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ABSTRACT: Although videos are now used pervasively in English as a Foreign Language settings, most existing literature centers on learners as knowledge receivers or passive video viewers (Lialikhova, 2014; Fisher & Frey, 2015; Bakar et al., 2019). Rarely do studies involving videos engaged learners as knowledge generators or active, self-directed learners. To fill this research gap, the current study examined the effects of the online-video pronunciation dictionary YouGlish, which employs a lexical approach on learners' speaking skills, including pronunciation, intonation, word usage, and strategies that learners applied while using YouGlish as well as their reactions to it. The results revealed that YouGlish can help learners make progress in their oral skills, especially in terms of word usage, by providing meaningful context that helps them comprehend how oral English is used in real life. The findings revealed the process of using YouGlish generated students to become more active and self-directed learners, rather than remained as passive receivers of knowledge.

Keywords: Learning tools, Learning technologies, Speaking skills, Lexical approach

1. Introduction

In Taiwan, English as a Foreign Language (EFL) can be taught as early as the first grade and continue until tertiary education. However, many English learners have limited oral ability in English, regardless of the years they have invested in studying it (Peng, 2014). Some scholars report that because of factors such as exam-oriented syllabi, large class sizes, limited class time, lack of suitable teaching methods, and unqualified teachers, students have limited opportunities to develop their English oral skills (Hsieh, 2016). According to the 2018 Test of English for International Communication (TOEIC) annual report of the Educational Testing Service (ETS), Taiwanese students' average scores on the TOEIC speaking test was 140 out of 200 at the intermediate level, indicating issues related to spoken English due to inaccurate pronunciation or intonation, grammatical errors, and limited vocabulary size. In addition, the 2018 ETS report showed that most Taiwanese students have great difficulty producing appropriate intonation and stress in English. These results strongly suggest the need for more effective development to improve EFL learners' oral skills; thus, innovative ways for EFL learners to acquire spoken English are essential.

Acquiring accurate spoken English skills depend largely on the teacher who models pronunciation and provides feedback to students; however, nonnative speaking teachers in the EFL context often feel unprepared to teach pronunciation (Bodorik, 2017). In response to this issue, technology can provide opportunities for practicing oral English outside the classroom (Barhen, 2019; Syunina et al., 2017). For example, YouGlish, a video-assisted dictionary, differs from traditional dictionaries wherein a single pronunciation is represented by the International Phonetic Alphabet. Instead, YouGlish offers audio representation of authentic English pronunciation input, sourced from real-world communications on YouTube. It also provides samples of different English styles, including American, British, and Australian English accents. Further, learners can tweak the video speeds between normal, slower, and faster to facilitate perceptual processing of certain words or chunks (Barhen, 2019). These features enable learners to acquire new words or phrases with authentic pronunciation at any time, without a teacher's assistance. They can also note the placement of stress by adjusting the speed of the speech. A traditional dictionary provides definitions and transliterated pronunciations to learners, whereas YouGlish allows learners to be active and infer meanings through the given context while gaining exposure to authentic English speech and a wide variety of language examples. Therefore, YouGlish is not simply an online platform to access video clips for English language learning purposes. Unlike the traditional paradigm in which videos tend to be viewed passively without specific learning objectives, it encourages learners to be active in discovering tacit usage rules of native speakers. Hence, the present study examined the effects of using YouGlish as an instructional tool to help EFL learners improve their oral skills. In the following sections, we review the relevant literature, present our research questions and design, and discuss our findings and their implications.

2. Literature review

2.1. Use of video in language learning

The use of video as a teaching and learning resource in English language classrooms has become more prevalent in recent years, especially in EFL settings to help solve the problem of limited access to native speakers and to reduce the expense of hiring native-speaking teachers. Besides being interesting and offering authentic language input, video language resources can be interactive, thereby motivating learners to participate and use their speaking abilities (Bajrami & Ismailli, 2016; Gunada, 2017). As acquiring communicative speaking skills is a particular issue in EFL settings, teachers can use social media resources, such as YouTube videos, as a medium to expose learners to authentic English pronunciation, intonation, and vocabulary (Gunada, 2017), leading to increased fluency and comprehensibility in oral communications. These benefits have sparked interest on the part of researchers and educators to develop instructional uses of video resources in language classes (Syunina et al., 2017).

