Perceptions of 10th Grade EFL Students on Using Spotify as Part of Classroom Activities in Developing Vocabulary through Listening to English Songs

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Abstract

This study explores the perceptions of 10th-grade EFL students on using Spotify as a tool to improve vocabulary through listening to English songs. The study highlights Indonesian high school students' challenges in mastering vocabulary and evaluates the potential of digital platforms such as Spotify in supporting the language learning process. This study uses a quantitative descriptive survey approach, 60 students from SMAN 25 Bandung participated in a five-point Likert scale questionnaire to assess their perceptions of Spotify's usefulness, ease of access, educational benefits, and obstacles encountered. The results showed that students positively rated Spotify as an effective, enjoyable, and accessible vocabulary learning tool. Most participants agreed that listening to English songs helped them remember new vocabulary, improve pronunciation, and broaden their understanding of formal and informal expressions. The descriptive statistical analysis showed that four out of five leading indicators were categorized as "High" and one indicator was "Very High" regarding perceived benefits. However, there were several obstacles, such as difficulty understanding fast-paced lyrics, slang in lyrics, informal language use, and background music distractions. Despite these obstacles, students were highly motivated and preferred song-based learning methods over traditional, conventional, textbook-based ones. These findings emphasize Spotify's potential as an effective vocabulary learning medium that aligns with the digital preferences of today's generation and support the argument for integrating technology in EFL.

Keywords: *EFL students, Spotify, Vocabulary Mastery, English Songs, Students' Perception*

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Introduction

Vocabulary mastery plays a vital role in learning English as a foreign language (EFL) because it is the main foundation for the development of the four language skills: listening, speaking, reading, and writing (Alqahtani, 2015). Students will have difficulty understanding lessons, expressing ideas, and communicating effectively without sufficient vocabulary. However, in Indonesia, especially among 10th-grade high school students, vocabulary mastery is still a major problem. This is due to learning methods that are still monotonous, less relevant to real-life situations, and tend to rely on memorization techniques (Özerk, 2020; Ulhaq Zuhdi et al., 2019). As a result, students quickly get bored, lack motivation to learn, and have difficulty remembering and mastering new vocabulary for the long term.

In this digital era, technological advancements have greatly impacted the field of education, including English language learning. Various online platforms offer engaging and interactive learning methods, one of which is Spotify, a widely used music streaming service among students. According to Yanti (2024), Spotify is a favored learning tool due to its accessibility on both smartphones and computers. This platform provides an extensive collection of songs in various languages, particularly in English, making it a potential resource for Vocabulary acquisition. Several studies have shown that songs can help improve vocabulary acquisition in EFL learning because they provide context, repetition, and musical elements that strengthen memory (Butar Butar & Katemba, 2023; Rizqi & Nugrahini, 2023).

Several previous research has examined the effectiveness of English songs to improve vocabulary in learning English as a foreign language (EFL). Songs are considered effective in strengthening vocabulary comprehension because they contain elements of repetition and pleasant emotional nuances, and encourage active involvement from the listener (Medina, 1990). In Indonesian context, Septiara & Hamzah (2023), showed that the presence of lyric features in songs, mainly when accessed through applications such as Spotify, greatly helps students recognize and memorize new vocabulary. Fitria (2021) also found that a song-based learning approach makes the learning process more interesting and feels natural compared to traditional methods, ultimately significantly increasing vocabulary retention.

As one of the most widely used music streaming platforms, Spotify is now starting to be considered an alternative learning medium. According to Hasanah & Suryanto (2024), various features offered by Spotify, such as customized playlists, access to song lyrics, and English podcasts, have the potential to support the development of vocabulary and independent listening skills. Their study on grade XI students of MA Al-Husna revealed that the use of Spotify expanded exposure to English and increased motivation to learn informally. This finding is reinforced by Septiara & Hamzah (2023), which reported that 95% of students felt encouraged to look up the meaning of words after reading song lyrics on Spotify, directly contributing to improving vocabulary mastery skills.

Although empirical findings show that Spotify positively impacts language learning, most existing studies still focus on university students and have not specifically examined its effects on EFL students at the high school level. In addition, the approaches used in these studies are generally qualitative and descriptive, without precise quantitative measurements of how much students' vocabulary has increased after using Spotify (Fitria, 2021; Hasanah & Suryanto, 2024). This situation indicates a vital research gap that needs to be filled through more focused and measurable data-based studies, especially in the context of high school students in Indonesia who still face significant obstacles in vocabulary mastery.

