

## **STUDENTS' PERSPECTIVE ON THE UTILIZATION OF THE FLUENDAY APPLICATION FOR BEGINNERS TO IMPROVE VOCABULARY**

**Yoga Fadhillah<sup>1</sup>,**

Universitas Islam Negeri Sumatera Utara

**Maryati Salmiyah<sup>2</sup>**

Universitas Islam Negeri Sumatera Utara

yoga0304213123@uinsu.ac.id<sup>1</sup>

*Submit, 23-07-2025*

*Accepted, 29-12-2025*

*Publish, 31-12-2025*

### **ABSTRACT**

This study aims to explore the use of the Fluenday application in enhancing English vocabulary mastery among senior high school students. Employing a qualitative approach through a case study method, the research involved 28 eleventh-grade students who actively used the Fluenday application over a four-week period, from which 10 participants were selected for in-depth interviews. Data were collected using a questionnaire consisting of 10 statements and a set of four semi-structured interview questions designed to reinforce the questionnaire findings and provide deeper insights into the learning activities within the application. Thematic analysis was used to interpret the data. The findings reveal that the use of Fluenday positively impacts students' vocabulary acquisition. Students found it easier to learn new words through contextualized video clips and reported improved memorization through repetition-based features, personalized quizzes, and daily exercises. Moreover, students were motivated to engage with vocabulary learning due to the interactive interface and the gamified reinforcement system. Despite some challenges and dependencies such as limited access to premium features and reduced engagement with independent assignments due to reliance on the app, these obstacles did not significantly hinder the app's overall effectiveness. Students agreed that these issues could be managed and did not obstruct their vocabulary improvement. Therefore, this study concludes that Fluenday can be considered an effective alternative medium for vocabulary learning, provided it is supported by consistent and well-targeted usage strategies.

*Keywords: Application, Enhancement of English Vocabulary Skills, Fluenday, Learning, Qualitative Research, Vocabulary.*

## INTRODUCTION

Vocabulary is an innovative and engaging method that helps students improve their English comprehension in a fun and effective way. Students' comprehension abilities are evaluated based on the standards set by the teacher, allowing assessment of their progress. Speaking ability refers to the capacity to express thoughts and feelings through spoken words, which involves using spoken language, correct pronunciation, listening comprehension, and non-verbal cues such as facial expressions that play a key role in effective communication. The characteristics of students' vocabulary encompass various essential aspects for language development. First, vocabulary quantity refers to the number of words students have mastered; the more words they know, the better they can understand and use language. Second, vocabulary quality indicates how well students understand word meanings, including connotations and denotations. Vocabulary variety reflects the ability to use various words, including synonyms and antonyms, enhancing their communication skills. Vocabulary use in context highlights students' ability to apply words correctly in appropriate sentences and situations, which also involves grammatical understanding.

Vocabulary can be classified into active and passive types. Active vocabulary includes words frequently used in speaking and writing, while passive vocabulary consists of words that are understood but rarely used. Students' experiences strongly influence vocabulary development in reading, listening, and social interaction. Social and cultural factors also play a critical role, as students' environments can shape the vocabulary they acquire, including regional dialects and commonly used terms (Davydova, 2022). Understanding these characteristics is crucial to supporting students' language acquisition and communication skills. Improving vocabulary is one of the most important aspects for students to understand and convey information effectively, and enhance their reading and writing skills (Herrera, 2022). A strong vocabulary enables students to communicate well in various situations, especially in the classroom. According to Wilkins (1972), "Without grammar, very little can be conveyed; but without vocabulary, nothing can be conveyed." In addition, students can adopt AI-powered technology to improve their vocabulary more efficiently and support more effective learning. Vocabulary teachers play a crucial role in guiding students, as vocabulary mastery forms the foundation for effective language use in reading, writing, speaking, and listening. Without adequate vocabulary, students may struggle to grasp the meaning of texts, express their ideas, or follow lessons effectively. Vocabulary teachers help introduce new words, explain their contextual meanings,

and provide practice opportunities to use vocabulary correctly, thus fostering students' overall language proficiency and confidence in communication.