In a quasi-experimental investigation of the effectiveness of videos for improving particular aspects of EFL learners' speaking ability, Hakim (2016) found that they helped students in mastering pronunciation, one of the hardest aspects of speaking. Similarly, Syunina et al. (2017) found that these videos helped students develop levels of speech fluency. In a five-week study of using online video with 20 EFL students in Turkey, Yükselir and Kömür (2017) found that the learners who watched online videos from media sources such as YouTube, BBC, VOA, and TED, scored higher in their speaking exams than those who did not. Cherrez et al. (2018) evaluated the use of selected YouTube videos for enhancing learners' spoken English and found that they can lead to positive outcomes if appropriate scaffolding tasks are designed.

While much research has shown the positive effects of video use on EFL learners with different linguistic backgrounds, it has tended to center on passive video viewing for input rather than interactive learning, which some researchers have emphasized (Bakar et al., 2019). In particular, some researchers have warned that students may easily slide into passive viewing of videos as entertainment if they are not engaged in active learning through appropriate instructional planning (Fisher & Frey, 2015; Lialikhova, 2014).

2.2. Open for the knowledge generation: The role of YouGlish in improving English oral skills

YouGlish offers several options for encouraging active learning. To facilitate articulation, YouGlish offers a syllabic breakdown of a focal term both visually and aurally, inviting imitation and pronunciation strategies that assign learners with specific actions that they need to undertake to improve their articulation. Unlike a traditional dictionary, the definitions of words are not shown directly to learners. Instead, many usage examples are provided so that learners can derive the meanings of the words through the given context while increasing their understanding of collocations in language learning, which supports the principle that language should be learned in meaningful chunks (Lewis, 1993). Thus, using YouGlish as an instructional resource can turn learners into knowledge generators instead of knowledge recipients, displaying that acquiring oral skills in English through the use of video need not encourage passive learning.

2.3. Discovery learning and inductive reasoning

Such uses of YouGlish are grounded in discovery learning, wherein the learner draws on his or her own background knowledge to discover new knowledge (Bruner, 1961). Language learners can direct their own learning quests by entering their inquiries and exploring the search results by following pathways through the specific contexts of diverse video clips on the basis of their selection. Through this active process, learners also develop their inductive reasoning skills as they consider a wide variety of data to draw conclusions, ranging from several examples to a general principle. They make many observations, discern patterns, make generalizations, and infer how English is used in actual communication contexts. According to Lewis' (1993) lexical approach, "language is grammaticalized lexis, not lexicalized grammar" (p. 18), suggesting that grammar serves rather than governs language, which is best learned in chunks or lexical units such as collocations, idioms, and aphoristic expressions that can be easily searched on YouGlish. As YouGlish provides learners with video clips of native English speakers in diverse contexts with keywords highlighted in a transcript, its use conforms to the principles of the lexical approach. However, while many

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studies have suggested that using video can solve issues of spoken accuracy and fluency in EFL settings (Gunada, 2017; Hakim, 2016), few studies have examined the effects of using videos based on the lexical approach in EFL classrooms.

2.4. Purposes of the study

As noted above, most studies of the use of videos in EFL settings have centered on learners as knowledge recipients or passive (Lialikhova, 2014; Fisher & Frey, 2015; Bakar et al., 2019). Few studies have investigated videos that engage learners in active practice of language use and higher-level thinking skills, such as inductive reasoning skills, and promote meaningful learning experiences, such as discovery learning in the lexical approach context. To address the above issues, the current study is an investigation of the effects of incorporating the video-assisted dictionary YouGlish, in which the lexical approach is embedded as the main principle, on learners' oral skills and strategies and their reactions to using YouGlish. The following research questions (RQs) are addressed:
(1) What improvements do students demonstrate in their speaking skills after incorporating use of YouGlish in English language instruction? If any, in which aspects of speaking did the students improve the most?
(2) What strategies do students apply while using YouGlish to improve their speaking skills?
(3) What are students' reactions to using YouGlish for improving their speaking skills?

