The Impacts of FluentU on enhancing English 2’s vocabulary acquisition of HUFLIT non-English majored sophomores

Nguyen Truong Gia Minh[[1]](#footnote-1),

Abstract

Nowadays, vocabulary has become one of the most important things that non-English major students, particularly those from Korean and Japanese majors, should learn to acquire proficiency in this language. However, if non-English major students learn vocabulary by heart or rewrite each word five times or more, they may become bored and easily give up their learning. Therefore, the appearance of FluentU as a supporting tool will significantly help them enhance their English vocabulary. In this paper, the researcher will apply a literature review method to explore FluentU and its use. The findings will show the readers its benefits and effective use for English 2 at HUFLIT

***Keywords*: vocabulary**, HUFLIT, English 2, FluentU, vocabulary acquisition.

1. Introduction
   1. **Background of the study**

In recent years, acquiring English has become a necessary task that students in Oriental Studies, such as Japanese and Korean Studies, must undertake throughout their academic lives to earn a Bachelor’s Degree. To achieve the goal of this language, Oriental Students can gain knowledge from different sources, such as coursebooks, additional documents suggested by the faculty, podcasts and English learning CDs. However, the technological era comes has led to the emergence of Mobile-Assisted Language Learning (MALL) and the mobile learning app FluentU, which facilitates a smoother learning process for students. According to Zayraey & Katawazai (2025), 85% of surveyed students claimed that videos are beneficial for their learning purposes when they reinforce the students’ vocabulary naturally and enhance their vocabulary learning motivation. Additionally, videos, especially some tutorial videos, can help students improve their communication strategies or voice modulation (Sina & Yusif. S.M, 2024)

In fact, we can easily recognize that, Vietnamese students must have a certain amount of vocabulary if they would like to achieve pass score or above for one English subject, because Vietnamese educational mainly focuses on teaching vocabulary and grammar and exam-driven construction (Tran & Duong, 2020), so if they only learn a few vocabulary they could not get the score higher 5. Therefore, the appearance of FluentU as an English learning tool via video hoped to bring students a relaxed online learning environment, which helps them acquire the vocabulary easily and immerse themselves in the interesting and meaningful videos.

* 1. **Statement of the problems**

As can be seen, acquiring supplementary languages appears to be a necessary task that modern students should conquer in their lives, especially for those studying foreign languages and cultural studies, such as English, Korean and Japanese. Particularly, students in these majors can find a good job after graduation if they have both the specialized skills that the job requires and one more language. Thanks to Daud (2024), Brazilian bilingual students who can use two languages fluently will have a high level of creativity in their brains, which helps them perform well in both academic and artistic tasks. As a result, they will find good jobs immediately after graduation.

However, most students, especially those specializing in Oriental Studies, still do not recognize the important role of a second language, such as English, in their future careers. Therefore, these students are usually lazy about doing homework and get bored when learning in class. Consequently, they could not remember what they had learned and received low marks in final exams and failed. To help students, especially those who are non-English major students, lecturers should blend traditional teaching methods with Mobile-Assisted Language Learning tools to make learning periods more engaging and capture students’ attention better. Therefore, video and FluentU are hoped to be a tool that can inspired them in their learning process and also make the lecturers’ teaching styles improve.

* 1. **Aims of the study**

This paper aims to explore the benefits and drawbacks of FluentU in enhancing students’ vocabulary. Moreover, it also suggests for lecturers and students effective ways to teach and learn vocabulary in English 2 with this app**.**

* 1. **Significance of the Study**

As the researcher learned before, there are still a few papers that have researched about this app, while it is really helpful for students to learn vocabulary and even other English skills. Meanwhile, some Oriental students are still getting bored with English and they give up their learning process with this language and change to another one. Therefore, this paper aims to find some advantages and disadvantages of FluentU in helping students improve their vocabulary and some methods to blend the use of this app with the traditional teaching method. It is hoped to be an ideal tool that helps students acquire all vocabulary of the English 2 module.

* 1. **Organization of the study**

This paper is divided into five parts:

**Part 1: Introduction**

This section contains some general information about the paper, including the background of the study, the aims of the study, the significance of the study, the aims of the study, the research questions and the organization of the study.

**Part 2: Literature Review**

This part helps the researcher overlook the works of others on the same topic as well as the approaches and criticisms these people have made. Additionally, the Literature Review also finds the gaps. Especially, it helps the research have a source to build its conceptual and theoretical framework.

**Part 3: Methodology**

This section outlines the methodology used to conduct research and experiments, aiming to find results and solutions to the problems presented in the papers. The Methodology includes some parts such as Research Design, Participants, Potential Location, Data Collection and Data Analysis.

**Part 4: Results & Findings**

This section presents the results of the study. Moreover, it also illustrates the analysis process and interpretation of the results to answer the research questions.

**Part 5: Conclusion**

The final part summarizes all key findings of our paper. Besides, it also gives recommendations for further research and discusses the implications. This part also concludes the limitations of the paper and its impact on the results.

1. **Literature Review**

In this section, the researcher will find out some definitions related to FluentU and some relevant terms that are closely related to the title, as well as definitions from some available papers that related to this app and so are the others.

* 1. **Second Language Acquisition**
     1. **Definition**

According to Aljumah (2020), second language acquisition is a field of research that examines the connection between language and other domains such as Psychology and Sociology. Besides, SLA mainly learn about the acquisition of a person via the way they use their mother tongue.

Meanwhile, Lin (2023) stated that SLA is related to students’ ability to acquire new knowledge of a language after learning. Agreed with this statement, (Gass & Selinker, 2015) defined SLA as the process by which students acquire another language after they have used their mother tongue fluently. With this definition, another language can be called L2. and it can be a second, a third, or a fourth language that they have learnt in their lives, both at school and outside.

