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**DIGITAL MEDIA IN LINGUISTIC EDUCATION:
THE ROLE AND THE PRAGMATIC POTENTIAL OF YOUTUBE
VIDEOS IN ENGLISH LANGUAGE LEARNING FOR IT STUDENTS**

**ЦИФРОВІ МЕДІА В ЛІНГВІСТИЧНІЙ ОСВІТІ:
РОЛЬ І ПРАГМАТИЧНИЙ ПОТЕНЦІАЛ ВІДЕО YOUTUBE
У ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМИ
ІТ-СПЕЦІАЛЬНОСТЕЙ**

Kozub L. S.

*Candidate of Philological Sciences,
Associate Professor,
Associate Professor at the Department
of Foreign Languages
for Mathematical Faculties
Taras Shevchenko National University
of Kyiv
Kyiv, Ukraine*

Козуб Л. С.

*кандидат філологічних наук, доцент,
доцент кафедри іноземних мов
математичних факультетів,
Київський національний університет
імені Тараса Шевченка
м. Київ, Україна*

The rapid development and integration of digital technologies have significantly influenced various spheres of human activity, including education. In the context of linguistic education, digital media provide new opportunities for authentic communication, exposure to real-world language use, and the development of communicative competence. One of the most widely used and impactful digital media platforms today is YouTube, which has gained immense popularity among students. YouTube videos not only contribute to learners' professional growth and broaden their outlook but also play a crucial role in enhancing their language competence. According to G. BIANES, YouTube ranks second among the most visited websites in the world [1].

By exposing students to a wide variety of accents, speech patterns, and communication styles, YouTube helps improve their listening comprehension and pronunciation. Moreover, professional content on the platform enables learners to expand their specialized vocabulary and develop a deeper understanding of how terminology is used by technology experts who share their experiences and insights on diverse professional topics.

Various aspects of digital media have been investigated by numerous scholars from different disciplines. A. Delfanti and A. Arvidsson analysed the role and development of digital media in contemporary societies [2]. R. Erlam, J. Philp, and D. Feick explored how digital media can bridge

learning inside and outside the classroom by providing opportunities for authentic interaction, creativity, and game-based learning [3]. J.D. Maharani, W. Kusriandi, and R.P. Suminar examined the impact of using YouTube as a medium in English language learning [4]. M. Laeeq Khan investigated YouTube engagement and the motives behind users' liking and disliking of videos [5].

As a modern and dynamic medium, YouTube serves as a valuable and constantly updated source of authentic information. It provides access to reliable, real-world material that sometimes competes with what teachers offer, particularly in classes with IT students who are already deeply immersed in their field and well-informed about the latest technological innovations. In this case, the teacher's task extends beyond keeping up with current technological trends. Educators must also offer engaging, discussion-based activities on thought-provoking topics, guiding students to notice and analyse linguistic peculiarities, register differences, and pragmatic features of language use in YouTube videos.

The pragmatic potential of YouTube videos lies in their ability to expose learners to natural, context-dependent communication where meaning is conveyed through tone, situation, and speaker's intention. This helps students understand how English is used in real professional and intercultural contexts, fostering not only linguistic accuracy but also pragmatic awareness, which constitutes a key component of communicative competence in English for Specific Purposes (ESP).

Despite their advanced knowledge of IT, many students tend to mispronounce even basic words such as *address*, *artificial*, *components*, *computer*, *data*, *develop*, *hybrid*, *install*, *machine*, *media*, *service*, *sources*, *support*, often placing the wrong stress or producing inaccurate vowel sounds. These pronunciation errors frequently result from interference with their native language or the influence of non-native English content creators who are common in the IT community. Therefore, the role of the modern language teacher is to draw students' attention to pronunciation standards, help them distinguish among accents, analyse professional terminology and collocations, and activate newly acquired vocabulary through discussion and practice.

In conclusion, YouTube videos, when purposefully integrated into ESP classes, can serve not only as an authentic linguistic resource but also as a tool for developing students' pragmatic awareness and professional communicative competence. Their use encourages a more conscious and contextually appropriate application of language, enabling future IT specialists to communicate with greater accuracy, confidence, and intercultural sensitivity.

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