

## AN ANALYSIS OF LANGUAGE STYLE USED BY “ENGLISH WITH LUCY”, THE MOST SUBSCRIBED ENGLISH TEACHER CHANNEL ON YOUTUBE

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### Abstract

This article focuses on analyzing the language style used by the most subscribed English teacher channel on youtube from a sociolinguistics perspective. To address the study questions, a descriptive method was used in qualitative research. The data consisted of a transcript of an English teaching video from Lucy Bella Simkins, an online English teacher in her channel named English With Lucy entitled “DO NOT say "you're welcome"! Respond to "thank you" PROPERLY!”. The findings reveal a variety of speech styles used by the teacher predominantly employing a casual-consultative style.

**Keywords:** Speech Styles, Youtube, Sociolinguistics

### INTRODUCTION

Language serves as a powerful tool for communication, playing a pivotal role in shaping various aspects of human life. It significantly impacts domains such as education, social culture, economics, religion, politics, security, and defense. Essentially, language enables humans to communicate, express themselves, engage in interactions, and exchange ideas. It involves the articulation of thoughts through combinations of words, and the study of how language is used falls within the realm of linguistics. Linguistics is dedicated to the study of language itself, distinguishing itself from mere knowledge of a specific language. Within linguistics, the focus extends to both the structure and utilization of language, delving into the construction of language meaningfully. Various linguistic approaches, such as pragmatics, phonology, morphology, syntax, semantics, sociolinguistics, and psycholinguistics, explore the intricate workings and nuances of language.

Understanding speech styles and their impact on communication is critical. Hermagustiana (2018) explains how speech styles communicate linguistic nuances in conversations, influencing interactions

significantly. Speech patterns, whether written or spoken, involve the deliberate choice of vocabulary and structure to efficiently communicate ideas. In educational contexts, the way teachers communicate with their students reflects their approach, intimacy level, and classroom dynamics, thereby affecting learning outcomes and student engagement. The linguistic style of teachers is essential to successful learning, as students' understanding is influenced by the way teachers use language. Appropriate use of language by teachers aids in the smooth operation of the teaching and learning process, reducing the need for repetitive explanations.

Language style, according to Holmes, is a type of linguistic variation where the speaker selects certain semantic structures over others to convey similar information. This variation reflects shifting situational elements, such as the topic, task, recipient, or venue. Teachers employ specific language styles depending on whether they are speaking with students or other teachers. Speech styles, therefore, serve as a measure of teacher-student interactions and overall education quality.

Recognizing the importance of this topic, this research aims to explore the speech styles used by Lucy Bella Simkins, an online

English teacher on YouTube through her channel "English With Lucy." This channel has gained the most subscribers among other English teaching channels. From a sociolinguistic perspective, this mini-research focuses on two key topics: first, the varieties of speech styles detected in Lucy's English instruction videos; and second, the prevalent sorts of speech styles identified.

One way that social factors alter language expression is through speech style. According to Bakhtin (2014), discourse style differences are significant when people converse with different individuals about a given subject. Speech patterns can be considered an internalized characteristic of a person, influenced by various social settings. Arnold (2019) notes that a variety of societal factors impact how people communicate. Differences in status, gender, age, social distance, and occupation can cause people to adopt various language styles from their conversation partners. Several ways exist to study spoken and written language styles, focusing on vocabulary, grammar, and pronunciation. This distinction is crucial for choosing the right speech pattern for effective interpersonal communication. In the context of education, the speech pattern under discussion relates to strategies teachers use to increase their efficiency and provide the best possible English learning opportunities during class activities.

Joos categorizes speech patterns into five main types: frozen, formal, consultative, casual, and intimate. The frozen style or oratorical style is the pinnacle of formal communication meant for ceremonial occasions, such as palaces, church rituals, and state ceremonies (Buhari, 2022). Oratorical style is marked by carefully prepared text and slightly exaggerated tone, often used in public speaking engagements with large audiences. The formal style or deliberative style is typical in settings where communication is one-way, with little to no audience input, such as graduation ceremonies or public speeches. This style can also be used in one-on-one interactions with strangers in social situations.

The consultative style is used in professional or business settings among individuals with shared language skills but different expertise. It is less formal than formal or frozen styles and is common in small group discussions. The casual style is used among friends and co-workers to create a relaxed and informal atmosphere. It includes open and straightforward communication, usually within specific social groups, such as teenagers or young adults. The intimate style is characterized by non-standard forms, quick pronunciation, and nonverbal communication. It is typically used among family members, romantic partners, or close friends to signify intimate relationships.

This research uniquely explores these speech styles in the context of online English teaching, particularly focusing on Lucy Bella Simkins' instructional videos. By examining her speech styles, insights are gained into how various styles can impact student engagement and educational quality from a sociolinguistic perspective.