The role of songs in supporting vocabulary acquisition shows that songs can create a fun and enjoyable contextual learning experience. Rizqi & Nugrahini (2023) For example, it was proven that using the lyrics feature on Spotify effectively increased vocabulary acquisition scores among college students. However, most of these studies are still limited to participants from college students or adult learners, and have not specifically discussed high school students' perceptions of using Spotify in learning English vocabulary. Butar Butar & Katemba (2023) also found that the majority of EL students admitted that listening to English songs via Spotify helped them expand their vocabulary, but the findings were still dominated by respondents from college.

On the other hand, Cahya et al. (2024) have indeed studied the use of Spotify among high school students. Still, their research focus was more on listening skills, not specifically on vocabulary mastery. Meanwhile, Hasanah & Suryanto (2024) also explored students' perceptions of Spotify use. However, the approach was still limited to qualitative methods through observation and interviews without a comprehensive quantitative survey. Therefore, there is still a research space that really needs to be filled, namely the need for a study that specifically examines 10th-grade learners' attitudes toward the integration of Spotify in vocabulary development through quantitative research. This study is here to fill this gap and examine the effectiveness of Spotify not only as entertainment, but also as an educational tool that is relevant to the needs of today's digital era.

This research is guided by two main questions: How do 10th-grade EFL students perceive using Spotify to improve their vocabulary mastery through English songs? What are the common challenges they face when using Spotify for this purpose? Based on these questions, this study aims to explore students' perceptions of the effectiveness of Spotify as a learning medium and examine how this platform can help them understand, improve, and remember English vocabulary. The uniqueness of this study lies in its specific focus on high school EFL students in Indonesia, the use of Spotify as a music-based learning medium, and the quantitative approach that emphasizes the students' perspectives. This study aims to bridge the gap between digital entertainment technology and formal vocabulary learning strategies in a local context that really suits the needs of today's generation.

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Method

Research Design

        This study used a survey method with a quantitative descriptive design. The purpose of this study was to collect and analyse students' perceptions in a clear and structured way. Using a set of questionnaires, the survey method helped the researcher get information directly from the students. According to (Creswell et al., 2018), quantitative research deals with the numbers like scores, rankings, or how often something happens and uses statistics to answer specific research questions or to see if one thing affects another. The participants were 60 tenth-grade of EFL students from SMAN 25 Bandung, specifically from classes X-10 and X-12. These students were chosen because they used Spotify and were used to listening to English songs either in their daily lives or as part of their schoolwork. The characteristics aspects of the respondents are shown in the table below:

Table 2.1 Characteristic Respondent

Respondent Characteristic	Category	Frequency	Percentage
Gender	Female	35	58.3
	Male	25	41.7
Age	15 Years old	7	11.7
	16 Years old	43	71.7
	17 Years old	10	16.7
Class	X-10	28	46.7
	X-12	32	53.3
Have you ever used Spotify to listen to English songs?	Yes	59	8.3
	No	1	1.7
How often do you listen to English songs on Spotify?	Very Often	22	36.7
	Often	18	30.0
	Sometimes	16	26.7
	Rarely	3	5.0

Very Rarely		1	1.7
Total		60	100.0

The respondents were 60 tenth-grade students, with 58.3% female and 41.7% male. Most of them were 16 years old (71.7%), and almost all had used Spotify to listen to English songs. More than half (36.7%) of those who listened regularly said they listened very often, and 30% said often. These results show that the participants were familiar with Spotify and used it actively to listen to English songs, which made them a good fit for this study.

The researcher developed a questionnaire as the primary research instrument to explore their perceptions. The questionnaire included statements rated on a five-point Likert scale such (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). These questions determined how students felt about the usefulness, ease of access, and learning benefits of using Spotify to improve their English vocabulary. The questions also looked at the students' emotional involvement and any challenges they faced while learning vocabulary through English songs on Spotify.

The sampling method used was saturated sampling. Sugiyono (2019) states that saturated sampling is a technique in which all population members are included as samples. In other words, every person in the population is involved in the research. This method works well when the group is small and easy to manage, ensuring everyone's opinion is counted. The questionnaire was based on theories and past research and was checked with a validation process and pilot testing with a small group of students. It had a Cronbach's Alpha score of 0.885, showing that it was highly reliable and consistent for examining the perceptions of EFL students about using Spotify to learn vocabulary through English songs.