Thanks to Saville-Troike (2012), the scope of SLA encompasses informal L2 use in naturalistic contexts and L2 learning involves a mixture of different settings and circumstances.

Finally, there are different theories that related to second language acquisition, likes (1) Skinner's operant conditioning model; (2) Miller and Bollad's labeling model; (3) Miller's sign learning model; (4) Osgood's mediational model; (5) Staat's model; (6) Braine's contextual generalization model; and (7) Berlyne's structural analysis model (Pauzan, 2024).

* + 1. **History of Second Language Acquisition**

Ellis (2021) described the formation of Second Language acquisition. It divided into five main phases as follows:

**Phase 1: Getting Started (1960s-1970s)**

|  |  |  |
| --- | --- | --- |
| **Area of interests** | **Key findings** | **Theoretical Influences** |
| Order and sequence of acquisition | Children acquiring their first language skills undergo a clear developmental process, whereas they learn a second language in a fixed and more structured way. It will challenge the teachers and lecturers who follow the Audio-Lingual Method | L1 acquisition research |

**Phase 2: Expansion Period (1980s)**

|  |  |  |
| --- | --- | --- |
| **Area of interest** | **Key findings** | **Theoretical Influences** |
| Language transfer | Language transfer was recognized as a cognitive rather than behaviourist phenomenon, the focus will be the conditions that controlling the negative and positive transfer and avoidance | Reaction to both behaviourist accounts and minimalist positions. |
| Linguistic universals; Universal Grammar | Researchers examine the hypotheses based on the origin of linguistics, especially on whether learners approach a language learning program in the university or not. As can be seen, markedness and universal principles can monitor the order of both acquisition and language transfer | Linguistic theory: Typological universals - generative grammar |
| Second language pragmatics | This theory focuses on the ways students comprehend and their ability to make a product of speech acts such as requests and the identification of pragmatics and the differences in pragmalinguistics between native and non-native speakers. | Speech acts theory; politeness theory |
| Input and interaction | Researchers emphasized how the linguistic environment impacts. There are three influential hypotheses: the Input Hypothesis, the Interaction Hypothesis and the Comprehensible Output Hypothesis | Research on foreigner talk; L1 acquisition research on caretaker talk; discourse analysis. |

**Phase 3: Cognitive Phase**

|  |  |  |
| --- | --- | --- |
| **Areas of Interests** | **Key findings** | **Theoretical Influences** |
| Consciousness and L2 acquisition; implicit and explicit knowledge; emergentism; skill learning theory | Focus on the exemplars of linguistic features, in both input and output that are required for acquisition. Besides, explicit and implicit knowledge are different, while implicit plays a vital role; opposite opinions about the link between the two kinds of knowledge | Cognitive psychology – information processing models; implicit/ explicit knowledge/ learning; Adaptive Control of Thought – Rational Theory (ACT-R) |

**Phase 4: The Social Turns (1990 onwards)**

|  |  |  |
| --- | --- | --- |
| **Area of interest** | **Key findings** | **Theoretical Influences** |
| The Social Turn | Students will be given a chance to construct their own learning contexts, social identity will be prioritized, learner-learner interactions will be the most important factors and learner also has local agendas | Socialization theories e.g. Community of Practice Theory; Poststructuralist theories |
| Social Culture SLA | Learning commences externally within interaction. Key constructs – mediation; private speech; zone of proximal development; internalisation; collaborative dialogue; ‘languaging’; dynamic assessment. | Sociocultural theory – Vygotsky. Sociocognitive theory |

**Phase 5: Recent Development**

|  |  |  |
| --- | --- | --- |
| **Area of interest** | **Key findings** | **Theoretical Influences** |
| Complex Dynamic Systems Theory | Combined social and cognitive sides of L2 acquisition,; learning as individualistic and non-linear, interconectedness of different variables; predictions about how learning will occur are not possible. | Originated in mathematics and science –Catastrophe Theory and Chaos Theory; also influenced by emergentist theories of learning. |
| The multilingual turn | Rejects the view of bilingualism in terms of the development of monolingual competence; making multilingualism the center of enquiry and emphasizing various competencies of bi/multilingual learners; including translanguaging. | Transdisciplinary |

* + 1. **Stages of Second Language Acquisition**

AFS (2015) described the Second Language Acquisition over the years. It contains five stages throughout the years:

**Pre-production (0-6 months)**

This stage is called Silent Period because students may not speak. They only absorb the language from the other sources.

Besides, in this stage, students spend most of their time repeating what they heard and add about 500 words to their memory. Simultaneously, they can also use non-verbal responses to answer the questions, but they cannot form the natural language using style.

**Early Production (6 to 12 months)**

In this period, students continue to receive the words and start to use one-word-responses and two-word-responses to answer. Also at this stage, they can identify keywords and main ideas while reading.

Students will also use familiar phrases and are usually keen on using present tense verb. They can expand their vocabulary by 1,000 words.

**Speech Emergence (1 to 3 years)**

Learners in this stage can balance their receptive and expressive language well. They can conduct a reading for gist process and summarize all the main details of the texts. They are able to create spontaneous language production, but they still need teacher prompting.

In this stage, they can use short sentences and produce questions fluently. They can acquire about 3,000 words at this level. Although they can make some errors in grammar and vocabulary use, but it does not affect the meaning.

**Intermediate Fluency (3-5 years)**

Learners will work with the more complex aspects of language and grammar. Students in this level will speak more smoothly and fluently. They can detect the great ideas and details in the text. They also use more complex sentences, think in the target language and have 6,000 words.

**Advanced Fluency (5-7 years)**

Students in this level can use the target language like the first language. They can use their language to discuss and negotiate all domains in our lives comfortably. They make errors, usually about uncommon complex structures and vocabulary.

