

НОВІТНІ ТЕХНОЛОГІЇ НАВЧАННЯ У ВИЩІЙ ШКОЛІ

UDC 378.147:811.111

DOI: 10.32342/2522-4115-2024-1-27-16

N.M. BLYNOVA,

*Candidate of Philological Sciences, Associate Professor,
Associate Professor of the Department of Foreign Languages,
Alfred Nobel University (Dnipro)*

S.I. MEDYNSKA,

*Senior Lecturer of the Department of Foreign Languages, PhD student,
Alfred Nobel University (Dnipro)*

A.O. VOLOBOIEVA,

*Lecturer of the Department of Foreign Languages,
Alfred Nobel University (Dnipro)*

DIDACTIC POTENTIAL OF YOUTUBE CHANNELS FOR ENHANCED ENGLISH LANGUAGE LEARNING IN NON-LINGUISTIC PROGRAMS

Modern teachers of foreign languages, working in non-philological specializations, face the challenge of diversifying didactic materials. The emergence of Web 2.0, technological advancements, and the information age present a plethora of opportunities to facilitate engaging, efficient, and high-quality English language learning for both educators and students.

***The purpose of the article** is to provide an in-depth analysis of English-language YouTube vlogs encompassing a diverse range of topics, intended for learners of various demographics, including age, gender, socioeconomic background, and English proficiency level. The study explores the potential of integrating these YouTube channels into classroom and independent learning activities for students enrolled in non-philological programs.*

***Methodology:** the research employed a multi-pronged approach. An analysis of existing literature on the research topic provided insights into the current state of mobile learning research, both domestically and internationally. A descriptive method enabled the researchers to synthesize the experiences gained during the exploratory phase. Finally, the synthesis of the gathered data facilitated the formulation and execution of the research concept.*

The study investigates the didactic potential of eleven YouTube channels for fostering English language learning (as a second foreign language) among students in non-philological programs. A selection of English-language vlogs has been analysed, encompassing categories such as everyday life (The Cottage Fairy), education (Lindie Botes, Ruri Ohama, RealLife English), culinary arts (Delish), popular science, (Geography Now, Smarter Every Day, Vsauce, Thomas Frank, Matt D'Avella), and culture and arts (Chris Stuckmann). These vlogs cater to a broad audience, varying in terms of age, English proficiency level, thematic focus, subscriber count, viewership statistics, and uploaded video content. The analysis revealed that the proposed materials can be seamlessly integrated into the learning process for first-year students categorized as elementary, pre-intermediate, and intermediate learners.

A unifying characteristic across the examined YouTube channels is the “edutainment” concept. This approach emphasises the achievement of educational objectives by combining a gamified learning experience with the instructional content itself.

The sheer variety of English language learning vlogs empowers learners to select topics that align with their personal interests, preferred language complexity, and desired level of visual engagement. Additionally, the content offers valuable knowledge for overall development. For educators, the primary advantage of YouTube channels lies in their ability to illustrate key lesson topics with engaging video

content delivered by native speakers or individuals who, like the students themselves, have learned English and can offer practical advice.

Visual content ranks among the most effective pedagogical tools. Strategically chosen YouTube vlogs can significantly enhance students' vocabulary development, facilitate the acquisition of idioms and colloquial speech patterns, improve pronunciation, strengthen linguistic competencies, and refine listening and speaking skills. Furthermore, the broad thematic range of the content contributes to an expanded worldview. Students gain exposure to diverse cultural aspects of other countries, acquire new knowledge about the world, develop effective time management skills, and glean a wealth of valuable and engaging information.

Keywords: YouTube Channel, teaching foreign language, the English language, competence, didactic material, didactic potential, grammatical material, lexical material.

Блинова Н.М., Мединська С.І., Волобоева А.О. Дидактичний потенціал каналів YouTube для розширеного вивчення англійської мови на немовних програмах.

Сучасний викладач іноземних мов, що працює на нефілологічних спеціальностях, стикається з необхідністю урізноманітнення дидактичного матеріалу. Web 2.0, розвиток технологій та інформаційна епоха як така відкривають широкі можливості для викладачів та здобувачів у вивченні англійської мови цікаво, оперативно, якісно.

Метою статті є аналіз англійських YouTube влогів на різну тематику, призначених для вивчення англійської мови відвідувачами різного віку, статі, соціального та матеріального стану, рівня володіння англійською, можливість використання каналів YouTube в аудиторній та самостійній роботі здобувачів нефілологічних спеціальностей.

Методи дослідження: аналіз джерел з теми дослідження дозволив зрозуміти стан розробленості теми, основні напрями вітчизняних та закордонних досліджень мобільного навчання; описовий дав можливість узагальнити досвід, отриманий у ході проведення розвідки; метод синтезу отриманих даних сприяв укладанню концепції дослідження та її втіленню.