Table 2.2 Case Processing Summary

		N	**%**
Cases	Valid	60	100.0
	Excluded	0	.0
	Total	60	100.0

Table 2.3 Reliability Statistics

Cronbach's Alpha	**N of Items**
.885	20

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The data was collected online and offline, involving 60 participants of 10th-grade in SMAN 25 Bandung. Although the questionnaire was created using Google Forms, students filled it out in the classroom under the teacher's supervision. This approach was chosen to ensure fairness, minimize distractions, and allow the researcher to observe the process directly and fairly. Google Forms was selected because it is practical, easy to access, and efficient for collecting and organizing responses in a digital format.

The data analysis techniques were analyzed using descriptive statistics methods. This research used SPSS software version 27.0.1.0 to process this data, providing a clear summary through key statistics, such as the mean, median, mode, and frequency distribution (Bryman, 2016). Descriptive statistics were selected because they helped simplify raw data into more transparent and understandable information supporting academic decision-making (Sugiyono, 2019). As Creswel (2018) explains that using numbers to present data can make it easier to read and interpret. The different levels of students' questionnaire scores are shown in Table 1.4 to help explain the results more clearly.

Table 2.4 Mean interpretation

Mean Range	Level Perceived
0,1 – 1,0	Very Low
1,1 – 2,0	Low
2,1 – 3,0	Moderate
3,2 – 4,0	High
4,1 – 5,0	Very High

Results

A total of 60 tenth-grade students from SMAN 25 Bandung participated as respondents in this survey. The primary focus of this research was to explore how these EFL (English as a Foreign Language) students perceive the use of Spotify as a tool to enhance their vocabulary by listening to English songs. In other words, the study aimed to understand the students' opinion and their experiences regarding the effectiveness of learning new English words through music streamed on Spotify.

The results collected from the questionnaire that are presented and discussed in the following section indicate that students generally positively perceived that Spotify has improved their vocabulary mastery. In additional explanation, the questionnaire's results are offered as follows:

Table 3.1. Students' Perceptions of Using Spotify for Vocabulary Mastery

Item	SA		A		N		D		SD		Mean	Level
	F	%	F	%	F	%	F	%	F	%		
I often use Spotify to listen to English Songs	19	31.7%	22	36.7%	16	26.7%	1	1.7%	2	3.3%	3.19	High
Listening to English songs on Spotify can improves my understanding the meaning of words.	18	30.0%	25	41.7%	15	25.0%	1	1.7%	1	1.7%	3.97	High
Spotify is a comfortable way to learn vocabulary than through textbooks.	12	20.0%	20	33.3%	25	41.7%	2	3.3%	1	1.7%	3.67	High
I find it really easier to remember new vocabulary from the songs I listen to on Spotify.	19	31.7%	23	38.3%	17	28.3%	0	0.0%	1	1.7%	3.98	High
I often find new words when listening to English songs.	22	36.7%	27	45.0%	10	16.7%	0	0.0%	1	1.7%	4.15	Very High

The findings in Table 3.1 show a positive perception, indicating that many 10th-grade students often use Spotify to improve their vocabulary by listening to English songs. Four out of five items from this table were evaluated as "High," and one item was scored as "Very High" according to the interpretation scale. This suggests that most students regularly engage with English songs on Spotify (M= 3.19) and believe that doing so aids them in understanding word meaning (M= 3.97). Furthermore, students reported that they tend to remember new vocabulary more easily through songs (M= 3.98) and often encounter unfamiliar words while listening (M=4.15). It shows that Spotify is a more practical and accessible medium for students to learning and improve their vocabulary mastery than traditional resources such as textbooks (M= 3.67). Overall, these findings reveal that Spotify is

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not only a source of entertainment for them but also plays a vital role in enhancing students' vocabulary learning through interactive and enjoyable methods.