## RESEARCH METHODS

To address the study questions, a descriptive method was used in qualitative research. The qualitative descriptive approach, according to Bogdan and Taylor (1975), is a process that yields descriptive data in the form of verbal or written descriptions of people or action that may be witnessed rather than numerical data. The researcher gathered the data on his own. The primary tool or instrument in research is the researcher. The data consisted of a transcript of an English teaching video from Lucy Bella Simkins, an online English teacher in her channel named English With Lucy entitled "DO NOT say 'you're welcome'! Respond to 'thank you' PROPERLY!"

To make further analysis easier, the full transcription of the video was done. Using Joos' idea of speech styles, these transcriptions were then grouped according to the teacher's observed speech styles. The researcher then carefully reviewed, interpreted, and assessed

the analysis results to enable the extraction of significant insights and conclusions.

## RESULT AND DISCUSSION

### Result

The data analysis reveals that the instructor uses a range of speech patterns in her utterances on her YouTube teaching video.

**Table 1. Types of Speech Style Joss (1972)**

No.	Utterances	The Types of Speech Styles
1	Hello, everyone, and welcome back to English With Lucy. Today, I am going to be teaching you all of the ways that you can respond to thank you.	Formal
2	Now "you're welcome" or "you are welcome" is a perfectly valid way to respond to a thank you. But I think it's a little bit overused, especially by learners of English.	Consultative
3	You find one way you like to say things and then you say it again, and again, and again.	Casual
4	The purpose of this video is to expand your vocabulary bank, so that you have many more options when somebody thanks you.	Consultative
5	Let's begin with informal or casual phrases that you can use with your friends and family. The first one is, you're welcome.	Consultative
6	If you really want to emphasize that their thanks has been taken into consideration, you can say, "you're very welcome".	Casual
7	This is quite a British one, I think, for example, "thank you so much for packing my shopping for me". "Oh, you're very welcome".	Casual
8	Number two, this one is slightly more American. It's, no problem, no problem.	Casual
9	Bear in mind that the older generation seem to dislike this one. So keep that in your head if a slightly older person is thanking you.	Casual
10	Number three, the third way to respond to thank you is, thank you. (laughs)	Casual
11	If somebody thanks you but you think that they should be thanked, you can say, no, thank you. Or just, thank you.	Consultative
12	Number four, this one is much more formal. If we say it in its entire form it's, "the pleasure is mine".	Consultative
13	You can also shorten it to make it less formal by saying, my pleasure, or simply, pleasure, that's very casual.	Casual
14	Number five is a very friendly one. Only use this with people you know well. It's, I know you'd do the same for me.	Consultative
15	For example, I'd like to thank you for looking after my cat so well. The response, I know you'd do the same for	Casual

	me. I know you'd look after my cat, so I looked after yours. Even Stevens.	
16	Number six is much more casual. And it's slightly less heartfelt. You might say this if you don't really care.	Casual
17	But depending on the intonation and the tone of voice, it can also be quite warm. It's, "that's all right."	Consultative
18	And I thought, oh, I haven't heard that phrase in a while, I'm gonna put it in a video.	Casual
19	I've got my Facebook, I've got my Instagram and I've got my twitter. And I shall see you soon for another lesson.	Casual

The analysis of Lucy Bella Simkins' instructional video from her YouTube channel "English With Lucy" revealed a diverse range of speech styles. Predominantly, the speech styles identified were formal, consultative, and casual. The teacher's choice of language style varies based on the context and the intended audience of the instruction.

### Formal Style

This style is characterized by structured and precise language use, often utilized at the beginning of the video to welcome the audience and introduce the topic. For instance, the utterance "Hello, everyone, and welcome back to English With Lucy" exemplifies a formal tone aimed at setting a professional and engaging introduction.

### Consultative Style

This style appears frequently throughout the instructional parts of the video. It bridges the gap between formal and casual communication, making the content accessible while maintaining a degree of professionalism. Examples include explaining concepts or providing additional options for expressions, such as "Now 'you're welcome' or 'you are welcome' is a perfectly valid way to respond to a thank you."

### Casual Style

The casual style is utilized to create a relaxed and friendly atmosphere, especially when addressing familiar phrases or giving examples that resonate with everyday situations. Casual utterances like "You find

one way you like to say things and then you say it again, and again, and again” help in making the content relatable and easy to understand.

The prevalence of consultative and casual styles indicates an approach designed to engage learners by making the lessons feel more personal and less formal, thereby encouraging active participation and retention of information. The balance between these styles ensures that the content remains both informative and approachable, catering to a broad audience with varying levels of familiarity with the English language.

Overall, the strategic use of different speech styles by Lucy Bella Simkins reflects an effective method of delivering educational content on a digital platform. The variation in language styles not only enhances the learning experience but also demonstrates the adaptability required for effective online teaching.