Розглядається дидактичний потенціал 11 каналів YouTube при вивченні англійської мови як другої іноземної здобувачами нефілологічних спеціальностей. Проаналізовано низку англійських влогів, які можна класифікувати як побутові (The Cottage Fairy), навчальні (Lindie Botes, Ruri Ohama, RealLife English), кулінарні (Delish), науково-популярні, (Geography Now, Smarter Every Day, Vsauce, Thomas Frank, Matt D'Avella), культурно-мистецькі (Chris Stuckmann). Ці влоги розраховані на найрізноманітнішого глядача (за віком, рівнем володіння англійською, тематикою, кількістю підписників, переглядів, викладених відео). Було визначено, що запропонований матеріал можна логічно і природно ввести в навчальний процес здобувачів перших курсу рівнів elementary, pre-intermediate, intermediate.

Спільною рисою розглянутих каналів YouTube можна вважати концепцію «edutainment», за якої навчальні цілі досягаються шляхом поєднання ігрової форми та освітньої складової матеріалу, що розглядається.

Влоги для тих, хто вивчає англійську, вкрай різноманітні, завдяки чому кожен може вибрати близьку йому тематику, рівень складності мови, яскравість та привабливість картинки та корисність контенту для загального розвитку. Для викладача користь каналів YouTube полягає, перш за все, у можливості проілюструвати основну тему, що вивчається під час аудиторного заняття, відповідним цікавим відео контентом від носія мови або від людини, яка так само, як і студенти, вивчала англійську і може надати корисні поради.

Візуальний контент є одним з найбільш дієвих засобів навчання. Завдяки доцільно підібраним YouTube влогам здобувачі можуть значно розширити лексичний запас, засвоїти ідіоми та фразеологізми, притаманні розмовному мовленню, покращити вимову, поглибити лінгвістичні компетентності, покращити навички аудіювання і мовлення. Важливим чинником є збільшення кругозору, адже завдяки широкому тематичному розмаїттю контенту студент знайомиться з різними аспектами культури інших країн, дізнається нову інформацію про світ, навчається оптимально організувати свій час та отримувати багато важливих і цікавих знань.

Ключові слова: YouTube, методика викладання іноземних мов, англійська мова, компетентність, дидактичний матеріал, дидактичний потенціал, граматичний матеріал, лексичний матеріал.

Problem statement. When considering the acquisition of a foreign language by students of non-linguistic programs, it is crucial to have knowledge not only of “institutional English”, but also an awareness of the existence of regional dialects of English. This understanding is essential in order to effectively communicate with individuals from various parts of the globe. The contributions made by English-speaking authors from

different regions of the world can be immensely valuable in familiarizing oneself with the diverse variations of English. By watching vlogs, individuals have the opportunity to comfortably learn a foreign language without exerting excessive effort, while also enjoying content that aligns with their personal interests. It is evident that English-speaking vloggers cover a wide range of topics, leaving no subject untouched.

Analysis of latest research and publications. YouTube channels have been a focal point of interest for both national and international researchers. Several studies have delved into this topic. For instance, O.V. Chorna, in her research on the utilization of online learning tools for German language acquisition, highlights that integration of ICT enhances educational opportunities and broadens the scope of the educational domain. She emphasizes that publicly accessible resources like e-mail, blogs, forums, online applications, and video hosting platforms can be applied to build open learning environments and facilitate education [O.V. Chorna et al., 2019].

H. Arndt and R. Woore conducted a study comparing the effectiveness of vocabulary acquisition through English-language written blogs and video blogs. The findings revealed that learners experienced similar levels of incidental vocabulary learning from both reading blog posts and watching video blogs. Additionally, the study suggested that different types of vocabulary knowledge were acquired from each medium. Specifically, written blog entries were found to enhance orthographic knowledge more than video blogs. Moreover, there was some preliminary evidence indicating that video blogs facilitated better retention of the target words' grammatical functions and improved recognition and recall of their meanings [H.L. Arndt, R. Woore, 2018].

In their study, K.O. Portugal, S.D. Arruda and M.M. Dias analysed YouTube as a platform for informal learning. They highlighted the fact that a considerable number of users dedicate their time on YouTube to watch videos that have the potential to be educational. The researchers view YouTube as "a specific case of a general learning venue, which consists in a learner, some knowledge and a source of knowledge, along with their relationships" [K.O. Portugal, S.D. Arruda, M.M. Dias, 2018]. This perspective underscores the significance of YouTube as a medium for acquiring knowledge and expanding one's learning experiences.

Souhila Bennaceur and Lydia Allali, in their study on YouTube channels as a teaching material for Master One (M1) level students, underscore the significance of their research by investigating the impact of Educational YouTube channels on the development of learning self-confidence among Master One (M1) students. Additionally, they seek to understand the attitudes of Master One (M1) learners towards the utilization of this platform. Lastly, the study aims to analyse the role of educational YouTube channels in enhancing students' learning self-confidence [S. Bennaceur, L. Allali, 2021].

S. Vodneva, T. Klets, O. Malysheva, N. Presnyakova, and M. Starovoitova researched the potential use of digital technologies in the educational setting. The authors stated that digital technologies can serve as a comprehensive tool for teaching foreign languages in higher education institutions. They emphasised the importance of seamlessly integrating traditional teaching methods with information and communication technologies, as well as ensuring the methodical organization of the educational process. The findings from the pedagogical experiment demonstrated the effectiveness of applying information and communication technologies to enhance students' learning outcomes, boost motivation for foreign language acquisition, and create a conducive environment for developing students' speaking skills, independent learning abilities, and self-regulation [S. Vodneva et al., 2021].

