of skills in critical thinking, inductive reasoning, problem-solving, inquiry, and technology. The integration of YouGlish as an educational tool is poised to encourage self-directed learning, empowering learners to become proactive knowledge creators.

4.2 Application of YouGlish: General Method

The second research question in this study aimed to develop a targeted and efficient learning module specifically designed to enhance speaking skills, with a focus on pronunciation and intonation. Prior to formulating this particular and specialized module, it will be first presented a general framework of how YouGlish can be broadly employed across various contexts. Diverse learning modules, tailored to specific learning objectives, can be crafted utilizing YouGlish. For example, module can be created to empower learners to actively engage with YouGlish, fostering pronunciation improvement, vocabulary expansion, or development of complex language structures. This systematic approach has the potential to create a conducive learning environment, promoting the evolution of learners into self-directed users of YouGlish as an invaluable language resource.

Table 5 describes general procedures of utilizing YouGlish. In the initial phase, educators must assess the current stage and requirements of learners before delineating precise objectives. This initial stage is very significant as overall guidelines and target words or phrases will be set based on this evaluation. In many cases, upon examining a passage that encompasses diverse sounds (crafted by the teacher, possibly utilizing a text generator, tailored to the learner's proficiency), it might become imperative to establish a precise objective. For instance, an observation might reveal that a particular learner excels in word pronunciation but displays inaccuracies in accent and unnatural intonation. Consequently, a specific goal for this learner could concentrate on intonation and accent of a phrase exceeding a few words. Subsequently, the assignment can be modified in alignment with this objective, involving the practice of shadowing a phrase inclusive of the target words along with an additional three words.

The subsequent stage, labeled as 'exploration,' is adaptable and can be tailored to accommodate the diverse needs and capabilities of students. The application stage is versatile, suitable for integration into both classroom instruction and individualized self-practice. In this context, instructors have the opportunity to furnish learners with targeted assignments that facilitate contextual learning and real-life application.

Table 5. Description of General Procedures of Utilizing YouGlish

Stage	Activity	Description
Stage 1. Assessment	Identify Specific Areas of Improvement	Assess a learner's current English-speaking skills. Identify specific areas that need improvement, such as pronunciation, intonation, fluency, or vocabulary.
	Set Clear Goals	Define clear and realistic goals for improvement. Break down larger goals into smaller, achievable milestones.
Stage 2. Exploration	Explore Vocabulary and Phrases	Listen to multiple examples of native speakers pronouncing the words in different contexts.
	Practice Pronunciation: (Shadowing)	<ol style="list-style-type: none"> 1. Pay attention to the pronunciation of words and practice mimicking the native speakers. 2. Use the playback feature on YouGlish to listen repeatedly and refine your pronunciation. 3. Record yourself speaking and compare it to the examples on YouGlish to track your progress.
Stage 3. Application	Contextual Learning	Analyze how words are used in different sentences and contexts. Learn not only the pronunciation but also the appropriate usage of words.
	Application in Daily Conversations	Incorporate the words and phrases you've learned into your daily conversations. Engage in language exchange or conversation groups to practice speaking with others. Apply what you've learned in real-life situations to reinforce your skills.

The following section introduces a suggested learning module categorized as a form of 'Self-Directed Learning' specifically designed for intermediate learners. Drawing inspiration from the overarching approach outlined in the table, instructors have the opportunity to formulate a detailed instructional plan by crafting scaffolding strategies tailored to each stage of the learning process.

4.3 Application of YouGlish: 8-Week Intensive Self-Directed Learning Module

YouGlish is a platform that allows users to search for and listen to real-life examples of words or phrases being spoken by native speakers in various contexts. However, it is recommended that, in order to effectively equip students to derive maximum advantage from this methodology, educators should initially involve them in scaffolded learning activities as a transitional step toward the cultivation of self-directed learning abilities.

In this section, a prospective learning module is presented, and it is specifically designed to enhance pronunciation and intonation skills for low-intermediate adult learners. This module entails an intensive eight-week practice where learners engage in shadowing exercises to refine their articulation of words and intonation patterns.

The design of the self-directed learning module in this study was guided by five key principles. First, the principle of 'Repeated Listening' emphasized exposing learners to native speaker model multiple times to internalize correct pronunciation and intonation patterns, fostering a more intuitive understanding of the language. Second, the principle of 'Immediate Repetition' encouraged learners to mimic the native speaker's speech immediately to reinforce correct pronunciation and rhythm, creating a perceptual loop for real-time adjustments. Third, the principle of 'Starting with Short Segments' advocated beginning with brief phrases to allow focused attention on

specific sounds, intonation patterns, or challenging words, promoting confidence and preventing overwhelm, particularly for beginners. Fourth, the principle of 'Varying Speed but Gradual Complexity' suggested practicing at different speeds and emphasizing specific elements to adapt to various speech patterns, contributing to a flexible speaking style. As learners grew more comfortable, the complexity of materials was gradually increased to provide ongoing challenges and exposure to diverse linguistic features. Lastly, the principle of 'Recording and Self-Evaluation' recommended recording shadowing practice sessions for self-assessment, allowing learners to identify areas for improvement and enhancing metacognition through conscious observation, ultimately leading to a more accurate reproduction of speech sounds. Followed by these principles, the specific guidance is provided through a detailed description accompanying the module, with minimal intervention from the instructor, fostering a self-directed learning approach.