Today, vocabulary learning is widely accessible through digital technology as part of an educational revolution, benefiting teachers and students. According to Warschauer & Xu (2018), AI-powered language learning tools can provide personalized vocabulary instruction, allowing learners to practice at their own pace and receive instant feedback, essential for vocabulary acquisition. Technology is a powerful tool that can transform education Yakubova (2024). It can redefine the relationship between educators and students, reinvent learning and collaboration approaches, close long-standing equity and accessibility gaps, and personalize learning experiences for diverse learners. Technology enhances access and representation of content, provides multiple ways for students to express what they know, and increases engagement through interest-driven learning Singh & Hiran (2022).

Students often face vocabulary-related challenges in the classroom that impact their communication abilities. One of the main challenges is anxiety and self-doubt, where students may fear speaking in front of others due to the risk of being judged by peers or teachers (Kenza, 2024). This often discourages active participation. Another key obstacle is limited vocabulary, which hinders students' ability to articulate thoughts or opinions clearly, leading to frustration and disengagement (Nation, 2001). The difficulty level of vocabulary can depend on factors such as frequency of use, prior knowledge, word length, and conceptual complexity (Ahmed et al., 2023).

When using the Fluenday application in classrooms, students encounter several obstacles. Not all features are accessible without payment, so only a limited selection is available to free users. The Fluenday app offers more than 3,000 natural conversation video clips, TV content, structured lessons, e-books, and mini-games for enjoyable vocabulary and grammar practice. However, in the settings, only 10 languages are supported in the "I speak" section, including English, Spanish, and French as primary languages, along with Japanese, Russian, German, Korean, Vietnamese, Traditional Chinese, Portuguese, Italian, Turkish, Thai, Arabic, Ukrainian, and Czech. Despite these limitations, the app offers a structured and comprehensive learning experience by combining traditional and immersive AI-based methods.

Several studies have analyzed how learning technology is utilized in education to improve English speaking skills through applications (Miettinen, L., & Vallivaara, 2019). Furthermore, previous research has explored how technology can influence students' learning systems, such as *How Fluenday Is Changing the Application Development Landscape*. For example, Aşıkcan & Saban (2020) found that speaking function and self-confidence improved significantly, Navarrete et al.,

(2025) emphasized real video-based learning, and (Jones, A., & Brown, 2021; Leoni et al., 2023), examined the impact of online learning on student engagement. However, research on improving students' speaking skills using the Fluenday application remains limited. Although several studies have discussed language learning applications, there is still little research specifically focusing on the effectiveness of the Fluenday application in the context of English language learning. Therefore, further research is needed to provide strong empirical evidence regarding the use of Fluenday in enhancing students' vocabulary skills.

Some studies only focus on aspects of application development, comparisons with applications, and the impact of learning using applications. Some studies only focus on certain aspects of kosakata dalam pembelajaran bahasa inggris yang berbasis vidio nyata dalam aplikasi tersebut. However, vocabulary ability, such as pronunciation and speaking, does not require specific applications, so other factors, such as fluency, intonation, and student confidence, are not developed. With the latest research, researchers have carried out a more specific in-depth evaluation of application use.

The fluenday application has important significance in the concept of education, because with the development of technology, the fluenday application can provide an engaging and interactive approach to learning English. This application makes students feel safe practicing vocabulary in a supportive environment. So that students are more confident in their English language skills, this study also provides insight into the effectiveness of technology-based learning methods in improving students' vocabulary skills by identifying the strategies used. Students can obtain and apply techniques according to the contents of the features in the fluenday application in teaching them, thereby increasing students' stable abilities. Furthermore, this study also contributes to understanding how the fluenday application can address the imbalance in access to education, so that students can practice speaking. Therefore, this study is relevant to developing language skills and creating a more inclusive and adaptive learning environment for students.

This study aims to determine the extent of students' English vocabulary skills when using the "fluenday" application. The object of the study is: to determine students' perspectives on the "fluenday" application in improving English vocabulary skills, where students will provide their perspectives on the influence of the fluenday application when they find out how interactive features in the application, such as virtual conversations and direct feedback, affect students' motivation and engagement in the learning process. The "fluenday" application spurs a language learning platform designed to help students improve their English vocabulary skills. Especially in the school environment, the community.