Table 3.2 Benefits of Spotify for Vocabulary Learning

Item	SA		A		N		D		SD		Mean	Level
	F	%	F	%	F	%	F	%	F	%		
I can understand the meaning of new words through the context of the song lyrics.	9	15.0%	25	41.7%	23	38.3%	3	5.0%	0	0.0%	3.67	High
I find it easier to remember new vocabulary after hearing it in a song.	12	20.0%	28	46.7%	20	33.3%	0	0.0%	0	0.0%	3.87	High
Songs on Spotify introduce me to a variety of English vocabulary.	17	28.3%	26	43.3%	16	26.7%	1	1.7%	0	0.0%	3.98	High
Listening to songs improves my pronunciation and vocabulary usage.	16	26.7%	29	48.3%	14	23.3%	1	1.7%	0	0.0%	4.00	High
Songs on Spotify introduce me to informal or everyday conversational vocabulary.	7	11.7%	23	38.3%	29	48.3%	1	1,7%	0	0.0%	3.60	High
Listening to English songs on Spotify is a fun and effective w a y	14	23.3%	28	46.7%	17	28.3%	1	1.7%	0	0.0%	3.92	High
to improving my vocabulary.												

Listening to English songs on Spotify can helps me learn new vocabulary.	15	25.0%	27	45.0%	15	25.0%	3	5.0%	0	0.0%	3.90	High

Table 3.2 presented that regarding the benefits aspects, it can be seen that students feel several benefits from using Spotify as a supporting medium in learning English vocabulary. Students feel that the songs on Spotify introduce them to various English language, with a relatively high average score (M= 3.98). This indicates that students enjoy listening to songs and gain more benefits regarding vocabulary mastery. Students also stated that listening to English songs on Spotify helped them learn new vocabulary (M= 3.90) because of song lyrics helped them understand the meaning of words based on the context conveyed (M= 3.67).

This process not only improves comprehension but also will makes it easier for students to remembering new words they hear in songs (M= 3.87). The songs they listened to were also helpful in introducing vocabulary from various languages, including expressions in everyday conversations (M= 3.60), which are often not found in conventional textbooks, and students can feel that this activity also supported improvements in pronunciation and more appropriate vocabulary usage (M= 4.00). For them, Spotify was seen as a way of learning that was fun and effective in improving students' vocabulary (M= 3.92). It shows that Spotify has been shown to positively contribute to vocabulary acquisition in a more relevant and easily accessible way for students in their daily lives.

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Table 3.3 Challenges in Using Spotify for Vocabulary Mastery

Item	SA		A		N		D		SD		Mean	Level
	F	%	F	%	F	%	F	%	F	%		
I have trouble understanding the lyrics because the singer sings the songs too fast.	16	26.7%	20	33.3%	21	35.0%	3	5.0%	0	0.0%	3.82	High
Some songs have lyrics that are hard to follow, making it difficult to learn vocabulary.	8	13.3%	25	41.7%	24	40.0%	3	5.0%	0	0,0%	3.63	High
I sometimes get distracted by the music and don't focus on the lyrics or the words.	10	16.7%	25	41.7%	23	38.3%	2	3.3%	0	0.0%	3.72	High
Some songs have too much informal language or slang that is hard to understand.	8	13.3%	20	33.3%	32	53.3%	0	0.0%	0	0.0%	3.60	High
I often come across new words but don't know what they mean.	14	23.3%	28	46.7%	18	30.0%	0	0.0%	0	0.0%	3.93	High

Table 3.3 shows that although Spotify provides many benefits, students still face challenges using it to improve their English vocabulary. One of the main obstacles felt was difficulty understanding song lyrics, especially because the singing speed was too fast (M= 3.82). In addition, using informal language or slang in some songs was also an obstacle for some students (M= 3.60). Some songs were even considered too challenging to listen to and understand, making it difficult for students to acquire new vocabulary (M= 3.63).

Not only that, some students also said that music could be a distraction, which made them less focused on the lyrics and the meaning of the vocabulary in the song (M= 3.72), making it difficult for students to find and recognize new words they had not previously understood (M= 3.93). This confirms that despite the challenges in the process, Spotify still has the potential to be a practical and helpful source of vocabulary learning, especially in the context of informal education.