Identification of previously unaddressed components within the overarching issue. Expanding the range of instructional resources is a pressing concern for contemporary foreign language educators who instruct students in non-linguistic programs.

The purpose of the article is to provide an in-depth analysis of English-language YouTube vlogs encompassing a diverse range of topics, intended for learners of various demographics, including age, gender, socioeconomic background, and English proficiency level. The study explores the potential of integrating these YouTube channels into classroom and independent learning activities for students enrolled in non-philological programs.

Methodology: the research employed a multi-pronged approach. An analysis of existing literature on the research topic provided insights into the current state of mobile learning research, both domestically and internationally. A descriptive method enabled the researchers

to synthesize the experiences gained during the exploratory phase. Finally, the synthesis of the gathered data facilitated the formulation and execution of the research concept.

The current state of technological advancement in the online realm, coupled with the information age we currently reside in, presents ample opportunities for enhancing the methods of teaching English and expanding the range of educational tools that facilitate more effective, efficient, and engaging foreign language learning. While the didactic potential of English-language guides and mobile applications for language acquisition has already garnered attention from researchers of this problem [O. Kurylova, N. Blynova, V. Pavlenko, 2023; Н.М. Блинова, Н.Е. Полишко, 2021, 2022], the exploration of English-language vlogs on YouTube remains an area that requires further investigation. This is because video channels on this platform offer an extensive array of content, which not only aids in the optimal comprehension of foreign language materials but also enables learners to acquire valuable skills and abilities demonstrated by the vlog hosts.

Presentation of the main research material. For our research, vlogs were chosen based on criteria including thematic focus and content, level of English proficiency required for comprehension, the specific style of the author/host, and the overall usefulness of the content for viewers learning English. A total of eleven YouTube channels were reviewed.

The Cottage Fairy vlog offers a unique and engaging approach to English language learning through its visually compelling storytelling format. Each video presents a self-contained narrative divided into three distinct parts, culminating in a thoughtful conclusion and a moral lesson. The vlog's creators skilfully blend captivating storytelling, evocative musical accompaniment, and a visually immersive backdrop to transport viewers to a specific time and place.

The vlog is created by Paola, who resides in a secluded rural area in a small cottage, and she discusses commonplace occurrences in her immediate environment.

The Cottage Fairy channel has 1.49 million subscribers and 180 videos at the time of research. The information about the channel states: "Salutations! Welcome to my little country cottage. Here I share little artistic vignettes from my world living as an artist in rural Washington State. Etsy shop" (<https://www.youtube.com/TheCottageFairy>).

The videos from this channel create an immersive experience that transports viewers to Victorian Britain. The content creator discusses the necessary steps for leading a fulfilling life, provides a detailed tour of her home, and emphasizes the importance of finding inner peace and aligning oneself with the world around them as a means of escaping the fast-paced nature of modern society. Several of these videos have garnered immense popularity, with titles such as "How I take care of myself living alone" amassing 4.3 million views, "The Beauty of an Ordinary Life" accumulating 3.9 million views, and "What I Learned from Living in a Rural Cottage" receiving 2.9 million views. Other notable videos include "A Quiet Day Spent Alone – Inspiration for Simple Living" with 1.7 million views, "Tour My Completed Cottage" with 1.5 million views, "How I make a living – according to my country cottage" with 1.3 million views, "I got married! – a little countryside farm wedding" with 1.3 million views, "My Life is Changing (and so is this channel)" with 1.1 million views, and "Choosing the Country Life – a bit about me" with 1 million views.

The videos are an excellent resource for acquiring new vocabulary and expressions commonly used to discuss daily routines and ordinary activities.

The Geography Now vlog serves as a platform where individuals from various countries and cities come together to share insights about their respective regions. In essence, it provides a genuine portrayal of the world, as locals discuss their homelands first hand, offering an authentic perspective on the unique characteristics of each place.

Geography Now, a YouTube vlog with over 3.29 million subscribers worldwide, offers a captivating exploration of geography through its extensive library of 713 videos. The authors of the channel note: "Welcome to Geography Now! This is the first and only YouTube Channel that actively attempts to cover profiles on every single country of the world. We are going to do them alphabetically so be patient if you are waiting for one that's down the road. CONTACT US if you are from a country that is coming up!" (<https://www.youtube.com/GeographyNow>).

Nevertheless, not all viewers may find the channel appealing due to the rapid speech of the video participants, the abundance of artistic elements in the broadcast, and the presence of rather harsh jokes. The videos are characterized by high levels of energy, with the hosts displaying

unrestrained gestures, facial expressions, and a wide range of language techniques. The creative team behind the vlog has clearly put in a lot of effort. The channel provides content on:

- Oceania (Tonga, Solomon Islands, Palau, Papua New Guinea, Samoa, Kiribati, Marshall Islands, Micronesia, Nauru, New Zealand, Australia, and Fiji);
- South America (Bolivia, Argentina, Peru, Brazil, Chile, Colombia, Ecuador, Guyana, Suriname, Uruguay, and Venezuela);
- North and Central America (Belize, Barbados, the Bahamas, Antigua and Barbuda, Canada, Cuba, the Dominican Republic, Costa Rica, Salvador, and Grenada);
- Central and Western Asia (Bahrain, Azerbaijan, Armenia, Afghanistan, Georgia, Iran, Iraq, Israel, Jordan, Kazakhstan, Kuwait, and Kyrgyzstan);
- European countries (Albania, Andorra, Austria, Bulgaria, Herzegovina, Belarus, Belgium, Croatia, Cyprus, and the Czech Republic);
- African countries (Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, the Central African Republic, Chad, Congo, and Comoros).