## LITERATURE REVIEW

In the current educational landscape, vocabulary learning has become increasingly accessible through digital technology, marking a significant transformation in teaching and learning practices. AI-based language learning tools enable personalized vocabulary instruction, allowing learners to study at their own pace while receiving immediate feedback, which is crucial for effective vocabulary development (Warschauer & Xu, 2018). Technology has the potential to reshape education by redefining teacher–student interactions, enhancing collaboration, addressing issues of equity and accessibility, and supporting individualized learning experiences (Yakubova, 2024). Moreover, digital tools improve access to learning materials, offer multiple modes for students to demonstrate understanding, and promote higher engagement through interest-driven activities (Singh & Hiran, 2022). Despite these advantages, students often experience vocabulary-related difficulties that affect their oral communication, including anxiety, fear of negative evaluation, and limited lexical knowledge, which can reduce participation and confidence (Kenza, 2024; Nation, 2001). Vocabulary difficulty is also influenced by factors such as word frequency, learners’ prior knowledge, word length, and conceptual complexity (Ahmed et al., 2023).

One technology-based solution that has gained attention is the Fluenday application, which integrates AI-driven learning with authentic multimedia content such as natural conversation videos, television clips, structured lessons, e-books, and interactive games. Although Fluenday provides a comprehensive and immersive learning environment, access to many features is restricted to paid users, and language support in the “I speak” setting is limited, posing challenges for some learners. Nevertheless, the application offers a structured approach that combines traditional learning principles with innovative AI-based methods. Previous studies have demonstrated that language learning applications can positively influence students’ speaking abilities, self-confidence, and engagement (Aşıkcın & Saban, 2020; Miettinen & Vallivaara, 2019; Navarrete et al., 2025; Jones & Brown, 2021; Leoni et al., 2023). However, empirical research specifically examining the effectiveness of the Fluenday application in improving students’ vocabulary and speaking skills remains scarce. Consequently, further investigation is necessary to provide stronger evidence regarding Fluenday’s role in enhancing English vocabulary learning.

## METHOD

This study employed a qualitative case study approach, which is considered the most appropriate method from the students’ perspective for improving vocabulary through the use of the Fluenday application as a medium for English language learning, particularly within the classroom setting. A case study is a

research strategy that facilitates the exploration of a phenomenon within its real-life context by describing and understanding students' perspectives through multiple sources of information, including questionnaires and interviews. The researcher opted for this method to understand how students perceive the vocabulary application "Fluenday" in enhancing their vocabulary acquisition in the classroom. By utilizing various sources of information within the case study, the researcher could investigate the phenomenon in depth and explore contextual factors that influence students' perceptions.

The participants in this study were selected using purposive sampling. There were 28 junior high school students who actively engaged with the vocabulary learning process. The selection was based on their experience and ability to improve their English vocabulary skills. Additionally, the students were allowed to use mobile phones in class, and their teacher permitted them to use the application for learning purposes. The study was conducted in a classroom environment with sufficient internet access.

Data collection involved two methods: questionnaires and semi-structured interviews. The ten-item questionnaire was distributed through Google Forms, while four open-ended interview questions were provided in printed format with written response columns. These instruments aimed to gather detailed records of students' experiences and impressions regarding using the application for vocabulary learning. The questionnaire served as a self-report data collection tool used to evaluate product-based research, as suggested by (Lebow et al., 2012). To gain deeper insight, verbatim transcriptions of interview responses were provided. In order to investigate students' perceptions of using Fluenday as a tool to enhance their vocabulary, both the questionnaire and interviews were conducted. The study adopted thematic analysis based on the framework proposed by Braun & Clarke (2006). This theory emphasizes that learning occurs through meaningful tools and interactions. In the context of this research, the Fluenday application functions as a medium that facilitates students' construction of vocabulary meaning. This theoretical framework was the foundation for analyzing how students interpreted their experiences using the application.