Table 6 provides a detailed description of each step in the operational process of a single session, accompanied by images to enhance comprehension. The initial phase involves a pre-test administered to students, establishing learning goals such as specific sound articulation or improvement in intonation for phrases containing select words. Following goal setting, learners will be assigned 5 words daily for individual learning experiences facilitated through YouGlish. Each learning session (or day) involves the practice of 5 words, with 3 video clips dedicated to each word, totaling 15 clips. The clips will be archived in the 'my tracks' section, and learners will save both their daily recording files and the capture of 'my track' for the day in their designated individual assignment link.

Over the span of eight weeks, participants will engage in shadowing exercises, watching videos, and listening to sounds, encompassing a total of 200 words and 600 shadowing practices followed by video clips. Words are chosen from two distinct fields for input. Specifically, 100 words are selected from essential English phonics words designed for adult learners to effectively enhance their English pronunciation skills. The remaining 100 words are sourced from the vocabulary list for intermediate learners, available at <https://www.vocabulary.com/lists/>. These words cover a range of sounds, syllables, and common usage, providing a well-rounded set for practice. The list of words can be found in the Appendix 2.



To illustrate in detail, the first step involves the selection of three video clips for each designated word. To initiate the process, the learner inputs the target word into the search box and watches the clips until the target word is accurately pronounced (Step 1). If the content is engaging and the speaker's voice is clear, the learner can preserve the clip by clicking the 'save' button (Step 2).

During the listening phase until the occurrence of the target word, it is important to execute the 'save' operation precisely when the screen displays the articulation of the target word. This careful timing ensures the preservation of the video clip, capturing the target word within the caption and subsequently adding it to the 'my track' list. (Step 3). In the next step, learners listen and repeat the video clips using captions. In this step, they have the permission to access the script until they can identify the specific segment they intend to shadow (Step 4). If they face challenges in selecting a particular shadowing segment, they have the option to opt for a sound block aligned with the speaker's 'pause.' Learners fine-tune the speed to suit their preferences for shadowing and specify the segment they wish to shadow (Step 5). After establishing the shadowing segment, they listen repeatedly using the 'playback' button, adjusting the speed as they find suitable for their shadowing practice (Step 6). In this step, an important point to note is that learners should refrain from viewing the script while shadowing, as exposure to the written text may lead them to read the sentence instead of replicating the spoken language. Learners repeat each clip three times, recording their shadowing solely based on the speaker's voice (Step 7). They ensure not to memorize while recording, instead, they follow a process of pausing, listening, and mimicking. Learners adhere to the same procedures for other words (Step 8) and submit them to the designated link (Step 9).

An instructor's role will entail daily checks to ensure learners are progressing correctly and timely reminders

in case of delayed submissions. The choice of target words or phrases can be customized based on learners' proficiency levels, and instructors have the flexibility to adjust this during the pre-test before establishing a detailed plan for module execution. The quantity of shadowing and video clips can also be adjusted based on learners' capability for daily practice.

Table 6. Operation of the Learning Module

Steps	Description
<p>Step 1.</p> <p>Input target words and select video clips</p>	
<p>Step 2.</p> <p>Save video clips as 'My track'</p>	

During the listening phase until the occurrence of the target word, it is important to execute the 'save' operation precisely when the screen displays the articulation of the target word.

Step 3.
Check saved video clips

My tracks		My words				
9 results:						
<input type="checkbox"/>	#	Caption	Keyword	Language	Note	Category
<input type="checkbox"/>	9	over one billion search queries every day,	search	English		
<input type="checkbox"/>	8	she set his mind in motion in the search of a greater possibility.	search	English		
<input type="checkbox"/>	7	in search of the insatiable deliciousness of the new,	search	English		
<input type="checkbox"/>	6	While some require more or less human intervention,	require	English		
<input type="checkbox"/>	5	and may therefore require different remedies.	require	English		
<input type="checkbox"/>	4	It's gonna require some time and some work on your part.	require	English		
<input type="checkbox"/>	3	And then to finish your day of immersion in English,	finish	English		
<input type="checkbox"/>	2	- Once I finished priming, I finish up my lemon water	finish	English		
<input type="checkbox"/>	1	Finally, give yourself one last pass to finish the job.	finish	English		

In the process of listening until the target word appears, the desired video clips are saved. It is crucial to perform the 'save' operation on the screen where the target word (*finish, require, search* in here) is spoken, ensuring that the clip is stored to include the target word in the caption on the 'my track' list.