Table 3.4 Students' Motivation and Attitudes towards Vocabulary Learning

Item	SA		A		N		D		SD		Mean	Level
	F	%	F	%	F	%	F	%	F	%		
Learning vocabulary through songs is more fun than learning from books.	15	25.0%	23	38.3%	22	36.7%	0	0.0%	0	0.0%	3.88	High
Listening to songs makes me more motivated to learn English.	15	25.05	27	45.0%	16	26.7%	2	3.3%	0	0.0%	3.92	High
I feel more confident using the vocabulary, I learned from songs.	9	15.0%	18	30.0%	30	50.0%	3	5.0%	0	0.0%	3.55	High

Table 3.4 discusses students' motivation and attitudes towards vocabulary learning. Most students feel that learning through songs is more enjoyable than traditional learning methods (M= 3.88), and they also stated that songs can increase their enthusiasm for learning English (M= 3.92). In addition, students feel more confident when using the vocabulary they learn from song lyrics (M= 3.55). These findings indicate that affective factors such as motivation and comfort in learning are greatly influenced by using media such as Spotify, which is flexible and familiar in students' daily lives. These results show that using Spotify has a positive influence on improving students' vocabulary mastery, not only to a more enjoyable experience, but also to higher levels of motivation and emotional engagement for students.

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Discussion

Students' Perception of Using Spotify for Vocabulary Mastery

The majority of students hold a positive perception toward the use of Spotify as a medium to enhance their English vocabulary. A significant portion of students reported frequently listening to English songs via Spotify, with 31.7% strongly agreeing and 36.7% agreeing that the platform supports vocabulary development. Moreover, 41.7% students acknowledged that this activity improves their understanding of word meaning, and 38.3% of 10th-grade students stated that they find it easier to recall new vocabulary after listening to songs. These results support the notion of incidental vocabulary learning as proposed by Nation & Hunston (2013) and further emphasized by Hulstijn (2001), where vocabulary is acquired unintentionally through repeated exposure to meaningful input.

In addition to vocabulary acquisition, students consider Spotify to be a more accessible and engaging learning medium compared to traditional textbooks. Through the experience of listening music, students often encounter new words in context, which contributes to natural and implicit learning. Rizqi & Nugrahini (2023) highlighted that Spotify's lyric display facilitates an interactive learning process by combining audio with textual input. Similarly, Similarly, Wulandari et al. (2024) found that using songs as a learning medium presents vocabulary in authentic and enjoyable contexts, enhancing comprehensions. Students' responses indicate that Spotify aligns with their daily digital habits and support independent, enjoyable learning styles, which is especially beneficial for the current generation (Handayani, 2024).

These findings not only reinforce the principle of incidental vocabulary acquisition but also align with Dual Coding Theory by Paivio (1991), which emphasized that learning is more effective when verbal and visual information are presented together as in the case of Spotify's combination of lyrics and music. Moreover, the use of enjoyable media like Spotify helps lower students' emotional resistance to language learning, as outlined in Krashen's Affective Filter Hypothesis (1982). This reduction in affective barriers fosters a more relaxed and receptive learning environment, thereby promoting more effective and sustained language acquisition.

Benefits of Spotify for Vocabulary Learning

41.7% of students agreed that they understood the meaning of the new vocabulary through the context of song lyrics, and 46.7% agreed that they found it easier to remember vocabulary after hearing it through songs. Wulandari et al., (2024) revealed that English songs can significantly improve adolescent vocabulary mastery by providing a natural context and repetition. Cahya et al., (2024) stating that learning through song lyrics can increase vocabulary mastery retention by up to 70%, making songs entertaining and practical learning tools.

Students realized that Spotify introduced them to a wide variety of English vocabulary, including every day and informal vocabulary. These findings support the research of Butar Butar & Katemba (2023), which shows that Spotify helps expand students' vocabulary scope due to the many idiomatic expressions and everyday language forms contained in songs. Septiara & Hamzah (2023) emphasized that the lyrics featured on Spotify allow students to interact directly with English texts repeatedly, strengthening their understanding and mastery of productive vocabulary.

Spotify's benefits are not limited to understanding the meaning of words, but also 48.3% of students agree that Spotify supports the improvement of pronunciation and active use of vocabulary. This supports that students who often listen to songs through Spotify experience improvements in pronunciation and fluency because they are used to imitating the intonation, rhythm, and articulation of native speakers (Melvina et al., 2023). In addition to providing cognitive benefits, Spotify also positively impacts the affective aspect of vocabulary learning. Most students consider learning vocabulary through songs on Spotify more fun and effective. This is in line with the findings of Rizqi & Nugrahini (2023), which showed that the lyrics featured on Spotify can increase students' motivation, thus directly improving their vocabulary test results by up to 30%.