* + 1. **Benefits of Learning a Second Language**

According to Zhang (2022), students can gain four advantages when they learn a second language. First, it helps them develop their brain and improve their cognitive skills. Secondly, they can also improve their control ability when they identify what they need to say when negotiating with someone about certain topics. Besides, they may concentrate on what they are doing at the time. Thirdly, they can upgrade some other cognitive performances, such as improving their memory and communication skills, which helps their thinking become more flexible and differentiate between two languages.

Subsequently, Xie et al. (2023) listed  some significant benefits that second language learning brings to young learners. First, when students communicate by a second language, they should forget their mother tongue and think in the target language, which leads to the development of personal executive function. It is a set of mental activities that connect with theỉr thought and their behavior. Additionally, bilingual students can effectively monitor themselves while working in a noisy environment.

Meanwhile, Department (2013) added four more advantages of learning a second language, such as enhancing literacy skills, fostering a deep understanding of different cultures, providing them with career opportunities and enriching students’ travel experiences.

Then, District (n.d.) also stated some good reasons for students to learn a foreign language. First, it helps us to acquire all content about worldwide movies, music and literature. Secondly, it provides students with opportunities to study abroad, and finally, it also helps us make friends with people from different parts of the world.

* 1. **Vocabulary learning**
     1. **Definition of vocabulary**

Neuman & Dwyer (2009) defined vocabulary as the collection of words used for communication activities, such as speaking and listening.

Susanto (2017) emphasized that vocabulary is the key to the language learning process; however, people rarely consider it a valuable aspect, which is taught in both school and various types of classes.

Next, Nababan & Tampubolon (2024) stated that vocabulary is one of the most important aspects of the English learning process and has a close relationship with the four skills, including speaking, reading, listening, and writing.

Pan & Xu (2011) demonstrated that all knowledge about vocabulary can be divided into two categories: internal knowledge and external knowledge, including grammar, connotations, and pragmatic rules. The vocabulary used by these researchers includes both single words, phrases, and idioms.

* + 1. **Some types of vocabulary**

According to Wendy & Rosli (2023), there are six types of vocabulary for students to learn, including receptive, expressive, active, passive, academic, domain-specific, colloquial, technical, idiomatic and vernacular vocabulary. In addition, the author added some tools that help lecturers replace traditional methods, such as using movies with subtitles and using short stories.

Additionally, Al Fraidan & Fakhli (2024) demonstrated some activities that help students expand their vocabulary, including using flashcards with word illustrations, writing words on paper and sticking them on walls.

Meanwhile, Bình (2023) listed some strategies that help students improve their vocabulary, including raising awareness about the differences between countries and adding more motivation to learn vocabulary for students.

Moreover, Zeng et al. (2025) introduced several methods for students to enhance their vocabulary, including the use of visuals, text reviews and other types of multimedia.

Ayana et al. (2024) showed some ways that their students use to improve their vocabulary use, such as using L1 translation, practicing meaning groups, discovering new meanings with peers, taking notes and repeating words.

* + 1. **Benefits of learning vocabulary on mental health**

Shami et al.(2025) recommended that students receive benefits when they strive to learn vocabulary effectively. First, it helps students increase their confidence, and they are always willing to communicate in the target language. Second, they will overcome language anxiety and know how to avoid mistakes in speaking. Third, they will have more motivation and persistence in showing their language skills to each other. After all, they can gain academic and social success.

Besides, Alghamdi & Elyas (2020) expressed some benefits of learning vocabulary on our emotions. First, with language, we will have an effective means to communicate an emotional story with others. Then, it helps us to upgrade our prosocial behavior and minimize victimization and rejection.

Moreover, in terms of academic value, learning vocabulary brings numerous benefits to learners. As can be seen, when we have a large vocabulary on a specific topic, our reading comprehension improves. Additionally, we can produce meaningful written products and participate in answering the questions activity easily (Brooks et al., 2021).

* + 1. **Some effective methods of learning vocabulary**

Thuong (2023) suggested some helpful ways to help students to improve their vocabulary use, including using the diagram method to learn family words, playing games or doing a crossword. They can also do homework in some reference books and they can upgrade their vocabulary by learning via phrasal verbs.

Then, Agustina & Anum (2021) added three more ways to help the students’ learning process more easily. As can be seen, they can learn through pictures, word maps and memorization. However, via the survey by questionnaire, the researchers highly recommend using pictures when they help students imagine the meaning of vocabulary better.

Thanks to Rasti, B. (2021) there are some strategies below that can help students to enrich their vocabulary, such as the keyword recalling method, using flashcards to guess the words from a particular context. They can also guess words from word parts (infixes, affixes, prefixes, circumfixes and suffixes) and repetition.

Huong (2018) showed some teaching methods that can make students feel interested in vocabulary learning in class. First, they can complete some English Reading Exercises from IELTS, TOEIC and TOEFL practice materials. Secondly, they choose some content about cooking, entertainment on YouTube and some English shows on VTV4. Thirdly, they acquired new words from the presentations of their friends on many different subjects. Fourthly, they try to guess the meaning of words or ask their friends to exchange the new vocabulary.

* 1. **Mobile-Assisted Language Learning**
     1. **Definition of Mobile-Assisted Language Learning**

According to Kartika et al. (2024), Mobile-Assisted Language Learning (MALL) is an ideal and dynamic learning approach that lecturers and students can apply to their teaching and learning process, for both formal and informal instruction.

Moreover, Stockwell (2022) emphasized that MALL can offer linguistics lecturers new opportunities to have a new innovation to help students enhance their language acquisition ability. With MALL, learners can approach different types of learning materials and also connect with their peers and the lecturer.

Meanwhile, Wang et al. (2024) emphasized that MALL is becoming a mainstream learning and teaching method and it is also an ideal alternative for teaching.