A number of videos received millions of views, e.g. about Congo (1.3 million), Algeria, Belarus (1.9 million each), Bulgaria (2.4 million), Austria (2.3 million), Armenia, Azerbaijan (2.1 million each), Brazil (2.5 million), Belgium (2.6 million), Chile (3 million), and Croatia (3.5 million).

The vlog covers a wide range of topics, but it is the materials about Israel, Canada, and Afghanistan that particularly capture the attention of the audience. These three countries have garnered significant interest, with Israel leading the pack at 6.3 million views, followed by Canada at 3.9 million, and Afghanistan at 3.7 million.

Each 15-minute video is packed with valuable information, making it a great resource for those interested in studying different countries. We believe that students who have a strong command of English, at a level no lower than B2, will be able to fully appreciate the content of this vlog.

Destin, an engineer, serves as the host of **Smarter Every Day**. The show's motto, "Explore the world through science", encapsulates its purpose. Each video not only presents visually stunning imagery but also offers a concise scientific explanation of the phenomena being discussed. This resource offers a wide range of vocabulary to describe objects in the world around us. The host, who is also the blog's author, delves into detailed explanations of how various mechanisms operate.

As of now, the Smarter Every Day channel has garnered a total of 11.4 million subscribers and has uploaded 374 videos. The creator of the channel highlights: "I explore the world using science. That's pretty much all there is to it. Watch 2 videos. If you learn something AWESOME, please subscribe if you feel like I earned it." (<https://www.youtube.com/smartereveryday>). The channel was established on April 4, 2006, and has accumulated a total view count of 1,180,337,757. The extensive viewership and subscription numbers suggest that the vlog offers a substantial amount of content. The videos are organized into thematic playlists for easy navigation and exploration:

- Everything About Eclipses (11 videos);
- Manufacturing Series (11 videos);
- Prince Rupert's Drop Deep Dive (8 videos);
- Farming Deep Dive (7 videos);
- Photography (9 videos);
- US Coast Guard Deep Dive (5 videos);
- Baseball Cannon (4 videos);
- Smarter Every Day Privacy Series (1 videos);
- Landing to the Moon (10 videos);
- Nuclear Submarine Deep Dive (9 videos);
- Social Media Misinformation (6 videos);
- Great Barrier Reef (8 videos), etc.

At the time of the study, there were a total of 22 playlists available on the channel. Nevertheless, this represents only a fraction of the content that Destin has created. In addition to this channel, he also manages a second one called "Smarter Every Day 2", which boasts an impressive 655 thousand followers.

The videos that have garnered the most views cover a wide range of topics. These views are in the millions. For instance, the video "Tattooing Close Up" has accumulated 86 million views

over a span of 9 years, while “How Houdini Died” has reached 32 million views. Furthermore, both “AK-47 at 27,450 frames per second” and “The Backwards Brain Bicycle” have each amassed 30 million views.

Lindie Botes, a South African presenter, has acquired a profound understanding of the English language since her early education. With a genuine desire to assist fellow beginners, she generously imparts her own experiences, accomplishments, and innovative ideas. The primary emphasis of her channel lies in fostering conversational skills, thereby providing a valuable platform for learners to practice and enhance their communication abilities.

The channel was registered in Singapore on September 11, 2013. 332 thousand viewers subscribed to the vlog. It is possible to view 425 videos there, and the videos have received 32,220,679 views. The author emphasizes: “Hi! I’m Lindie. I make videos about language learning and healthy mindsets. Subscribe for videos of my learning methods, app reviews, progress updates and more.” (<https://www.youtube.com/LindieBotes>)

Since the author is a polyglot, it is not surprising that the content is divided according to the languages that Lindie studied, namely: Spanish, English, Thai, Hungarian, Japanese and Korean.

The videos in English discuss the tools that proved most beneficial for Lindie in her language learning journey. They also provide guidance on learning a foreign language from the comfort of one’s home, effectively managing time for language learning, common mistakes made by self-learners, the ideal mindset for efficient and proficient language acquisition, strategies for learning a language without an English-speaking environment, and tips for native English speakers seeking to enhance their language skills.

The videos that have garnered the most attention is those that focus on the topic of learning a foreign language without the assistance of a native speaker, with a total of 224,000 views. Additionally, videos discussing the methods of learning multiple languages simultaneously have gained significant traction, accumulating 426,000 views. Furthermore, videos addressing the dilemma of selecting a language for learning purposes have also attracted a considerable audience, accumulating 314,000 views. The vlog’s content is captivating, as it offers valuable insights into the intricacies of language acquisition.

The presenter employs a simplistic language style, making the information easily comprehensible to viewers. Moreover, the advice provided in these videos regarding the nuances of learning foreign languages is both appropriate and logical, ensuring that viewers receive practical guidance in their language learning journey.