Step 4.
Listen and repeat using captions



In this step, you are allowed to see the script until you can specify the segment you wish to shadow.

Step 5.
Set up the shadowing segment.



If you encounter difficulty in selecting a specific shadowing segment, you have the option to choose a sound block aligned with the speaker's 'pause.'
-Learners fine-tune the speed to suit their preferences for shadowing and specify the segment they wish to shadow

Step 6.

Listen without
captions and practice
shadowing.



Repeatedly listen by utilizing the 'playback' button, adjusting the speed as deemed suitable for your shadowing practice.

-After establishing the shadowing segment, they listen repeatedly using the 'playback' button, adjusting the speed as they find suitable for their shadowing practice

Step 7.

Repeat three times for each clip (Ensure not to memorize while recording, pause, listen, and mimic.)
In this step, you are not allowed to see the script and required only rely on the speaker's voice.

Record shadowing
without captions.

- 1) That's pretty exciting. (*pretty exciting/ pretty exciting/ pretty exciting*)
- 2) When I'm collecting it's always incredibly exciting. (*always incredibly exciting /always incredibly exciting /always incredibly exciting*)
- 3) It's of course exciting to think about (*of course exciting/ of course exciting/ of course exciting*)

Step 8.

Repetition same
procedures for other
words

Upon completing the process for one word, the same process is repeated for the remaining words.

Step 9.

Submission on the
assignment link

Upload the recording file (named: day 1) and a copy of 'my track' (file name: Track-day 1) to the specified individual submission link.

5. Conclusion and Implication

The present study has explored learner's feedback on the utility of a relatively unfamiliar English learning tool called Youglish regarding its potential benefits of YouGlish in advancing oral language skills and has proposed a prospective independent learning module focused on enhancing pronunciation and intonation. The primary advantage of YouGlish lies in its commitment to real-life contexts, creating an immersive learning environment for observing native speakers in authentic situations. In particular, the platform demonstrates effectiveness in aiding the acquisition of pronunciation for uncommon words, thereby enriching the overall depth of the language education experience. This emphasis on real-life contexts holds promise in enhancing the learning journey by simulating genuine communicative situations, aiming to foster a profound understanding of language beyond formal structures.

Preliminary findings highlight YouGlish as a valuable resource for language learners, especially in improving oral skills. Pronunciation, recognized as a crucial facet of language acquisition (Gilakjani 2016), is effectively addressed by the platform's exposure to authentic examples of speech by native speakers. The specialized effectiveness of YouGlish in refining pronunciation for less common words further supports its contribution to comprehensive language teaching and learning. Importantly, the platform's emphasis on real-life contexts aligns with the goals of the proposed learning module, promising a more immersive language learning experience.

The consensus among researchers and educators on the versatile application of video in education reflects a shared recognition of its potential. This agreement highlights the adaptability and learner-centric advantages of integrating video elements into educational frameworks, as demonstrated by Syunina et al. (2017). YouGlish, when incorporated into language instruction, may facilitate the integration of diverse skills, including listening, speaking, and reading comprehension, fostering a comprehensive language learning experience. The synthesis of real-life contextual learning and precise pronunciation refinement positions YouGlish as a valuable tool in the domain of English language learning resources.

In conclusion, YouGlish emerges as a promising tool for advancing oral language skills, with its unique emphasis on real-life contexts and specialized efficacy in refining pronunciation for less common words. Operating under the assumption that the effectiveness of even the best websites can be maximized based on how learners use them, the study aimed to propose an experimental module with protocols, taking into account inconveniences and needs identified from the learners' feedback. The proposed learning module, designed with these considerations, holds potential for cultivating a profound development of oral language skills that transcends formal structures. This research contributes valuable insights to the field of English language teaching and learning, advocating for the integration of YouGlish to enhance the overall language learning experience.

Nevertheless, despite these efforts, it is essential to acknowledge certain limitations of the study. First, in the present study, prior to obtaining the survey, learners were encouraged to explore YouGlish freely, without specific modules or detailed guidelines. In such a context, obtaining sincere reactions towards utilizing the tool might not be desirable. Also, it is important to note that this study has limitations in that it did not experimentally investigate the positive effects of YouGlish under various controlled variables, instead, it verified the potential utility through learners' responses. This limitation implies, therefore, there is a pressing need for future studies that experimentally compare the effectiveness of utilizing Youglish for English learning with and without the applicable learning module.