Then, Chaitanya (2024) showed MALL is a type of tool that students and lecturers use mobile phones and other gadgets to support their learning process. With MALL, students can learn whenever and wherever they want. Especially, they can receive instant feedback from their lecturers.

Finally, MALL also showed us its ability to enhance the students’ language acquisition via the flexible and interactive environment (Kartika et al., 2024).

* + 1. **History of mobile-assisted language learning**

Thanks to the development of the Information Age, technology and IT started to enter all aspects of their lives and the use of mobile phones, especially in the English learning process. As can be seen, the rapid development fosters the students-centered approach and the mobile-assisted language learning becomes common in the learning community and makes their learning process customizable (Çakmak, 2019).

Based on the use of various gadgets and technologies, including laptops, tablets, PCs, Wi-Fi, Bluetooth, LAN, GPS and IPods, they had been widely adopted for different purposes in 1973. Therefore, in 1994, it was discovered to be used as a learning tool, especially for language learning purposes since 1993 (Arvanitis & Krystalli, 2021).

According to Bekhzod N. (2025), the appearance of some apps such as Duolingo, Babbel, Memrise and Bebbel can show the new steps on the academic ladder of education. On the other hand,

Guo, (2022) implemented some important information about history about the formation of MALL. Firstly, m-learning is recognized as an upgrade of E-learning in 1980. Moreover, it is deployed a new learning style, offering a new learning atmosphere in the 21th-century classroom.

* + 1. **Benefits of Mobile-Assisted Language Learning**

According to Συντελεστές (2015), MALL and mobile phones seem so portable, allowing students to learn whenever and wherever they want. Subsequently, the gadget helps us to improve our communication with peers. Then it provides students a chance to share their learning network with each other and it also provides us a good environment for students to optimize their self-learning skills.

Simultaneously, Azmi et al. (2022) highlighted some additional benefits of MALL. As can be seen, they can receive tasks and finish them on time. It also brought them significant improvements, such as helping students develop good learning habit, a positive attitude towards their learning process, improving students’ readiness, motivation and performance.

Subsequently, Aliakbari & Mardani (2022) also emphasized some merits of MALL, such as blurring the barriers between two different spaces, which are school and home. It is also customized, scalable, versatile and helps students cooperate in learning effectively.

Notably, some MALL tools can support EFL students in expanding their vocabulary range, such as mobile flashcards and mobile dictionaries (Mihaylova et al., 2022).

* 1. **English 2**

This subject is for students from Oriental Studies, including Korean Studies, Japanese Studies and Chinese Language. In English 2, students will be provided with fundamental knowledge about society, life sciences, such as accommodation, balance, necessities, relaxation, and senses, which helps students practice English listening, speaking, reading, and writing at level B1-CEFR. It contains language materials (vocabulary, grammar, and phonetics) as well as other communication situations. Additionally, they can comprehend the main ideas of reading passages through the analysis of graphs/charts. Students can also listen and understand the main ideas of conversations, speeches and podcasts via recognizing keywords and signposts. After all, they can express their opinions about the above topics through conversations or personal speeches. Especially, they can practice their writing skills with administrative papers such as emails, blogs, essays, travel plans, and stories. Ultimately, they can develop their logical thinking, self-awareness, pair work, teamwork, and optimize their self-learning skills, ultimately becoming independent and responsible in the learning process (Uyen & Phuc, 2024).

* 1. **FluentU**
     1. **What is FluentU?**

FluentU is a mobile app that was founded by Alan Park in New York in 2011. It is a new platform for ESL learning that helps students improve their language skills through some authentic materials such as news, dialogues, public speaking talks and motivational videos. After watching, students will receive flashcards containing vocabulary from the lessons to help them improve their speaking skills. To optimize the use of FluentU, students should learn it systematically through all lessons and exercises and they can also add their favorites they to the Favorites lists (Atylbekova & Zhussupova, 2020).

Then, Rajakumar (2018) emphasized that this app follows a natural approach, making it easier for students to approach English oral skills and the cultures of English-speaking countries. From all the clips stored in the app, students can gain English knowledge via the real-life conversations.

Khaldurdiyeva (2025) found that FluentU helps students build their vocabulary through games and virtual reality technologies.

Meanwhile, Isoqulovna (2021) stated that FluentU not only helps students learn English vocabulary, but it also helps students boost their comprehension and pronunciation level by letting them join in dialogue-based interaction and video input.

* + 1. **Why choose FluentU?**

FluentU is a tool that we can access whenever and wherever we want. It appears on online platforms. Although there are some tools in this app that we have to pay for using, it can still serve us some basic demands (Rao Naidu et al., 2021).

According to SaThierbach et al. (2015), students should pay for FluentU’s premium accounts because of the comprehensive and immersive way this app approaches learners. Moreover, it creates good conditions for students to interact with their classmates and improve together.

Especially, Rogers (2015) also showed us some games that students can play to learn with FluentU, such as Time to Eat!, Let’s Eat, Town Hall Debate Showdown, etc. From those games, they can enjoy their learning process and acquire a lot of vocabulary from basic to advanced levels.

* + 1. **Benefits of videos to learning vocabulary**

Thanks to Johnston & Milne (1995), videos help students improve their vocabulary use by transferring knowledge from ear to eyes when they links the contents with the animation in videos, which makes students interested in vocabulary learning.

Subsequently, Ridha et al., (2022) stated that some animated videos helps students remember difficult words. Apart from that, the catchy style and colorful characters will catch the students’ attention in the lesson.

Next, Zabitgil Gülseren & Araz (2024) showed that students can access authentic materials such as music videos, podcasts, songs, documentaries, etc. easily. As can be seen, these materials provided the students with a new breath in their learning process. Besides, various types of videos appears on websites can support their language learning process.

Then, Bobkina et al.(2025) also added some benefits that students can learn from videos with subtitles. When they learn with this video, they can both listen and read the content that appears on the screen. From that, they will understand it better than without listening. Moreover, lecturers can pause the videos whenever they want to explain the vocabulary and grammar to students.