## **FINDING**

The primary focus of this study is the students' perspective on improving English vocabulary using the Fluenday app. Every piece of information included in the interview procedure recognizes the usefulness of this app as an English vocabulary learning tool. This conclusion is indicated by the responses given.

**Table 1. Students' Perspective on Improving Vocabulary in English Learning with the Fluenday Application**

STATEMENTS	RESPONDEN				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I enjoy learning through story in the movie clips on FluenDay because it helps me improve my English vocabulary.	7,5%	73,1%	19,2	0 %	0 %
2. When I come across a new word, I can immediately see its meaning and can hear it repeatedly, which helps me remember it longer.	7,4 %	70,4%	14,8 %	0 %	0 %
3. It is easier for me to review and memorize vocabulary regularly because of the daily practice and quiz features.	3,7 %	55,8%	40,7 %	0 %	0 %
4. I like some of the features, but some are difficult to access and quite expensive to pay for.	22,2 %	70,4%	0 %	0 %	1 %
5. As a student, I really like things like games, especially in vocabulary learning.	69,2 %	11,5%	11,5 %	0 %	0 %
6. With the point levels in the mini game, it makes us interested in continuing to improve our vocabulary by answering the questions in it.	7,4 %	63 %	29,6 %	0 %	0 %
7. I am more interested in studying science now because of the sentences in the film story.	14,8 %	55,6%	25,9 %	0 %	0 %
8. So far I feel my motivation has increased with the new learning atmosphere which makes my desire to learn vocabulary always there	18,5 %	63 %	18,5 %	0 %	0 %
9. I can practice vocabulary with enthusiasm because of the daily and repetition features, which help me remember new words for longer.	18,5 %	55,6%	18,5 %	0 %	0 %
10. I feel that for balanced learning, I must continue to receive explanations and assignments from	18,5 %	63 %	14,8 %	0 %	0 %

---

the teacher, because I am starting to feel a little dependent on this application.

---

Based on the results of the questionnaires and interviews, the researcher identified four main themes through a thematic analysis process:

### **Enriching Vocabularies through the context of video clips stories**

In the questionnaire data, statements no 1 and 7 show that they are more interested in learning English using the application because they find it easier to understand and remember new vocabulary when the word appears in the context of a story. In statement no 1, as many as 80.6% strongly agree and agree that Fluenday contributes to improving their English vocabulary. However, 19.2% of students chose Neutral in vocabulary acquisition. While in statement no 7, as many as 70.4% of students are active in class after using the Fluenday application, making students more active in class with interesting learning through clips, movies and story context. However, 25.9% of the students chose neutral because they experienced difficulty in vocabulary settings due to fast subtitles, but so far, they have been able to adjust.

This is also supported by interview data. The first question: Do students use the Fluenday application in learning English? Three out of four participants answered yes. From this, it can be concluded that the participants received other support from the interview answers:

*“I prefer learning vocabulary from stories. If there is a sentence, I understand the meaning.” (student 1), “Using the Fluenday application makes it easier for me to learn English vocabulary in a fun and different way through the context of stories in clips movie” (student 2), “I feel that the Fluenday application makes learning more enjoyable and not boring because of the fun movie clips” (participant 3), “Because it helps me in the process of learning vocabulary with an interesting display in movie clips (participant 4)”*

Based on the above statements, the Fluenday application greatly facilitates students' learning of English vocabulary. Its efficiency and creativity make learning with this application fun and not boring.

### **Developing Vocabularies through Repetition, Daily Features and Quiz**

The repetition feature, daily practice, and quizzes familiarise students with the same vocabulary in various contexts. In the questionnaire data, statements 2, 3 and 9 show that they can remember new words longer using the Fluenday application's features. In statement no 2, the majority, 77.8% of students, feel that



they are more able to remember new words with sufficient repetition features. However, 14.8% chose Neutral because they were only interested in using the Fluenday application. Then in statement no 3, 59.5% of students feel they can repeat and memorize vocabulary regularly and more easily with the daily practice and quiz features. However, 40.7% of students remained neutral or reported vocabulary learning, which reduced daily practice and practice/quizzes with notebook media.