3. Research methods

3.1. Participants

Participants were 60 non-English majors in a freshman English course, *Practical English*, and belonged to a technological university located in southern Taiwan. Although the participants had been learning English for years, their English level, on the basis of their average English scores in TOEIC, indicated that they could understand very basic personal, family, and job-related language and express short and simple communications on a familiar matter with slow and clear speech.

3.2. Research design

The focal course in this study was a compulsory, 18-week, two-credit speaking and listening course for non-English majors, in which an 8-week intervention featuring the use of a video-assisted dictionary, YouGlish, was implemented. Each class involved three instruction stages: the pre-speaking stage, the while-speaking stage, and the post-speaking stage.

The instructor provided guidelines or question prompts for the students to accomplish tasks centered on the lexical approach (Lewis, 1993), which were designed to support each stage. This approach emphasizes that students should be able to understand and produce lexical phrases as chunks, to perceive language patterns, and to have meaningful word usage at their disposal (Debabi & Guerroudj, 2018). To complete the tasks, the students were required to use YouGlish video clips, which provided authentic, often spoken, lexical examples in contexts of particular situations or topics, thereby providing memorable foundations for real-life communication skills and enabling learners to acquire spoken English with ease and confidence (Ali & Celik, 2019). The goal of this intervention was to improve EFL learners' oral skills in terms of pronunciation, intonation, and word usage, which were areas that were identified as sources of EFL learners' most common speaking problems (Gunada, 2017).

3.3. Procedure

During the first week, the students were given a 20-minute tutorial on how to use YouGlish that included the following processes:
(1)   Received a brief overview of the video-assisted dictionary's purpose and function
(2)   Observed the teacher's demonstration on how to use it
(3)   Gained hands-on experience using it

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(4)   Demonstrated capability in using the search feature

Next, from the second through sixth weeks, the students first gave oral presentations as a pretest before the intervention, followed by in-class activities and take-home assignments for which they needed to use YouGlish to complete speaking tasks. These tasks were based on the lexical approach, in which students learned and practiced certain words and phrases related to particular topics or situations, the main feature of the lexical approach used in this study. Students also kept logs to document their search strategies. The instructor offered suggestions or comments on students' search results. These assignments, along with the instructor's feedback, reinforced learners' familiarity with the use of YouGlish and excluded possible factors that could have influenced the learners' outcomes such as offering corrections to students' search results.

In the seventh and eighth weeks, the students again gave the same oral presentations as a posttest to determine any changes in their oral skills since the pretest. Before they gave their presentations, students consulted YouGlish to reassure themselves about pronunciation, intonation, and word usage. Finally, the students completed a survey on their reactions to YouGlish (see Table 1 for the data collection procedure). Both the audio-recorded pretests and posttests were transcribed by three raters: an assistant professor in the Language Center at the National Kaohsiung University of Science and Technology in Taiwan, an assistant professor in Applied Linguistics at the National Sun Yat-sen University in Taiwan, and an assistant professor at the New School in the USA. All raters used auditory and spectrographic analyses in their transcriptions. If there were any disagreements among the raters about the spectrograms of the sounds, the final decision was taken by consulting an arbitrator, a phonetician at Southern Illinois University in the USA.

Table 1. Data collection procedure

Research stages	Weeks	Procedures and activities	Collected data
1. Preparation	1	• Pretest of oral skills • Tutorial on YouGlish	• 60 pretest recordings
2. Intervention	2–6	• Participants used YouGlish to complete • in-class activities and take-home assignments	• 120 learning logs (60 logs for in-class activities and 60 logs for take-home assignments)
3. Post-intervention reflection	7–8	• Posttest of oral skills • Survey	• 60 posttest recordings • 60 questionnaires

4. Data collection

Three data sources were used in this study: the pre and posttests, learning logs, and a survey. The pre and posttests were both the same General English Proficiency Test mock speaking test, in which students were required to use 10 vocabulary words to give a 1.5-minute oral presentation. Rubrics were provided to evaluate learners' speaking skills in terms of pronunciation, intonation, and word usage. The students' learning logs for both the in-class activities and take-home assignments recorded their actions while using YouGlish. The survey also elicited the students' reactions to YouGlish.