Setiawati & Sunra (2023) expressed that video helps lecturers to fill in the gaps of students’ vocabulary comprehension. Particularly, it benefits their foundational vocabulary acquisition, creating a good base for them to achieve the vocabulary learning target.

* 1. **Related Studies**

Alvindi & Lubis (2025) researched the teacher’s attitude after using FluentU help students to improve their vocabulary. These researchers used a quantitative method with a questionnaire containing a 5-point Likert Scale with five levels, including strongly disagree, agree, neutral, disagree and strongly agree. About the qualitative method, these authors used semi-structured interviews, which allowed participants to share their own experience with FluentU. Finally, they discover some factors that FluentU can affect them, such as their comfort level and teachers always being ready to support.

Then, Atlynbet et al. (2020) used the literature review to introduce some basic information about FluentU, such as its good performance, advantages, importance and even disadvantages.

Subsequently, Syariany (2020) researched the impacts of FluentU on university students’ listening skills. This research employs a quantitative method with a pre-test and post-test. Finally, the post-test’s result showed that people in the experimental group had a higher score than the control group when they used FluentU to learn vocabulary.

1. **Methodology**

In this section, the researcher will introduce the methods and tools used to collect the data.

* 1. **Research Design**

This research employed a qualitative method with a literature review process to save time. The researcher will collect and highlight key points from available papers related to this app within approximately one month and analyze them to serve the purpose of this paper:learning about the value of FluentU and videos in improving students’ vocabulary use.

* 1. **Research question**

To fulfill the purpose of the study, this research aims to solve the following research questions:

1. RQ1: What are the advantages and disadvantages of FluentU in helping EFL students to improve their vocabulary?
2. RQ2: How can the teachers effectively apply the Lyrics Training to the English Listening class?
3. **Results**

This part will introduce the results of the method after she finds out all suitable documents that can be used for getting data

* 1. **Research Question 1: What are the advantages and disadvantages of FluentU in helping EFL students to improve their vocabulary?**
     1. **Advantages**

According to Altynbekova & Zhussupova (2020)., FluentU has numerous different advantages. First, students can use this app completely free to access all materials and activities within it. It features a colorful presentation frame with different effects. Besides, it provides students and parents throughout the learning process. Especially, it utilizes authentic materials and all scenarios are based on real-life situations.

Then, Alvindi & Lubis (2025) also added some other advantages that are helpful for the students’ learning process. As can be seen, it offers a comfort level and teacher readiness that helps students upgrade their competencies quickly and easily. Subsequently, it helps students improve their motivation by joining different kinds of activities online. Moreover, we will be assessed via phoneme and pronunciation. The better level of phoneme and pronunciation they have, the better score they will receive.

* + 1. **Disadvantages**

Although FluentU has its good points and serves students’ learning needs, it still presents some challenges. According to FluentU (2015), this app has the following cons. First, if students would like to access all parts of this app, they must pay an expensive monthly cost to subscribe to the premium account. Besides, students lack real opportunities to learning speaking and vocabulary online. Then, its speech recognition tools have some mistakes.

Finally, thanks to Altynbekova & Zhussupova (2020), it does not require a placement test and does not offer transcription into many languages, such as Arabic, Japanese, etc.. Besides, it does not teach much grammar, scripts or pronunciation. It often uses some unnatural machinery voices. It also primarily uses the passive voice instead of active.

* 1. **Research Question 2: How can teachers and students effectively apply FluentU to learn vocabulary for English 2 ?**

As we researched above, FluentU can support students and lecturers in the learning and teaching process. We will have some activities that can be organized in FluentU. In particular, it includes listening to a podcast, reading a newspaper, or having a conversation with the lecturer to improve our vocabulary. Besides, we can create some activities for mid-level students to learn vocabulary by watching clips on FluentU.

Besides, students can also learn alone or with peers by receiving feedback and scores to optimize FluentU’s values in teaching and learning English via stories and clips and having a great learning motivation to upgrade their vocabulary for English 2 (Bekhzod N., 2025).

1. Discussion

In the integration era, being fluent in two languages is one of the requirements for applicants from the Linguistics majors when they apply for a job. To achieve the target of the supplement languages, particularly English, students should know by heart a certain vocabulary in different domains. However, it would be very boring if students and lecturers followed the traditional teaching method, using a coursebook and cassettes to learn vocabulary. Therefore, the interactive activity and self-learning with the mobile apps will be helpful for them to acquire new words, both in class and at home (Lai et al., 2022). Particularly, learning English vocabulary through FluentU will change the thoughts of non-English major students and they will be enthusiastic when learning this language .

In recent years, with the strong development of computer-assisted language learning and mobile-assisted language learning, learning activỉties using videos are more and more common. With videos on different topics, students can memorize words and understand the meaning easily. As can be seen, learning via videos will absolutely improve both reading and listening skills and even decision-making when they have to choose suitable content Romero-Villamil & Guzman-Martinez (2020). About the lecturers’role in applying this method using FluentU, they should design a suitable learning task and teaching plan that helps their non-English major students achieve the goals of the subjects.

Additionally, apart from the advantages and disadvantages, the researcher also suggests some ways for Non-English majored students, particularly those from Oriental Studies, to learn English vocabulary with FluentU. However, because of the limitations on the number of papers written about this app, the author does not have a chance to learn carefully about their features and value in learning four main language skills and some activities in classes. That is the reason why the researcher only emphasized its pros and cons and some activities that have utilizied it.

Lastly, most of the previous studies have shown their pros and cons or made a brief introduction about it. They still lack the students’ perception of it and no previous paper has discussed its application in teaching vocabulary. Hence, this paper will be an ideal documents for further research about this app.