Chris Stuckmann’s vlog will interest those who like computer games, movies and anime (<https://www.youtube.com/ChrisStuckmann>).

Chris Stuckman’s channel was registered on January 6, 2011. Today, the vlog has 2.04 million subscribers who can watch 1768 videos. The total number of views is 751,660,211.

The channel’s creator is a qualified reviewer of Rotten Tomatoes, the renowned English film platform. Through meticulously crafted presentations in his videos, he discusses films, fan theories, and much more. Given the widespread popularity of learning a foreign language, it comes as no surprise that the channel has garnered a sizable following. For English learners, the channel serves as an excellent resource to enhance vocabulary, refine pronunciation, immerse in the language’s culture, and gain insights into movies, games, and cartoons.

The content is divided into the following categories:

- Special videos (clips dedicated to the acquisition of a million subscribers by the channel, stories about the specifics of the film critic’s work, the author’s life story and his development as a professional film critic, stories about his DVD collection, personal rating of scary movies);

- Video games (reviews of games about Spider-Man, Star Wars, Legends of Zelda, Resident Evil are provided);

- Analysed films (“Once Upon a Time in Hollywood”, “2001: A Space Odyssey”, “Blade Runner”, “It Comes at Night”, various parts of the “Star Wars” saga, etc.);

- Anime reviews;

- Fun reviews of popular movies;

- Special editions for Halloween.

The number of views for videos can greatly differ. The Battle for Earth movie review received the highest number of views, reaching 2.1 million. It was followed by videos discussing the issues

with action movies, which garnered 3.7 million views, and videos addressing the problems with horror films, which accumulated 3.4 million views.

Overall, the content provided is captivating, enjoyable, and educational. As the author analyses popular culture content, individuals seeking to enhance their English proficiency will find it accessible and enriching. They will have the opportunity to learn valuable insights, amusing perspectives, and expert opinions from a professional critic.

Delish, a cooking-focused vlog in English, caters to the culinary enthusiasts. When acquiring a foreign language, culinary art becomes one of the most sought-after subjects. The proficiency in effectively communicating in food establishments relies on a diverse vocabulary encompassing dish names, recipes, culinary techniques, as well as practical knowledge such as dining etiquette in foreign countries, selecting high-quality ingredients, and budget-friendly food choices. Additionally, Delish also explores intriguing aspects of the culinary industry.

The channel was incorporated in the United States on December 10, 2014. The number of subscribers today is 1.23 million. It is possible to watch 3,502 videos, and the number of views at the time of research was 313,134,016.

The authors note: "Not much of a cook? That's ok – because Delish isn't 'just' recipes. We equally celebrate those who love to cook and those who just really love to eat. Wherever you fall on that spectrum, you'll find your people here. Delish is made up of our awesome test kitchen staff and hosts: catch Justin and Brooke walking you through classic recipes that have been tested dozens of times while watching Adriana eating her way through America's most famous adventure theme parks. Feeling nostalgic for restaurants from your childhood? Julia tries every chain restaurant's menu (we're talking, like... every menu item) and tells you which is really worth it. Watch Jackie tour the nation's top stadiums while Rome shows how farm ingredients make it to your table in Farm to Table" (<https://www.youtube.com/delish>).

The channel features multiple individuals demonstrating simple cooking techniques, critiquing nearby eateries and food franchises, discussing the preferred meals of notable figures, such as royalty, and providing tips on preparing large quantities of food without breaking the bank. The content is presented in a highly casual style, characterized by expressive facial expressions, lively gestures, vibrant cinematography, and mouth-watering footage of dishes – all aimed at engaging viewers who enjoy this informal approach to interaction between creators and viewers. The videos are both informative and entertaining, offering a colourful and engaging viewing experience. The number of views varies from a few million (5.1 million for the video "I made 8 dinners for two people from 25 dollars") to several thousand (5.1 thousand views of "How people are made").

"Our World is Amazing," proclaims Michael Stevens, the creator of the YouTube channel Vsauce. Established in the summer of 2010 and registered on July 30, 2007, Vsauce has amassed a remarkable 21 million subscribers and boasts a library of 509 videos that have been viewed a staggering 3,694,048,469 times (<https://www.youtube.com/vsauce1>).

Michael Stevens is characterized as "an expert in bringing science into everyday life", a very charismatic presenter who conducts episodes in a provocative manner, using, for example, such expressions as "You are a piece of meat located around a central hole" (video "How many holes in the human body?"). Some of the topics may seem complicated, or, on the contrary, very simplistic. Michael encourages the viewers to show curiosity, ask questions, and be eager to hear comprehensive answers. The content is grouped under several headings:

- Mind Field (3 seasons);
- Knowledge;
- Space;
- Human behaviour;
- Earth.

Thematic videos are very successful, for example, the videos "The Power of Suggestion" (89 million views), "The Banach – Tarski Paradox" (43 million), "Isolation", "What will we miss?" (32 million each), and "How Earth Moves" (28 million views). Videos last 15-20 minutes.

