

YOUTUBE CHANNELS AS SUPPLEMENTARY TOOLS FOR THE DEVELOPING OF INTERNATIONAL STUDENTS ACADEMIC ENGLISH

Drozdova A.A., Dobrozhan A.I.

National Technical University «Kharkiv Polytechnic Institute», Kharkiv

In the evolving landscape of higher education, the support of international students in mastering academic English remains as a complex, multi-dimensional task. While direct instruction, guided reading and structured written exercises form the foundation of language training, additional digital tools such as YouTube offer educators an additional resource to reinforce language acquisition, especially in scientific and technical fields. YouTube's global reach and abundant English-language educational content make it a valuable, though not primary, component of language support strategies in academic settings.

Channels such as “Veritasium” (Derek Muller, Australia, 14.6M subscribers) present complex engineering and physics topics through hands-on demonstrations and articulate scientific reasoning, allowing students to observe fluent hypothesis articulation and methodological clarity. “Vsauce” (Michael Stevens, USA, 18.5M subscribers) navigates abstract theoretical questions using philosophically framed narratives, exposing learners to advanced academic vocabulary and syntax. “Kurzgesagt – In a Nutshell” (Studio, Germany, 21.8M subscribers) offers animated breakdowns of topics like AI and climate change, using deliberate pacing and structured metaphors that aid comprehension for non-native speakers. “SciShow” (Hank Green, USA, 9.2M subscribers) summarizes recent research in accessible segments, introducing students to scientific lexicon and peer-reviewed frameworks. “TED-Ed” (TED Conferences, USA, 19.8M subscribers) integrates storytelling with logical academic structuring, offering interdisciplinary lessons reinforcing argumentative clarity and rhetorical flow.

While these channels cannot replace formal instruction, they offer a variety of emphases and authentic discursive environments that complement traditional classroom teaching methods. They allow students to experience academic language in action through explanation, demonstration, and visual reinforcement. However, their informal structure and inconsistent referencing practices require contextualization and careful selection when integrated into curricula.

YouTube's effectiveness as a language support tool is greatly enhanced when combined with progressive technology. Automatic subtitle translation provides access in multiple native languages. Artificial intelligence-based summarisation tools facilitate effective outlining. And culturally adaptive content filtering allows complex concepts to be presented in a more familiar context. In addition, scientific terminology can be clarified using specialised translation tools developed for academic and technical fields. Together, these enhancements transform YouTube from a passive viewing platform into a dynamic learning environment, offering students a contextualised, multimodal introduction to academic English while reinforcing core subjects.