## Discussion

The analysis of the speech styles employed by Lucy Bella Simkins in her instructional video from the "English With Lucy" YouTube channel reveals insightful aspects of language use in digital educational content. The three predominant speech styles identified—formal, consultative, and casual—serve distinct purposes and cater to different audience needs.

The **formal style** is strategically used at the beginning of the video to establish a professional and authoritative tone. This initial formality helps in setting clear expectations for the viewers, creating a structured and serious learning environment. Such an approach is effective in gaining the viewers' trust and attention, as it reflects the teacher's expertise and commitment to providing high-quality educational content. This finding aligns with Hermagustiana (2018), who emphasized the importance of teacher speech styles in professional development and classroom dynamics.

The **consultative style** bridges the gap between formal and casual communication. It

is characterized by its approachable yet professional tone, which is crucial in instructional contexts. This style facilitates a better understanding of complex concepts by making the content more accessible without compromising on the educational quality. Lucy's use of consultative style, particularly when explaining the various ways to respond to "thank you," exemplifies how this balance can enhance comprehension and retention of information. It also allows for a more interactive and engaging learning experience, as it invites viewers to think critically and participate actively. This is similar to the findings of Risnawati (2021), who noted that consultative styles in teaching promote better student-teacher interactions and improve learning outcomes.

The **casual style** is predominantly used to make the content relatable and engaging. This style helps in breaking down barriers between the teacher and the learners, making the lessons feel more personal and less intimidating. The use of everyday language and informal expressions makes the content more digestible, especially for viewers who might be intimidated by overly formal instruction. Lucy's casual interactions, such as sharing personal anecdotes or using humor, create a relaxed learning atmosphere, encouraging viewers to absorb the material in a stress-free manner. This echoes the results of Indra and Hamzah (2018), who found that casual language styles are effective in engaging younger audiences on social media platforms.

Comparing Lucy's approach to other research in the field of sociolinguistics and educational linguistics, several parallels and contrasts can be observed. For instance, Muziatun et al. (2020) analyzed the language styles of hosts in a talk show setting and found that a mix of consultative and casual styles was effective in maintaining viewer interest and facilitating understanding. This mix is similar to Lucy's approach, where she combines consultative explanations with casual, relatable language to keep her audience engaged.

However, unlike the findings of Namirah and Hidayat (2021), who highlighted the use of more intimate and casual styles in YouTube content to build a sense of community and closeness with viewers, Lucy maintains a certain level of professional distance. This difference can be attributed to the educational nature of her content, which requires a balance between approachability and authority.

From a sociolinguistic perspective, the varied use of speech styles in Lucy's videos underscores the importance of context in language use. The shifts between formal, consultative, and casual styles reflect the dynamic nature of online education, where the teacher must continuously adjust their language to maintain viewer interest and convey information effectively. This adaptability is crucial for digital educators, as highlighted by Arnold (2019), who discussed the role of societal factors in shaping communication styles.

Furthermore, the findings align with Joos' (1972) classification of speech styles, demonstrating their applicability in modern digital contexts. The study reaffirms that the choice of speech style is influenced by the interactional goals and the social relationship between the speaker and the audience. In the case of online teaching, this relationship is mediated through the screen, requiring a nuanced approach to language use that can transcend the physical absence of a traditional classroom.

In conclusion, the research provides valuable insights into the effective use of language styles in online education. Lucy Bella Simkins' adept use of formal, consultative, and casual speech styles in her "English With Lucy" videos exemplifies best practices in digital teaching. These findings can inform the development of teaching strategies that leverage speech style variation to enhance learner engagement and educational outcomes in digital learning environments. Comparisons with similar research underscore the importance of context and audience in determining the most effective speech styles for educational content.

## CONCLUSION

The research provides valuable insights into the effective use of language styles in online education. By analyzing the English teaching video by Lucy Bella Simkins on her YouTube channel "English With Lucy," the study reveals that the instructor employs a range of speech patterns, including formal, consultative, and casual styles. The casual style is particularly effective in creating a relaxed and friendly atmosphere, making the content relatable and easier to understand. For instance, casual utterances like "You find one way you like to say things and then you say it again, and again, and again" help to engage learners by resonating with everyday situations. The strategic use of consultative and casual styles indicates an approach designed to make the lessons feel more personal and less formal. This encourages active participation and enhances information retention, making the lessons accessible to a broad audience with varying levels of familiarity with the English language. In conclusion, Lucy Bella Simkins' adept use of varied speech styles exemplifies best practices in digital teaching. These findings can inform the development of teaching strategies that leverage speech style variations to enhance learner engagement and educational outcomes in digital learning environments. Comparisons with similar research underscore the importance of context and audience in determining the most effective speech styles for educational content. Overall, the variation in language styles not only enhances the learning experience but also demonstrates the adaptability required for effective online teaching.

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