Finally, the ultimate goal of the study was to present a step-by-step experimental module that incorporates these insights, making it easier for learners to utilize the tool more effectively. It is important to emphasize that the effectiveness of YouGlish can vary significantly based on the teacher's utilization skills. Prior to implementation, instructors must clearly identify students' levels and areas requiring improvement through appropriate assessment. Optimal utilization involves selectively incorporating vocabulary or phrases tailored to students' levels and needs, presenting assignments or practice protocols using YouGlish, and assessing the efficiency and effectiveness of these activities. Maximizing the efficacy of YouGlish is contingent upon how proficiently and effectively instructors present tasks or exercises. Consequently, the development and validation of diverse modules aimed at enhancing the four language skills may emerge as a prospective theme for future research.

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Examples in: English

Applicable Languages: English

Applicable Level: Tertiary

Appendices

Appendix A. List of Words provided for independent learning for 4 weeks

Week 1	Week 2	Week 3	Week 4
Innovate	Optimize	Collaboration	Touch base
Strategize	Cultivate	Innovation	Get the ball rolling
Implement	Productivity	Strategy	Think outside the box
Delegate	Adapt	Communication	Take the lead
Consolidate	Solve	Decision-making	On the same page
Streamline	Invest	Efficiency	Brainstorm ideas
Launch	Budget	Accountability	Close a deal
Analyze	Forecast	Stakeholder	Reach out to someone
Evaluate	Negotiate	Profitability	Follow up
Execute	Adaptability	Budgeting	Go the extra mile
Coordinate	Negotiate	Resourcefulness	Meet a deadline
Initiative	Assess	Entrepreneurship	Break the ice
Retain	Measure	Resilience	Face a challenge
Communicate	Streamline	Delegation	Stay on top of things
Collaborate	Delegate	Stakeholder	Keep in the loop
Achieve	Enhance	Benchmarking	Take the initiative
Resolve	Align	Sustainability	Iron out the details
Prioritize	Expand	Analytics	Nail down
Facilitate	Acquire	Diversity	Wrap things up
Empower	Innovate	Flexibility	Bring to the table
Mentor	Engage	outsourcing	Make a pitch

Appendix B. List of Words for the 8-week Learning Module

Steps	List of words				
Week 1	Question	Invisible	Efficient	vain	Radiant
	Restaurant	Journey	Beneficial	Fascinating	Serious
	Syllable	Unify	Hesitate	Grandiose	Tranquil
	Various	Liberty	Calculate	Harmony	Uplifting
	Vacation	Marvelous	Embrace	Illuminate	Vintage
Week 2	Weather	Necessity	Yelling	Elaborate	Wholesome
	Yesterday	Optimistic	Zealous	Implement	Majestic
	Donate	Pending	Ambitious	Deal	Flawless
	Adventure	Quotation	Butterfly	Encounter	Zestful
	Beautiful	Remember	Celebration	Adapt	Adorable
Week 3	Celebration	Symphony	Dazzling	Observe	Blissful
	Delicious	Serving	Yearning	Plentiful	Captivating
	Elephant	Sincere	Journey	Queen	Delightful
	Fantastic	Tender	Knowledge	Humble	Exquisite
	Gorgeous	Unique	Language	Graceful	Essential
Week 4	Holistic	Discuss	Mountain	Chocolate	Majestic
	Pristine	Whimsical	Necessary	Elephant	Noble
	Quantity	Noble	Opportunity	Grandmother	Happiness
	important	require	Picture	Endure	Adopt
	Participate	Foster	Contribute	Investigate	Verify
Week 5	Surpassed	Illuminate	Cooperate	Justified	Acquire
	Thrive	Improved	Critique	Navigating	Challenging
	Validate	Transcend	Cultivate	Overcome	Succeed
	Withstanding	Negotiating	Strategy	Persevere	Demonstrate
	Acquaint	Originated	Empowered	Progress	Enhance
Week 6	Advocate	Accomplish	Enriched	Reflect	Analyze
	Bolstering	Persuade	Established	Reinforced	Quiet
	Challenge	Proposed	Fostering	Inquire	Evaluate
	Collapsed	Refine	Integrate	Synthesize	Prioritize
	Deceived	Resolve	Investigate	Transform	Examine
Week 7	Dissect	Revise	Justify	Unify	Generated
	Elaborate	Stimulate	Qualified	Utilize	Implement
	Collaborate	Convince	Aspire	Compose	Perceived
	Thunderstorm	Joyful	Productive	Evaluate	Leave
	Unbelievable	Kindness	Endure	Flourish	Assist
Week 8	Supportive	Contaminate	Superior	thoughtful	Thirsty
	Vibrant	Luminous	Atmosphere	Assure	Incidental
	Wonderful	Magnificent	Emotional	Severe	Complex
	qualify	Navigate	Convenient	Combined	Interpreting
	exemplified	Incorporate	Employee	Radiant	Empowered