The popular science format aligns perfectly with the concept of "edutainment," which in our view contributes to the significant number of views. Additionally, the charisma of the host, interesting material, and original presentation play a significant role. For those learning English,

the vlog's appeal lies in its wide range of topics, providing the opportunity to learn about various phenomena and consequently acquire vocabulary across many themes.

Ruri Ohama is a Japanese-Turkish vlogger who has carved a niche in the realm of business English education. Her YouTube channel, established on December 2, 2017, in the United Arab Emirates, has amassed a loyal following of 1.27 million subscribers. Despite a relatively modest video count of 149, Ohama's content has garnered an impressive 56,427,529 views, a testament to her engaging and effective teaching style (<https://www.youtube.com/RuriOhama>).

The channel is almost entirely in English. The host shares her experience of studying a foreign language with the audience. Therefore, those who want to follow the same path can familiarise with Ruri's experience.

The video leaders are as follows: "How I Learned English by Myself for Free without Studying" (2.6 million views), "Why You Understand English, but can't Speak Fluently" (6.3 million views), and "For Those Who Feel Like Giving Up – My Story" (428 thousand views). Videos last 12-17 minutes. The author not only furnishes instances of using the English language, but also extends psychological assistance to individuals who have encountered challenges during the process of acquiring English proficiency.

Thomas Frank provides the following channel information: "I make videos that help you be more productive – whether you're in high school, college, university, or the real world. That includes study tips to help you learn faster and ace your exams, advice on destroying procrastination, reading and note-taking strategies, and more. You can't prove that I don't fight bears in my spare time. The duties: I currently upload 3 or 4 videos a month. A weekly podcast Sometimes I interview people, sometimes my friend Martin co-hosts the show with me. Lots of blog posts 10 years' worth, in fact – many of which I wrote when I was a college student" (<https://www.youtube.com/Thomasfrank>).

Registered in the United States on December 3, 2006, the channel has 2.97 million fans, 278 videos, and 178,254,459 views.

The material is organized according to a number of headings:

- Notion Tutorials and Templates (tutorials, templates, and other tips about Notion – my favourite productivity app);
- How to work from home;
- Effective studying and learning;
- Master your money;
- Productivity, Habits, and Defeating Procrastination (Build strong habits, eliminate procrastination and distractions, and learn how to focus on your work more effectively. This playlist is dedicated to videos based on productivity-related subjects);
- Earning A's – Improving Test and Exam Grades (Tips on how to study for final exams, tests, and quizzes. Learn how to beat test anxiety, stop making stupid mistakes and errors, and prepare and revise effectively);
- Apps, Websites, Tools, and Other Resources for Students (Videos pointing you to all sorts of resources you might find helpful – apps, sites, gear, textbook deals, whatever).

The videos with the biggest quantity of views are as follows: "5 Rules (and One Secret Weapon) for Acing Multiple Choice" (4.3 million views), "How to Make Yourself Study When You Have Zero Motivation" (3.7 million views), "7 Things Organized People Do That You (Probably) Don't" (3.1 million views), and "10 Books Every Student Should Read" (1.7 million views).

The author embodies the qualities of diligence, organization, and enthusiasm, serving as a role model for others. Through his teachings, he enlightens viewers on effective time management, enhancing memory function, and developing personalised memorisation systems that contribute to a more efficient organisation of their lives. His channel offers practical study strategies, valuable tips, useful apps, and printable resources that aid in optimising time management skills. The primary objective of his endeavours is to liberate viewers from the clutches of procrastination and disarray. The vlog comprises a series of instructional videos aimed at guiding individuals towards a better life and facilitating the acquisition of English language skills through the implementation of personalised and efficient learning schemes.

RealLife English was created for those who do not like to learn English using traditional methods, which involve memorising vocabulary, grammar and doing numerous exercises. Instead, viewers are offered dynamic, easy-to-understand, entertaining lessons.

“Every week we create lessons that guide you beyond the classroom to SPEAK English naturally and confidently, connect to the world, and use your English as the doorway to your greatest life. SUBSCRIBE so we can help you reach the next level with your English. Improve your comprehension of fast English and speak anytime, anywhere for FREE” (<https://www.youtube.com/RealLifeEnglish1>).

The channel was registered in Spain on March 3, 2012. To date, 789,000 people have subscribed to the vlog, who are able to improve their English level thanks to the posted 356 videos, the popularity of which is evidenced by the number of views – 21,504,885.

The videos are divided into two categories:

- Real English Podcast;
- English Fluency Coaching.

The number of views varies from 1 million (“How I Understand 100% What Natives Say”) or 909 thousand (“How You Can Become a Fluent English Speaker”) to 17 thousand (“15 Stranger Things About American Culture”). The average number of views is 80,000.

The material is created not only to enhance the English proficiency of the audience but also to improve their general well-being. This is accomplished through a video that discusses the importance of setting goals correctly, staying motivated, and developing productive habits. Vocabulary acquisition is facilitated through the edutainment method, which presents information in an engaging video game format and provides examples of words and expressions from well-known films, TV series, cartoons, and songs.

Vlog by **Matt D’Avella**. The author is known for his honest documentaries about the minimalist lifestyle.