4.1. Data sources for RQ1

Audio recordings of the students' pre and posttest presentations were evaluated and compared to determine changes in their oral skills, including pronunciation, intonation, and word usage, during the intervention.

4.2. Data source for RQ2

The learning logs, in which students recorded their experiences while using YouGlish, including their searches and results, their uses of results, and time they spent on speaking practice, were used to investigate actions that the students applied. The learning logs also served as learning tools that helped students plan, record, structure, reflect

upon, and develop their own learnings. Thus, through learning logs, the researchers could trace each student's learning trajectory while using YouGlish.

4.3. Data source for RQ3

The survey to elicit students' reactions to YouGlish included both closed questions using a Likert scale and open-ended questions. The closed questions emphasized self-directed oral English learning, and the open-ended questions provided for elaboration, such as "How does YouGlish improve your oral skills in terms of pronunciation, intonation, and word usage?"

5. Data analysis

5.1. RQ1 analysis

To answer the RQ1, *t*-tests for dependent samples were conducted to reveal changes in the students' speaking scores between the pretest and posttest. In addition, the mean scores for each speaking aspect, namely, pronunciation, intonation, and word usage, were compared to determine which aspect changed the most during the intervention using YouGlish.

5.2. RQ2 analysis

The students' learning logs were analyzed to document students' search results, their use of the results, and the amount of time they spent practicing words, phrases, and sentences. One student, John (pseudonym), whose scores on both pretest and posttest were close to the collective mean score was selected using the typical case sampling as a representative case to examine the strategies students applied while using YouGlish. The typical case sampling is a purposeful sampling strategy employed to identify shared patterns among the 60 participants. Patton (2014) indicated that the "logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research" (p. 169). As John's scores approximated the group average, his case was considered appropriate to indicate the strategies students applied while using YouGlish.

5.3. RQ3 analysis

To address the RQ3, the scores from the items using the 5-point Likert scale were included, and responses to the open-ended survey questions were analyzed with open coding and categorized into themes, which included perceived benefits and challenges of using YouGlish and its effect on students' motivation for improving their oral English. The themes were illustrated with selected excerpts from the data. The inter-rater reliability from different sets of data was 0.82–0.86. Finally, further explanations and conclusions were provided.

6. Results

The purposes of this study were to examine EFL learners' progress in speaking during an intervention in which they used YouGlish as a learning tool, the strategies they applied while using YouGlish, and their reactions to the experience of using it. The results of each research question are reported as follows.

6.1. RQ1. What improvements do students demonstrate in their speaking skills after incorporating the use of YouGlish in English language instruction? If any, in which aspects of speaking did the students improve the most?

Table 2 illustrates the descriptive statistics for the pretest and posttest scores. Each posttest has a higher average score than the paired pretest. For example, the average pronunciation score for the pretest was 2.12 with a standard deviation of 0.56, whereas the average score for the posttest was 3.03 with a standard deviation of 0.26. Overall a significant difference prevailed between pretest and posttest scores in overall oral skills, $t(59) = 24.93$. For the overall scores, the mean difference between the pretest ($M = 5.65$, $SD = 1.39$) and posttest ($M = 10.33$, $SD = 0.82$) was the highest.

The results of paired difference tests are presented in Table 2 and Figure 1, showing significantly higher mean posttest than pretest scores in all three target areas: pronunciation, $t(59) = 12.02$, $p < .01$; intonation, $t(59) = 18.27$, $p < .01$; and word usage, $t(59) = 23.07$, $p < .01$. Among the three speaking skills, the students' word usage skill, with a pre and posttests mean score difference of 2.23, improved the most, followed by intonation (mean score difference of 1.54), and pronunciation (mean score difference of 0.91).