1. **Conclusion**

In sum, we cannot deny that this app is really supportive of the students’ vocabulary learning process because of its advantages. It is also a good source of materials for lecturers to design interesting interactive activities in classes that attract the participation of the whole class. Moreover, it also provides students with different kinds of videos about different domains that help they learn by themselves at home and expand their horizons in many aspects of life.

Last but not least, the researcher will conduct some activities with FluentU and her classes in the next semester. At the end, she will collect the students’ comments about the pros and cons of this app to serve as the content of the future research, as well as introduce this app to the university educational community.

**References**

AFS. (2015). Stages of Second Language Acquisition Stages of Second Language Acquisition. *Access for Success*, *1995*, 4–5. https://www.pearsoncanada.ca/school/afs/pdf/afs\_c02\_stages\_sla.pdf

Agustina, D. D., & Anum, A. (2021). the Efectiveness of Using Authentic Reading Materials Toward Students’ Reading Comprehension Mastery. *Journal of English Development*, *1*(02), 1–13. https://doi.org/10.25217/jed.v1i01.1711

Al Fraidan, A., & Fakhli, I. (2024). Vocabulary learning strategies of university students: the case of preparatory year students and English major students. *Porta Linguarum*, *41*, 45–63. https://doi.org/10.30827/portalin.vi41.24321

Alghamdi, A. A., & Elyas, T. (2020). The Effect of Electronic Flashcards on EFL Students’ Vocabulary Learning: The Case of Saudi Arabia. *Randwick International of Education and Linguistics Science Journal*, *1*(2), 114–125. https://doi.org/10.47175/rielsj.v1i2.79

Aliakbari, M., & Mardani, M. (2022). Mobile-Assisted Language Learning and Its Effects on Learners’ Speaking Development. *Education Research International*, *2022*. https://doi.org/10.1155/2022/9043326

Aljumah, F. H. (2020). Second Language Acquisition: A Framework and Historical Background on Its Research. *English Language Teaching*, *13*(8), 200. https://doi.org/10.5539/elt.v13n8p200

Altynbekova, G., & Zhussupova, R. (2020). Mobile Application Fluentu For Public Speaking Skills Development. *SHS Web of Conferences*, *88*, 02008. https://doi.org/10.1051/shsconf/20208802008

Alvindi, & Lubis, Y. (2025). Teachers’ Perceptions of Using FluentU as Learning Media to Improve Students’ Pronunciation. *TELL-US Journal*, *11*(1), 74–89.

Arvanitis, P., & Krystalli, P. (2021). Mobile Assisted Language Learning (MALL): Trends from 2010 to 2020 Using Text Analysis Techniques. *European Journal of Education*, *4*(1), 13–22. https://doi.org/10.26417/ejls-2019.v5i1-191

Ayana, H., Mereba, T., & Alemu, A. (2024). Effect of vocabulary learning strategies on students’ vocabulary knowledge achievement and motivation: the case of grade 11 high school students. *Frontiers in Education*, *9*(August). https://doi.org/10.3389/feduc.2024.1399350

Azmi, F. M., Khan, H. N., & Azmi, A. M. (2022). The impact of virtual learning on students’ educational behavior and pervasiveness of depression among university students due to the COVID-19 pandemic. *Globalization and Health*, *18*(1), 1–9. https://doi.org/10.1186/s12992-022-00863-z

Bekhzod N., B. (2025). Integrating Metacognitive Strategies and Digital Tools To Improve Speaking Proficiency in EFL Classrooms. *International Journal of Science and Technology*, *2*(8), 90–93. https://doi.org/10.70728/tech.v2.i08.032

Bình, Đ. T. B. (2023). Learning vocabulary. Some challenges and solutions. *Journal of Educational Equipment: Applied Research*, *2*(283), 109–111.

Bobkina, J., Baluyan, S., & Dominguez Romero, E. (2025). Tech-Enhanced Vocabulary Acquisition: Exploring the Use of Student-Created Video Learning Materials in the Tertiary-Level EFL (English as a Foreign Language) Flipped Classroom. *Education Sciences*, *15*(4), 1–23. https://doi.org/10.3390/educsci15040450

Brooks, G., Clenton, J., & Fraser, S. (2021). Exploring the importance of vocabulary for english as an additional language learners’ reading comprehension. *Studies in Second Language Learning and Teaching*, *11*(3), 351–376. https://doi.org/10.14746/ssllt.2021.11.3.3

Çakmak, F. (2019). Mobile Learning and Mobile Assisted Language Learning in Focus. *Language and Technology*, *1*, 30–48. https://dergipark.org.tr/tr/download/article-file/665969

Chaitanya, E. K. (2024). The Use of Mobile Assisted Language Learning ( MALL ) for the Language Enrichment of Learners at the Graduation Level. *Rupkatha Journal on Interdisciply*, *16*(4).

Daud, R. (2024). The Cognitive Benefits of Speaking Multiple Languages. *European Journal of Linguistics*, *3*(4), 1–16. https://doi.org/10.47941/ejl.2055

Department, A. E. (2013). *Benefits of learning a language*. 2023. https://manchester.idm.oclc.org/login?url=https://search.proquest.com/docview/1271628760?accountid=12253%0Ahttp://man-fe.hosted.exlibrisgroup.com/openurl/44MAN/44MAN\_services\_page?genre=article&atitle=Benefits+of+learning+music&author=&volume=&issue=&spag

District, T. U. H. (n.d.). *Ten good reasons why you should learn a foreign language*. www.vistawide.com

Ellis, R. (2021). A short history of sla: Where have we come from and where are we going? *Language Teaching*, *54*(2), 190–205. https://doi.org/10.1017/S0261444820000038

FluentU. (2015). *The Complete Guide to Foreign Language Immersion FluentU*. www.fluentu.com