Furthermore, in statement no 9, the majority of students, 74.1%, strongly agree and agree that the Fluenday application provides practice to help with new vocabulary in speaking with the daily feature. However, 18.5% of students chose neutral because some students liked both methods. This data is also supported by interview data. From the interview results about the second question, do students feel they have better vocabulary memorization than before? Three out of four participants answered yes. From this, it can be concluded that the participants remained with other support from the following perceptions:

*“Because there is daily repetition, I often see the same words. So I remember.” (student 1). “Yes, with daily practice it makes us remember more about new vocabulary” (student 2). “With the Fluenday application I prefer to be involved in daily quizzes that help my vocabulary memory” (student 3). “I am happy with the help of the Fluenday application which improves our vocabulary memorization, but on the other hand I also still like practicing in the daily book, homework and weekly quizzes with the teacher” (student 4)”*

Based on the above statements, most students have acknowledged that the Fluenday application's usage and features are very good at helping vocabulary memorization and retention. However, some students also feel that even with the application, they still want daily written exercises and weekly quizzes with the teacher as usual.

### **Increasing Learning Motivation through Gamification**

In the Fluenday application, there is the use of a level system, points, mini games, and digital rewards in the application that increase students' motivation to continue learning. In the questionnaire data, statement no 5, 6 and 8 show that they are more motivated overall, where in statement no 5 about 80.7% of students strongly agree and agree that this application is more helpful in increasing motivation to learn English vocabulary with gamification, but about 11.5% of students chose neutral because they felt balanced in vocabulary improvement both with teachers and all the features in the Fluenday application. Then in statement no 6, 70.4% of students strongly agree and agree that Fluenday increases their interest in learning vocabulary due to the level feature. However, 29.6% of students chose neutral because they thought some were easy and others were difficult. Then in

statement no 8, as many as 81.5% of students strongly agree and agree that the Fluenday application attracts students' interest in classroom learning, where this application is straightforward to use and learn, so that students understand more quickly. However, as many as 18.5% of students chose neutral because there are some vocabulary feature access constraints, such as network connections and paid advanced features, so not all access can be obtained for free. This data is also supported by interview data. From the interview results about the third question, do students feel an increase in motivation in vocabulary learning that is more consistent than before? Three out of four participants answered yes. From this, it can be concluded that the participants remained with other support from the following perceptions:

*"There are points and levels, so I'm excited to finish the practice." (student 1). "Yes, with mini games it makes learning more fun and interesting" (student 2). "With the Fluenday application I prefer to answer the questions hoping for digital rewards from the application" (student 3). "All the mini games features in the Fluenday application are indeed interesting and increase motivation, but some games features are still paid so not all can be accessed" (student 4)I"*

Based on the above statements, it can be seen that using the Fluenday application, students can increase vocabulary learning motivation much more consistently by creating a new atmosphere and using Fluenday application features to help them improve vocabulary mastery.

### **Challenges and dependencies**

Although the application helps, some students feel too dependent on the application, and some paid features are not fully accessible for free. Therefore, in statements 4 and 10, there are several statements about challenges and dependency among some students. In statement no 4, 92.6% strongly agree and agree that the application makes them somewhat difficult with some paid features that are pretty expensive to access. Then in statement no 10, 81.5% of students strongly agree and agree that the Fluenday application makes them lose or lack home learning media and daily notebook exercises and weekly quizzes usually given by a teacher. However, a small number of students, 14.8%, chose neutral because students were happy if they just focused on learning to improve vocabulary by only using the fluenday application features. This data is also supported by interview data. From the interview results about the fourth question, do students feel the challenges and dependency of using the Fluenday application? Three out of four participants

answered yes. It can be concluded that the participants received additional support from the following perceptions:

*“Sometimes if I don’t open the application, I forget what the word is used for.” (student 1). “I feel some features are difficult to access, and a bit slow” (student 2). “I like some features but the paid system and upgrades that take up memory/internet data package make it a bit difficult” (student 3). “Sometimes I also need direct explanation from the teacher including homework, daily practice and weekly quizzes, so that balanced learning in class is created.” (student 4)”*

## DISCUSSION

Based on the findings, the first statement showed that Fluenday had an impact on improving students’ vocabulary through the use of video clip features, which they found to be one of the easiest ways to enrich their vocabulary. Yiling et al., (2025) stated that AI is one of the most important things humanity is currently working on—it is even more profound than electricity or fire. I strongly affirm through my findings that digital technologies such as video clips significantly support the world of education, especially AI-based applications like Fluenday, in enhancing English vocabulary learning.