“Hi, my name is Matt. I made a documentary a few years back called Minimalism that trended on Netflix and now I make YouTube videos. Some people (Jeff) would consider this a huge step backwards and a massive failure (Jeff) but I’m honestly pretty happy with how things turned out... If you like learning about things like minimalism, happiness, productivity, biceps, dodging existential dread, eating food ... or overthinking everything, then you’re in the right place. Please subscribe so my mother-in-law thinks this is a better career choice than being a doctor” (<https://www.youtube.com/MattDAvella>)

The author registered the channel on July 25, 2011 in the United States of America. At the time of the study, the vlog contained 424 videos that had been viewed 295,882,934 times. The number of subscribers was 3.78 million people.

The content is divided into categories:

- 30 Days Experiments;
- Minimalism;
- Productivity;
- Habits;
- Life Changing Advice.

Among the leaders of views are the following videos: “One Day in the Life of a Minimalist” (17 million views), “I Quit Sugar for 30 Days” (10 million views), “12 Habits That Changed My Life” (6.9 million views), “I Took Cold Showers for 30 Days” (6.5 million views), “My Simple Productivity System” (2.3 million views), and “How One Habit Changed My Life” (1.9 million views).

Matt characterises his videos as moderately entertaining. Nonetheless, his content is highly educational, engaging viewers with a practical focus. This platform offers a valuable opportunity to practise authentic spoken English. It assists in shaping a constructive mindset and a proper approach to learning.

The straightforward and lucid language used by the creator enables viewers to refine their English skills and acquire beneficial life skills related to self-management and a healthy lifestyle.

Conclusions. The preceding discussion has explored several YouTube vlogs that can serve as valuable supplementary resources for non-English majors seeking to enhance their English language proficiency. These vlogs, representing diverse genres and approaches, offer engaging and effective ways to supplement traditional language learning methods and foster a deeper understanding of the English language and its nuances.

The analysed YouTube channels can be classified (quite tentatively, without claiming to be comprehensive) as follows:

- Household (The Cottage Fairy).
- Educational (Lindie Botes, Ruri Ohama, RealLife English).
- Culinary (Delish).
- Popular science (Geography Now, Smarter Every Day, Vsauce, Thomas Frank, Matt D'Avella).
- Cultural and artistic (Chris Stuckmann).

The Cottage Fairy YouTube channel (<https://www.youtube.com/TheCottageFairy>) offers a delightful and unique approach to English language learning, particularly for those who appreciate a leisurely, contemplative style of instruction and a Victorian-inspired aesthetic. Its soothing and serene videos introduce viewers to everyday vocabulary in a captivating manner. The presenter's language is simple, well-balanced, and easy to follow, making it an excellent choice for learners seeking a gentle and engaging language learning experience.

Geography Now presents a unique perspective on travel blogging through its platform on YouTube (<https://www.youtube.com/GeographyNow>). It invites individuals from diverse regions across the globe to share their insights on captivating destinations within their respective countries. As the channel showcases a wide array of countries and their inhabitants, the language used is vibrant, and the videos are infused with humorous anecdotes. However, this casual approach may occasionally hinder the clarity of the content presented in the videos.

Smarter Every Day (<https://www.youtube.com/smartereveryday>) caters to the inquisitive individuals who seek to expand their knowledge not only in foreign languages but also in discovering new and intriguing aspects of the world. The author provides a very wide range of thematic video selections, which attracts users.

Lindie Botes (<https://www.youtube.com/LindieBotes>) is a multilingual individual. Consequently, the content creator imparts her journey of language acquisition, uncovering the key motivations for success, and recommending the most effective language learning applications, according to Lindie's perspective.

Chris Stuckmann, a renowned content creator on YouTube (<https://www.youtube.com/ChrisStuckmann>), provides a wide range of content encompassing movies, video games, and anime. Due to the significance of these subjects, his channel has gained immense popularity worldwide. For English learners, Chris's vlog holds great value as it not only aids in expanding one's vocabulary and enhancing pronunciation skills, but also offers captivating insights into the realm of film art, animated productions, and computer games.

Delish (<https://www.youtube.com/delish>) is an invaluable channel for individuals seeking to enhance their English language skills. This vlog is solely focused on the art of cooking. The diverse range of content offered on this platform enables viewers to acquire knowledge on cooking simple dishes from various countries. Additionally, Delish provides insightful reviews of intriguing culinary destinations and acquaints viewers with the culinary customs and practices of renowned individuals. The content caters to a wide audience, encompassing those interested in expanding their thematic vocabulary, exploring the culinary traditions of different nations, and gaining insights into the specifics of local English variants, as the videos are created by authors from several countries around the world.

Vsauce (<https://www.youtube.com/vsauce1>) has adopted a popular science style of presentation that corresponds to the concept of 'edutainment', which, together with a wide range of interesting topics and the charismatic author's sometimes provocative presentation, contributes to a large number of views.

Ruri Ohama (<https://www.youtube.com/RuriOhama>) offers viewers tips on learning English based on the author's own experience. An attractive nuance is the provision of psychological help to those who, for example, are embarrassed to speak English.

Thomas Frank, a renowned YouTuber with a channel named after him (<https://www.youtube.com/Thomasfrank>), assists individuals in enhancing their life organisation skills. He offers valuable guidance on developing efficient strategies that aid in the acquisition of foreign language proficiency.