Gass, S. M., & Selinker, L. (2015). *Second Language Acquisition: An Introductory Course*. https://www.nber.org/system/files/working\_papers/w30010/w30010.pdf

Guo, H. (2022). Mobile assisted language learning (MALL) from a sociocultural ecological perspective: An exploratory study of overseas Chinese students in the UK learning English speaking skills with mobile apps outside the classroom Hui. *UCL (University College London)*, *8.5.2017*, 2003–2005. https://discovery.ucl.ac.uk/id/eprint/10160807/2/PhD Thesis-H Guo.pdf

Huong, L. P. H. (2018). Academic English Vocabulary Learning Strategies: Reflections By University Students. *Tạp Chí Khoa Học Ngôn Ngữ Và Văn Hóa*, *2*(3), 286–294. https://doi.org/10.63506/jilc.0203.217

Isoqulovna, S. N. (2021). The Role of AI-Based Applications in Enhansing Listening Comprehension among Language Learners. *EDUCATION SCIENCE AND INNOVATIVE IDEAS IN THE WORLD*, 341–345.

Johnston, J. ., & Milne, L. (1995). Scaffolding Second Language Communicative Discourse with Teacher-Controlled Multimedia. *Foreign Language Annals*, *29*(3), 240–259. https://www.academia.edu/29149374/Scaffolding\_Second\_Language\_Communicative\_Discourse\_with\_Teacher\_Controlled\_Multimedia

Kartika, S., Jaya, A., Hermansyah, H., Pratiwi, E., & Kartikasari, D. (2024). The Use of Mobile-Assisted Language Learning (Mall) Technology in English Class. *Esteem Journal of English Education Study Programme*, *7*(1), 109–118. https://doi.org/10.31851/esteem.v7i1.12678

Khaldurdiyeva, L. (2025). Vocabulary Building Technologies in Teaching Foreign Language. *Philology Matters*, *1*(M), 93–100. https://doi.org/10.36078/987656110

Lai, V. Du, Do, T. N. M., & Le, M. T. (2022). A Review of the Computer-Assisted Language Learning (CALL) on Teaching and Learning Writing. *ICTE Conference Proceedings*, *1*(September 2022), 11–28. https://doi.org/10.54855/ictep.12

Lin, Z. (2023). Analyzing the Effects of Second Language Acquisition on Children’s Cognitive Development. *SHS Web of Conferences*, *180*, 02021. https://doi.org/10.1051/shsconf/202318002021

Mihaylova, M., Gorin, S., Reber, T. P., & Rothen, N. (2022). A Meta-Analysis on Mobile-Assisted Language Learning Applications: Benefits and Risks. *Psychologica Belgica*, *62*(1), 252–271. https://doi.org/10.5334/pb.1146

Nababan, C., & Tampubolon, J. (2024). An Analysis of Students’ Abilities in Mastering Vocabulary in Descriptive Texts at Pangeran Antasari Vocational School Medan. *Journal of Applied Linguistics*, *4*(1), 110–122. https://doi.org/10.52622/joal.v4i1.253

Neuman, S. B., & Dwyer, J. (2009). Missing in Action: Vocabulary Instruction in Pre‐K. *The Reading Teacher*, *62*(5), 384–392. https://doi.org/10.1598/rt.62.5.2

Pan, Q., & Xu, R. (2011). Vocabulary teaching in English language teaching. *Theory and Practice in Language Studies*, *1*(11), 1586–1589. https://doi.org/10.4304/tpls.1.11.1586-1589

Pauzan. (2024). Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen’s Second Language Acquisition Theory for Five Main Hypotheses). *Journal on Education*, *6*(4), 20876–20888. https://doi.org/10.31004/joe.v6i4.6210

Rajakumar, M. S. (2018). WEB-BASED LANGUAGE LEARNING- THE HIGHLIGHTS AND CHALLENGES. *International Journal of Interdisciplinary Research in Arts and Humanities (IJIRAH)*, *3*(1), 304–306. https://ijirah.dvpublication.com/uploads/666f25b937d93\_210.pdf

Rao Naidu, V., Srinivas, S., Al Raisi, M., & Dattana, V. (2021). Evaluation of Hypermedia Tools in Terms of Usability Heuristics for English Language Teaching. *Arab World English Journal*, *2*, 133–149. https://doi.org/10.24093/awej/mec2.10

Rasti, B., A. (2021). This is a self-archived version of an original article . This version may differ from the original in pagination and typographic details . approach Copyright : Rights : Rights url : Please cite the original version : Multi-scenario multi-objective robust. *Environmental Modelling and Software*, *144*(2), 105134. https://doi.org/10.1016/j.envsoft.2021.105134

Ridha, S. K., Bostanci, H. B., & Kurt, M. (2022). Using Animated Videos to Enhance Vocabulary Learning at the Noble Private Technical Institute (NPTI) in Northern Iraq/Erbil. *Sustainability (Switzerland)*, *14*(12). https://doi.org/10.3390/su14127002

Rogers, M. (2015). Bring on the Drama ! 11 Role Play Topics for the ESL Classroom. *FluentU*.