The second statement showed that Fluenday is an application capable of significantly improving students’ vocabulary retention through its repetition, daily features, and quizzes, which enhance their vocabulary memory. Belda-Medina & Calvo-Ferrer (2022) stated that using digital technology in education can improve the effectiveness of the learning process. I confirm my findings that Fluenday increases learning effectiveness by providing various tools and platforms that support more interactive and engaging learning. Furthermore, the features available in the application strongly support the classroom learning process, enhancing students’ retention and memory of vocabulary with relevant tools.

The third statement showed that Fluenday is a fun and engaging application with gamification features that can boost students’ motivation and enthusiasm for learning vocabulary. Kuddus, (2022) emphasized that Artificial Intelligence has the potential to revolutionize education by offering personalized learning experiences tailored to each student’s needs and abilities. Therefore, based on my research, AI-based educational technology offers a more interesting and innovative impression to support students’ motivation and enthusiasm in English learning, especially Fluenday in vocabulary understanding through its gamified features that make learning more exciting and motivation more consistent.

The fourth statement showed that Fluenday also presents specific challenges and dependencies as perceived by some students, where routine activities such as exercises, homework, and weekly quizzes were reduced due to reliance on the app’s

built-in tasks. Some students also faced challenges accessing certain premium or paid features. Godwin-Jones (2022) stated that the Fluenday application supports several aspects of English language learning, particularly regarding feedback and technical difficulties, which may reduce its effectiveness. I confirm my findings that there are some limitations to the Fluenday application, such as limited access to certain features and the presence of paid elements which lead to a level of dependency and a reduction in regular learning routines like homework and weekly quizzes. However, although these learning challenges do not entirely affect the function of the application, students agreed that such issues are manageable. This approach aligns with Tiara's emphasis that Fluenday can be neutralized in its use so that it still improves their understanding.

The study results showed that students can improve and expand their English vocabulary with the help of the Fluenday application. As a result, Fluenday offers a new method for educators to address students' vocabulary needs. Regarding the Fluenday application, more students provided positive feedback than negative. They all agreed that the features of the Fluenday application are excellent and engaging, and it is a valuable tool to encourage students to master English vocabulary effectively, as it offers an efficient approach for learning new information in unexpected situations. According to all students, the Fluenday application makes it easier for them to practice and apply vocabulary in real-world contexts. Users can find inspiration and motivation through the Fluenday application during the learning process. Additionally, there is a stronger desire among students to enrich their vocabulary.

## CONCLUSION

Based on the analysis and student interviews regarding using the Fluenday application in vocabulary learning, several key features of this application significantly contribute to developing students' language skills. First, the story-context feature in video clips has proven effective in helping students understand and remember new vocabulary through relevant and engaging narrative flows. Second, repetition features such as daily futures, daily reviews, and quizzes play an important role in reinforcing students' memory of previously learned vocabulary through consistent and systematic repetition.

Furthermore, the gamification aspect of the application, such as point systems, challenges, and badges, has increased students' motivation and enthusiasm for learning by providing a more interactive and enjoyable learning experience. However, some challenges have emerged regarding students' dependency on the application's features, particularly the premium features and digital daily task systems. Some students reported becoming overly reliant on the application, which has led to a decrease in their engagement with traditional learning activities, such

as completing homework and manual exercises using notebooks, which previously also played an important role in their learning process.

Therefore, although Fluenday provides substantial benefits in enhancing students' vocabulary acquisition and learning motivation, it is important for teachers and parents to maintain a balance between digital application use and conventional learning methods to ensure that the learning process remains holistic and not entirely dependent on technology.