Table 2. Paired samples *t*-test for the differences between pretest and posttest

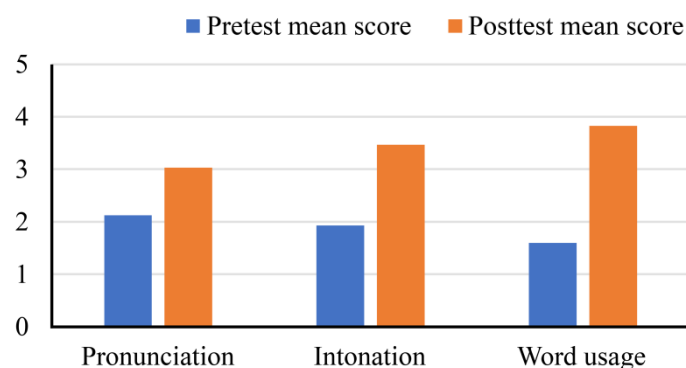|		Mean	SD	Mean difference	t	df	Sig
Overall score	Pre	5.65	1.39	4.68	24.93	59	.00
	Post	10.33	.82				
Pronunciation	Pre	2.12	.56	0.91	12.02	59	.00
	Post	3.03	.26				
Intonation	Pre	1.93	.52	1.54	18.27	59	.00
	Post	3.47	.50				
Word usage	Pre	1.60	.62	2.23	23.70	59	.00
	Post	3.83	.42				

Figure 1. A comparison of students' progress in their oral skills

6.2. RQ2. What strategies do students apply when using YouGlish to improve their speaking skills?

A total of 120 learning logs were collected, including 60 logs for in-class activities and 60 logs for take-home assignments. The accuracy rate of the search results for both was 89%, and the correct use of the results was 85%. The mean time spent to complete each assignment question, including the learning log, was about 7.7 minutes. The longest time spent on each question was about 20 minutes, and the shortest was about 2 minutes, depending on question difficulty. Generally, all students spent more time when searching for word usage than for pronunciation or intonation. The students explained that this was because it did not take as much time to access the native pronunciation or identify the intonation of a sound when they viewed the videos on YouGlish. More than half (55%) claimed that the keyword was highlighted so they could focus on certain sounds when they heard the speaker say it in the video. The rest (45%) indicated that the keyword pronunciation was clearer and more authentic compared with other online or electronic dictionaries, so it did not take much time to perceive the sound. Thus, they spent much less time completing the pronunciation questions. However, for word usage, they had to view several video clips to meet

their search requirements. Regarding their uses of their results, about 85% of the students used the results correctly by giving examples for word usage questions; however, for pronunciation or intonation questions, about 59% of the students articulated the sounds accurately.

John's case, which was selected using the typical case sampling because his scores in both in-class and take-home assignments reflected the other 59 students' mean scores, exemplifies which strategies were most frequently applied during use of YouGlish. Regarding pronunciation, the most common strategy John used was to replay and slow down the speed of the video clips, especially when the keyword had multiple syllables or a specific sound that did not exist in his first language. For example, he slowed down the speech of the video clip when he wanted to hear the interdental fricative sound (*th* as in *athlete*). He also checked the tips provided on YouGlish to improve his English pronunciation (See Figure 2). He explained that sometimes it is not enough to hear the keyword from YouGlish to learn how to pronounce the sound. He found the tips provided on YouGlish quite helpful in improving his articulation. In terms of intonation, he tended to view several video clips to identify the stress of variations of a keyword such as the words *photography, photographic*, and *photographer* in a sentence. In addition, he liked to listen to different English accents to improve his listening comprehension. He mentioned that he found that some vowel sounds were quite different between American and British accents. For instance, the vowels in *graph, giraffe*, and *half* were pronounced as [ɑ:f] in a British accent and [æf] in an American accent. He found these differences clearly when he slowed down the speed of the video clips. In terms of word usage, he claimed that he spent more time searching these results because he had to look at several video clips to confirm his answers to the word usage questions, and he had to skip some clips that were irrelevant to his search. For example, one of the questions asked was "Which collocation is most commonly used with *affordable*"? He stated that he had to check several video clips to find the answer. A strategy he often used was scanning the information from the context of a sentence, especially when he was looking for a specific verb form or collocation. It may be noted that scanning video clip information would help him develop his inferential capability in language use. For example, after searching a number of video clips for the most common collocation used with the word, *affordable*, he concluded that *Affordable Care Act* was the answer. The reason for this choice might be that due to the high cost of medical care in the United States, the need to make affordable health insurance available to more Americans resulted in the appearance of this collocation in several video clips. From John's case, it was inferred that toggling the speed of the video clips to learn how to articulate certain sounds, scanning the video clips to meet search requirements, and using contextual clues to draw inferences about language use were the strategies that the students applied the most while using YouGlish in the process of discovering knowledge on their own.