Challenges in Using Spotify for Vocabulary Mastery

Although Spotify is considered effective in helping vocabulary mastery, the study's results showed that the students still faced several obstacles. Many students had difficulty understanding song lyrics due to the singer's high speed and the use of informal language or slang in the lyrics. This aligns with Butar Butar & Katemba (2023) and Ilyas & Kaniadewi (2023), who stated that not all songs are suitable for academic purposes because of complex and informal language structures. In addition, students also expressed that music is sometimes a source of distraction, which interferes with their concentration on the vocabulary in the songs.

It shows that although songs can be a fun medium, the right learning strategy is needed to maintain focus on the material. Melvina et al. (2023) also added that certain types of music can make pronunciation difficult because the lyrics sound unclear. Thus, although Spotify has various advantages, its use in the context of vocabulary learning must be done selectively and in a planned manner. The selection of songs should be adjusted to the student's language ability level, have explicit lyrics, and support the achievement of learning objectives (Rizqi & Nugrahini, 2023; Shafwati et al., 2023).

Students' Motivation and Attitudes towards Vocabulary Learning

Grade 10 students at SMAN 25 Bandung demonstrated strong motivation and a positive attitude toward learning English vocabulary through songs on Spotify. A significant 38,3% of the students, stated that learning vocabulary through music was enjoyable than using textbooks, which in turn boosted their enthusiasm for English.

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These observations are aligned with results of Wulandari et al. (2024), who noted that music fosters student engagement and participation through its relaxed and enjoyable nature. In addition to finding the method fun, many students also reported greater confidence in using vocabulary that learned from songs. Melvina et al. (2023) emphasized that repeated exposure to authentic language through Spotify helps enhance pronunciation and fosters confidence in using English actively. This is further supported by Handayani (2024), who argued that platforms like Spotify resonate in response to modern students' affinity for digital platforms, which fosters greater engagement in language learning.

These findings shows that Grade 10 students at SMAN 25 Bandung not only possess high motivation but also maintain a favorable perception of vocabulary learning through music-based media. This indicates that Spotify is effective not only in enriching students' vocabulary knowledge but also in creating an engaging and motivating learning atmosphere both of which are critical for long-term language learning success. The students' high motivation aligns with the study of Self-Determination Theory (Deci & Ryan, 1985), asserts that the intrinsic motivation is fostered enough through autonomy, competence, and relatedness. Spotify, as a familiar and adaptable digital tool, offers students the autonomy to select their learning content while delivering an experience that is both relevant and enjoyable.

Moreover, the observed rise in students' self-confidence when using newly acquired vocabulary reflects the development of self-efficacy Villegas et al. (2023) the belief in one's ability to perform language tasks effectively. Together, these findings suggest that Spotify enhances not only the cognitive dimensions of language learning but also the affective elements, both of the essential for successful foreign language acquisition.

Conclusion

Most of the 10th-grade EFL students at SMAN 25 Bandung have a positive view of the use of Spotify in improving their vocabulary mastery. Students stated that listening to English songs through Spotify helped them to understand the meaning of every word they heard, memorize new vocabulary easily, and improve pronunciation. Spotify is also considered a fun, flexible, and effective learning alternative compared to conventional methods such as textbooks. However, some obstacles remain, such as difficulty in understanding fast lyrics, slang or lyrics that contain a lot of informal language and interference from background music. These findings indicate that Spotify has the potential to be an informal language learning tool, especially when combined with a structured teaching approach.

However, this study has several limitations. First, this study was only conducted in one school, so these findings cannot be generalized widely. Second, the data obtained through the questionnaire are self-reports, so the participants' subjective perceptions and social tendencies can influence them. In addition, this study does not objectively disseminate mathematical development through tests but focuses on student's perceptions. Thus, although the results provide valuable

insights, the findings must be interpreted carefully and not generalized to the entire population of EFL learners in Indonesia.

For future research, it is recommended to include more schools and diverse student backgrounds to increase external validity. Researchers can also combine perception surveys with objective measures such as vocabulary tests to gain a more comprehensive of the impact of Spotify use. It can also investigate the long-term impact of music streaming platform use on other skills, such as speaking fluency, oral comprehension, and cultural awareness. Ultimately, utilizing popular digital platforms such as Spotify has the potential to open up new approaches to enhancing the appeal, interactivity and, relevant for the current generation of learners.

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