## REFERENCES

- Ahmed, S. F., Alam, M. S. Bin, Hassan, M., Rozbu, M. R., Ishtiaq, T., Rafa, N., Mofijur, M., Shawkat Ali, A. B. M., & Gandomi, A. H. (2023). Deep learning modelling techniques: current progress, applications, advantages, and challenges. *Artificial Intelligence Review*, 56(11), 13521–13617.
- Aşıkcı, M., & Saban, A. (2020). An Action Research on Improving Fluent Reading Skills of Third-Grade Primary School Students. *TED EĞİTİM VE BİLİM*, 46. <https://doi.org/10.15390/EB.2020.9015>
- Belda-Medina, J., & Calvo-Ferrer, J. R. (2022). Using chatbots as AI conversational partners in language learning. *Applied Sciences*, 12(17), 8427. <https://doi.org/https://doi.org/10.3390/app12178427>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Davydova, J. (2022). The role of social factors in the acquisition of vernacular English: A variationist study with pedagogical implications. *International Journal of Applied Linguistics*, 32(3), 425–441. <https://doi.org/https://doi.org/10.1111/ijal.12438>
- Godwin-Jones, R. (2022). *Partnering with AI: Intelligent writing assistance and instructed language learning*.
- Herrera, E. M. (2022). Improving reading comprehension and vocabulary through explicit vocabulary instructions. *Research, Society and Development*, 11(15), e436111537206–e436111537206. <https://doi.org/https://doi.org/10.33448/rsd-v11i15.37206>
- Jones, A., & Brown, B. (2021). Impact of Online Learning on Student Engagement. *Journal of Educational Research*, 58(3), 234–245.
- Kenza, Z. (2024). *Exploring the Impact of Communication Apprehension on EFL Students' Public Speaking The Case of Second-Year EFL Students at Biskra University*.
- Kuddus, K. (2022). Artificial intelligence in language learning: Practices and prospects. *Advanced Analytics and Deep Learning Models*, 1–17. <https://doi.org/https://doi.org/10.1002/9781119792437.ch1>
- Lebow, J. L., Chambers, A. L., Christensen, A., & Johnson, S. M. (2012). Research on the treatment of couple distress. *Journal of Marital and Family Therapy*, 38(1), 145–168. <https://doi.org/https://doi.org/10.1111/j.1752-0606.2011.00249.x>
- Leoni, F. Z., Kasmairi, & Lubis, A. A. (2023). Students' Difficulties in English Speaking Lesson At the Eleventh Grade of State Senior High School 04 Muko-

- Muko. *Wacana: Jurnal Penelitian Bahasa, Sastra Dan Pengajaran*, 21(1), 27–36. <https://doi.org/10.33369/jwacana.v21i1.26197>
- Miettinen, L., & Vallivaara, E. (2019). The Effect of Mobile Applications on English Speaking Skills: A Study in Higher Education. *International Journal of Educational Technology in Higher Education*, 16(1), 1–18. <https://doi.org/https://doi.org/10.1186/s41239-019-0178->
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Navarrete, E., Nehring, A., Schanze, S., Ewerth, R., & Hoppe, A. (2025). A closer look into recent video-based learning research: A comprehensive review of video characteristics, tools, technologies, and learning effectiveness. *International Journal of Artificial Intelligence in Education*, 1–64.
- Singh, S. V., & Hiran, K. K. (2022). The impact of AI on teaching and learning in higher education technology. *Journal of Higher Education Theory & Practice*, 12(13).
- Warschauer, M., & Xu, Y. (2018). Technology and equity in education. In *Second handbook of information technology in primary and secondary education* (pp. 1063–1079). Springer.
- Wilkins, D. A. (1972). *Linguistics in language teaching* (Vol. 111). Edward Arnold London.
- Yakubova, G. M. (2024). Priorities of Educational System Technology. *University Research Base*, 323–327.
- Yiling, J., Omar, M., & Kamaruzaman, F. M. (2025). Exploring the AI-Enhanced Project-Based Learning for English Language Acquisition: A Systematic Review of the Key Elements and Emerging Technology Trends. *International Journal of Learning, Teaching and Educational Research*, 24(2), 636–652. <https://doi.org/https://doi.org/10.26803/ijlter.24.2.31>