Figure 2. A snapshot of tips for improving English pronunciation on YouGlish

6.3. RQ3. What are students' reactions to using YouGlish to improve their speaking skills?

Table 3 shows the students' responses to the 12 5-point Likert scale items in the post-intervention survey. The percentages of students who agreed with items 1, 2, 3, 4, 5, and 8 were 58.34%, 60%, 53.34%, 53.33%, 56.67%, and

60%, respectively, and the percentages of those who strongly agreed with these items were 25%, 21.67%, 20%, 20%, 13.33%, and 18.33%, respectively. These results indicate that three fourths or more of the students found that YouGlish was easy to use, motivated them to learn English, and helped them independently improve their oral skills of pronunciation, intonation, and word usage. In particular, a majority of students found YouGlish more useful than a traditional dictionary, (85% positive responses to Item 6, and 76.66% positive responses to Item 7). Overall, a substantial majority of the students agreed that they became active knowledge generators when using YouGlish and that YouGlish met their learning needs.

The percentages of agreement with items 9, 10, 11, and 12 were similar though with somewhat fewer who strongly agreed (20%, 13.33%, 11.67%, and 18.33%, respectively). Moreover, a few students reported negative (equal to or less than 10%) or neutral (between 6.67% and 31.67%) feelings about YouGlish. Thus, with average means across items ranging from 3.68 (related to motivation) to 4.1 (related to active learning), it can be concluded that most students found YouGlish useful for helping them self-reliantly improve their oral proficiency.

Table 3. Summary of questionnaire feedback

Questions	1	2	3	4	5	*M*	*SD*
1. YouGlish assists me in acquiring English pronunciation without my teacher's help.	0%	3.33%	13.33%	58.34%	25%	4.05	0.72
2. YouGlish assists me in acquiring English intonation without my teacher's help.	0%	3.33%	15%	60%	21.67%	4	0.71
3. YouGlish assists me in acquiring English word usage without my teacher's help.	3.33%	5%	18.33%	53.34%	20%	3.82	0.93
4. YouGlish is very easy to use and useful for language learning without my teacher's help.	1.67%	3.33%	21.67%	53.33%	20%	3.87	0.95
5. The use of YouGlish motivates me to learn English by myself.	5%	5%	20%	56.67%	13.33%	3.68	0.95
6. YouGlish can improve my oral skills compared with other learning aids such as traditional dictionaries.	0%	1.67%	13.33%	63.33%	21.67%	4.05	0.65
7. YouGlish can improve my knowledge of word usage compared with other learning aids such as traditional dictionaries.	0%	1.67%	21.67%	56.66%	20%	3.95	0.7
8. YouGlish enhances my potential to learn English without teacher's assistance.	0%	6.67%	15%	60%	18.33%	3.9	0.77
9. YouGlish leads me to be an active knowledge generator instead of being a passive knowledge receiver.	0%	1.67%	6.67%	71.66%	20%	4.1	0.57
10. The content of video clips provided by YouGlish meets my learning needs.	0%	5%	28.33%	53.34%	13.33%	3.75	0.75
11. YouGlish increases my interest in learning oral English.	1.67	1.67%	31.67%	53.32%	11.67%	3.72	0.76
12. YouGlish builds up my self-confidence in English oral performance.	0%	5%	21.67%	55%	18.33%	3.87	0.77

Note. M = mean; *SD* = standard deviation; 1: Strongly Disagree; 2: Disagree; 3: Neither Agree nor Disagree; 4: Agree; 5: Strongly Agree.

Most of the students (60/66) reflected on their experiences using YouGlish by responding to the open-ended questions. As shown in Table 4, similar statements were grouped and summarized as themes to illustrate how the participants perceived the benefits of using YouGlish.