Romero-Villamil, J. L., & Guzman-Martinez, C. P. (2020). Learning Vocabulary Through Instructional Subtitled Videos. *GIST – Education and Learning Research Journal*, *21*(21), 7–25. https://doi.org/10.26817/16925777.841

SaThierbach, K., Petrovic, S., Schilbach, S., Mayo, D. J., Perriches, T., Rundlet, E. J. E. J. E. J., Jeon, Y. E., Collins, L. N. L. N., Huber, F. M. F. M., Lin, D. D. H. D. H., Paduch, M., Koide, A., Lu, V. T., Fischer, J., Hurt, E., Koide, S., Kossiakoff, A. A., Hoelz, A., Hawryluk-gara, L. A., … Hoelz, A. (2015). Why FluentU is the Best Choice for Language Learning Introduction. *Proceedings of the National Academy of Sciences*, *3*(1), 1–15. http://dx.doi.org/10.1016/j.bpj.2015.06.056%0Ahttps://academic.oup.com/bioinformatics/article-abstract/34/13/2201/4852827%0Ainternal-pdf://semisupervised-3254828305/semisupervised.ppt%0Ahttp://dx.doi.org/10.1016/j.str.2013.02.005%0Ahttp://dx.doi.org/10.10

Saville-Troike, M. (2012). Introducing Second Language Acquisition. *Introducing Second Language Acquisition*, 1–6. https://doi.org/10.1017/cbo9780511888830.002

Setiawati, R., & Sunra, L. (2023). Investigating students’ vocabulary learning through captioning in social media. *International Journal of Humanities and Innovation (IJHI)*, *6*(1), 1–10. https://doi.org/10.33750/ijhi.v6i1.169

Shami, S., Parimala Venu, C. D. V, Shanampoodi, G. B., Rajeswari, T. S., Chaithanya, D., Fazulur Rehmana, S. S., & Sharma, S. (2025). Impact Of English Language Learning On Mental Health: Exploring The Relationships Between Language Anxiety, Self-Esteem, And Depression. *Journal of Neonatal Surgery*, *14*(9S), 328–333. https://doi.org/10.52783/jns.v14.2668

Sina, M. S., & Yusif. S.M. (2024). The Influence of Youtube Videos on learning english language. *Researchgate*, *April*, 1–27. https://doi.org/10.13140/RG.2.2.12410.09928

Stockwell, G. (2022). Mobile Assisted Language Learning Concepts, Contexts and Challenges. In *Mobile Assisted Language Learning Concepts, Contexts and Challenges*. https://doi.org/10.1017/9781108652087

Susanto, A. (2017). The Teaching of Vocabulary: A Perspective. *Jurnal KATA*, *1*(2), 182–191. https://www.researchgate.net/publication/320571421\_THE\_TEACHING\_OF\_VOCABULARY\_A\_PERSPECTIVE

Thuong, L. H. (2023). Some best ways to learn English vocabulary for learners Le. *Journal of Educational Equipment: Applied Research*, *1*(300), 73–75.

Tran, T. Q., & Duong, T. M. (2020). Insights into listening comprehension problems: A case study in Vietnam. *Pasaa*, *59*(June), 77–100.

Uyen, B. T. T. ., & Phuc, V. L. H. (2024). Đề cương chi tiết Tiếng Anh 2. *Trường Đại Học Ngoại Ngữ - Tin Học TP.HCM*, 1–20. https://hufliteduvn.sharepoint.com/:w:/s/TBMTingAnhkhngchuyn/Eb\_VgMLZbBBNqZQkBLokSQ8BSpimNCpd8LSWb35v4hF9nw

Wang, X., Hamat, A. Bin, & Shi, N. L. (2024). Designing a pedagogical framework for mobile-assisted language learning. *Heliyon*, *10*(7), e28102. https://doi.org/10.1016/j.heliyon.2024.e28102

Wendy, N. L. W., & Rosli, M. N. (2023). Vocabulary Learning Strategies (VLS) In Second Language Acquisition (SLA): A Review Of Literature. *International Journal of Language, Literacy and Translation*, *6*(2), 223–241. https://doi.org/10.36777/ijollt2023.6.2.087

Xie, X., Zhou, Y., Lu, K., & Privitera, A. J. (2023). What are the Benefits of Learning a Second Language? *Frontiers for Young Minds*, *11*(October 2024). https://doi.org/10.3389/frym.2023.844499

Zabitgil Gülseren, Ö., & Araz, S. (2024). Impact of Using Authentic Videos on Foreign Language Vocabulary Learning. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, *14*(Ö14), 1179–1198. https://doi.org/10.29000/rumelide.1455170

Zayraey, J. R., & Katawazai, R. (2025). The Impacts of Watching Videos on Improving Tertiary-Level Students’ English Language Speaking Skill. *Journal of Social Sciences & Humanities*, *2*(1), 1–14. https://doi.org/10.62810/jssh.v2i1.9

Zeng, Y., Kuo, L. J., Chen, L., Lin, J. A., & Shen, H. (2025). Vocabulary Instruction for English Learners: A Systematic Review Connecting Theories, Research, and Practices. *Education Sciences*, *15*(3). https://doi.org/10.3390/educsci15030262

Zhang, C. (2022). The Advantages and Disadvantages of Learning a Second Language Early. *Proceedings of the 2021 International Conference on Social Development and Media Communication (SDMC 2021)*, *631*(Sdmc 2021), 32–37. https://doi.org/10.2991/assehr.k.220105.008

Συντελεστές, Σ. (2015). Ψηφιακές τεχνολογίες και διδασκαλία της ξένης γλώσσας. *Etika Jurnalisme Pada Koran Kuning : Sebuah Studi Mengenai Koran Lampu Hijau*, *16*(2), 39–55.

**Biodata**

Nguyen Truong Gia Minh is currently a full-time lecturer at Ho Chi Minh City Ho Chi Minh City University of Foreign Languages and Information Technology. She earned a Master's Degree in English Language Major at Hoa Sen University. She had four years of experience as an English translator & reporter at Tuoi Tre and Nguoi Lao Dong Newspaper. She has two years of experience as an English lecturer at HUFLIT, where she taught writing modules for the English Language major. Additionally, she teaches English as a Second Language to non-major students in Oriental Studies. Her research interests include teaching writing skills, English for non-majors, mobile-assisted language learning, and computer-assisted language learning. Her OCID ID is 0000-0002-3561-0066

1. Corresponding author, Academic Rank, Department, Faculty, University, City, Country; *Email: user@site.com* [↑](#footnote-ref-1)