Table 4. Students' (*N* = 60) reactions to the use of YouGlish

Themes	Excerpts
(1) Language learning	
(a) Word usage (*N* = 54)	Although it takes some time, I still learn a lot about how certain words are used in conversations in videos. (Student 12)
	I learn most about how to use some words in English through YouGlish. (Student 44)
	I feel that I learn more about word usage when using YouGlish. (Student 32)
(b) Intonation (*N* = 50)	Intonation and stress in a sentence were the most difficult parts for me to identify in the past but using YouGlish makes it easier to acquire intonation. (Student 25)
	With the assistance of a video, acquiring accurate intonation is no longer a difficult task. (Student 19)
	I can listen to the intonation as many times as I want, and I think that this improves my intonation the most. (Student 60)
(c) Pronunciation (*N* = 46)	The pronunciation [on YouGlish] is much easier to emulate because it is spoken by native speakers. (Student 4)
	The pronunciation on YouGlish very clearly benefits my pronunciation more than any electronic dictionary. (Student 47)
	My pronunciation is improved mostly because I can adjust the speed of the video to hear the key word I want to learn. (Student 56)
(2) Challenges encountered (*N* = 40)	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. (Student 28)
	It is quite difficult sometimes for me to understand everything on the screen because it is all in English and I need to use a translator to help me comprehend the meaning of some words. (Student 41)
	Sometimes I have to view many videos to match my search, so it takes some time. (Student 15)
(3) Comparison between YouGlish and traditional dictionaries (*N* = 37)	The videos of YouGlish are more interesting than any other dictionary because these are from authentic sources online. (Student 24)
	Learning from YouGlish is very different from other dictionaries because I need to check many videos to imitate certain pronunciations and check more video clips to understand the word usage. I learn to be self-directed. (Student 9)
	I quickly learned to use YouGlish, and this is quite easy to use and very helpful. (Student 40)
(4) Benefits of using YouGlish (*N* = 33)	This is a great tool for improving my speaking skills such as pronunciation, intonation, and word usage. (Student 1)
	I tend to replay the video to increase my speaking skills. (Student 13)
	YouGlish develops my English fluency because I can replay videos again and again. (Student 7)
(5) Recommendations for adding extra functions on YouGlish (*N* = 31)	I hope YouGlish will add another function to teach me more grammar related to the keyword I search for. (Student 17)
	I hope to learn how to achieve proper intonation when I speak, so it would be good if they could add an indicator of stress in a sentence. (Student 33)
	There is no traditional Chinese translator available on YouGlish, and I hope they will add this function as well. (Student 56)

Most students indicated that YouGlish had a positive effect on their oral skills, especially their word usage skills. They also highlighted how YouGlish's features of speech speed adjustment and replay functions benefited their pronunciation, as exemplified by Student 7, "When I was using YouGlish, I could toggle the speed of the video playback between normal, slower, or faster speed and replay the videos when needed."

Overall, the students' reflections show that YouGlish provided opportunities for learners to hone their listening comprehension and keep improving their oral performance, which was confirmed by their higher post-test scores. In particular, they appreciated the video clips as more authentic resources for speaking practice than the machine-generated sounds and limited word definitions and contexts of other electronic dictionaries.

Although most students claimed that YouGlish benefits their oral English performance, some challenges occurred while using YouGlish. The time-consuming search process was one of them, as typified by Student 26's statement, "I sometimes had to view many videos to match my search requirements, so it took a lot of time." This challenge, however, might have been one a benefit in disguise. Unlike traditional dictionaries, in which definitions, examples, parts of speech, etc., are shown directly to learners, YouGlish requires them to develop such knowledge for themselves from authentic speech samples. As a result, learners had to spend time discovering the meaning or usage of certain keywords and filter out the video clips that were not relevant to their search requirements. Therefore, it is clear that using YouGlish to discover how English is used can be time-consuming, though, at the same times, it may be beneficial for deeper learning and developing cognitive skills. However, students with limited English proficiency and vocabularies depended heavily on translators rather than their own inferential abilities while using YouGlish, as illustrated in the following excerpt:

Sometimes it is quite difficult for me to understand everything on the screen because of my limited vocabulary size so I have to use a translator all the time to help me understand the meaning of the content. But using a translator usually slows down my search pace. Another issue I have is that I cannot distinguish linking sounds of some English words because my English level is not advanced. (Student 18)

Notably, Student 18's comment that her dependence on a translator due to her limited vocabulary and inability to identify English linking words explains why more than half the students suggested adding additional features to YouGlish. For example, Student 23 commented, "To help me understand better the content of the video clip on YouGlish, some extra functions such as a translator with grammar explanation or an intonation indicator are needed." (Student 23)

Based on the above findings, it is apparent that learners can make progress in their English oral and usage skills when using YouGlish. The YouGlish search process can also help them develop skills in other areas, such as critical thinking, inductive reasoning, problem solving, inquiry, and technology. By engaging in the discovery learning involving meaningful contexts of the lexical approach, students can assume initiative and direct their own learning rather than being passive viewers or knowledge recipients (Bakar et al., 2019; Fisher & Frey, 2015; Lialikhova, 2014). Thus, the current study supports using YouGlish as a learning tool to assist learners in becoming self-directed learners and knowledge generators.

7. Conclusion and discussion

A major finding of the current study was that learners made significant progress in their oral skills including pronunciation, intonation, and especially word usage while using YouGlish. The strategies they applied while using YouGlish were toggling the speed of the video clips, scanning the content, and using contextual clues to draw inferences about language use. A substantial majority of the students found YouGlish an easy and useful tool for self-directed learning, suggesting that it supported their development as active knowledge generators. These results correspond to Syunina et al.'s (2017), finding that students improved their speaking skills with authentic video materials, such as those featured in YouGlish (Kozhevnikova, 2014). The finding that word usage improved more than pronunciation and intonation differed from Hakim's (2016) study, which focused only on pronunciation skills, by demonstrating a wider scope of the benefits of video in combination with the lexical approach (Lewis, 1993). YouGlish is a tool that helps students acquire language based on this principle that language is learned in chunks, not discrete elements. Students' search results are not simply shown on the screen out of context but appear in diverse contexts, where students can perceive pronunciation, intonation, and word usage together in natural speech. In keeping with Bruner's (1961) principle of discovery learning, students generate their own knowledge of oral English usage by engaging in the YouGlish search process, in which they actively scan multiple video clips for relevant information to meet their search objectives. By doing so, they can develop their inductive reasoning skills, which is an important contribution that YouGlish makes to their cognitive development in addition to their English language skills.

In relation to students' English oral skill development, according to Gilakjani (2016), acquiring English pronunciation entails not only simply correctly pronouncing individual sounds or words, but they should be incorporated into communicative classroom activities with ample monitoring by the teacher and practice both in and

out of the classroom. This need for continued practice further explains why, although in this study the students' pronunciation and intonation improved, they made greater progress in word usage.

Overall, this study demonstrates that YouGlish and the lexical approach on which it is based can overcome the limitations of passive video use found in previous studies (e.g., Bakar et al., 2019; Fisher & Frey, 2015; Lialikhova, 2014). In their survey responses, more than half of the participating students found that YouGlish helped them become knowledge generators and active learners, as they identified relevant and filtered out irrelevant information in their search processes while internalizing accurate pronunciation, intonation, and word usage and developing efficient comprehension strategies. Thus, the study provides a tangible way to use videos to promote active learning and support students' development into self-directed learners.

The lexical approach (Lewis, 1993) embedded in the use of YouGlish can help communication in real life and even increase learners' cultural awareness (Kozhevnikova, 2014). However, it is suggested that to prepare students to completely benefit from this approach, teachers should first engage them in scaffolded learning activities (Cherrez et al., 2018) as a bridge to their development of self-directed learning skills. In summary, this study offers insights into how using the video-assisted dictionary YouGlish helped students improve their oral skills based on the lexical approach and revealed their strategies and reactions to it. Further studies can investigate other teaching methods or approaches combined with YouGlish to further understand its potential applications. In addition, research comparing YouGlish with similar online learning tools is recommended for finding the most effective online learning tools to improve English learners' oral proficiency. It is also recommended that researchers compare the results of using YouGlish with those of more traditional approaches to more clearly establish the effects of the lexical principle as embedded in YouGlish on students' development as active, autonomous learners.

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