RealLife English has gained significant popularity as an educational platform for English language acquisition through the use of feature films and cartoons. New videos are uploaded on a weekly basis to the channel (<https://www.youtube.com/RealLifeEnglish1>), catering to learners of all proficiency levels. Viewers are often drawn to the visual aids incorporated in the main video, where the authors skillfully integrate new phrases with excerpts from popular songs, artworks, TV series, and cartoons.

Matt D'Avella (<https://www.youtube.com/MattDAvella>) gives advice in good English on how to develop healthy habits, how to become healthier, how to live a minimalist lifestyle, how to be as productive as possible.

Therefore, English learning vlogs represent a wide range of diversity, encompassing various themes that form a vibrant spectrum. Individuals have the opportunity to select a topic that resonates with them, considering factors such as language complexity, visual appeal, and overall educational value.

The use of YouTube video hosting can be considered as an extremely pertinent and progressive approach to teaching English to students of non-philological specialties. By incorporating supplementary videos as didactic resources, instructors are able to effectively demonstrate the subjects covered in class, make the most efficient use of time allocated for independent study of the material, introduce students to various national variations of the English language, and broaden their horizons. Visual content serves as a highly effective tool for learning, enabling students to greatly enhance their vocabulary, acquire idioms and colloquial expressions commonly used in spoken language, refine their pronunciation, deepen their linguistic proficiency, and hone their listening and speaking skills.

Certainly, the selection of English-language vlogs extends beyond the ones that have been discussed. This poses a new challenge for researchers: identifying which content is beneficial for English language acquisition and can be used as supplementary material for self-study or classroom activities.

Bibliography

Блинова, Н.М., Полішко, Н.Є. (2021). Англomовний путівник як матеріал для здобуття професійних компетенцій студентами туристичних спеціальностей (на прикладі серії видань *Awesome Ukraine*). *Вісник університету імені Альфреда Нобеля. Серія «Педагогіка і психологія»*. Педагогічні науки, 1 (21), 224–236. doi: 10.32342/2522-4115-2021-1-21-26.

Блинова, Н.М., Полішко, Н.Є. (2022) Англomовний путівник як дидактичний матеріал для набуття професійних компетенцій студентами туристичних спеціальностей (на прикладі серії видань *Awesome Ukraine*). *Вісник університету імені Альфреда Нобеля. Серія «Педагогіка і психологія»*. Педагогічні науки, 1 (23), 90–101. doi: 10.32342/2522-4115-2022-1-23-11.

Arndt, H.L., Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning & Technology*, 22(3), 124–142. doi: 10.125/44660.

Bennaceur, S., Allali, L. (2021). The role of educational YouTube Channels in increasing students' self-confidence. Case study: Master one students of the department of English at MMUTO. *Université Mouloud Mammeri Tizi Ouzou*. Retrieved from <https://dspace.ummto.dz/items/119db455-c02c-4742-8c94-f2c2e6b9ab71>

Chorna, O.V., Hamaniuk, V.A., Uchitel, A.D. (2019). Use of YouTube on lessons of practical course of German language as the first and second language at the pedagogical university. *CTE Workshop Proceedings* [Online], 6, 294–307. doi: 10.55056/cte.392

Kyrylova, O., Blynova, N., Pavlenko, V. (2023). The perspectives for mobile application use in media education. *Interactive Learning Environments*, 1–8. doi: 10.1080/10494820.2023.2186897

Portugal, K.O., Arruda, S.D., Dias, M.M. (2018). Free-choice teaching: how YouTube presents a new kind of teacher. *Revista Electrónica de Enseñanza de las Ciencias*, 17 (1), 183–199.

Vodneva, S., Klets, T., Malysheva, O., Presnyakova, N., Starovoitova, M. (2021). Didactic potential of digital technologies in foreign language. Teaching of University Students. In E.V. Topopova, E.F. Zhukova, S.A. Malenko, T.L. Kaminskaya, N.V. Salonikov, V.I. Makarov, A.V. Batulina, M.V. Zvyaglova, O.A. Fikhtner, A.M. Grinev (Eds.), *Man, Society, Communication*, vol. 108. *European Proceedings of Social and Behavioural Sciences* (pp. 1665–1675). doi: 10.15405/epsbs.2021.05.02.209

References

- Arndt, H.L., Woore, R. Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning & Technology*, 2018, vol. 22, issue 3, pp. 124–142. doi: 10.125/44660.
- Bennaceur, S., Allali, L. The role of educational YouTube Channels in increasing students' self-confidence. Case study: Master one students of the department of English at MMUTO. *Université Mouloud Mammeri Tizi Ouzou*, 2021. Available at: <https://dspace.ummtto.dz/items/119db455-c02c-4742-8c94-f2c2e6b9ab71> (Accessed 09 April 2024).
- Blynova, N., Polishko, N. English guide as a didactic material for professional competences acquisition by students of hospitality and tourism programs (on the example of "Awesome Ukraine"). *Bulletin of Alfred Nobel University. Series: "Pedagogy and Psychology"*, 2022, no. 1 (23), pp. 90–101. doi: 10.32342/2522-4115-2022-1-23-11. (In Ukrainian).
- Chorna, O.V., Hamaniuk, V.A. and Uchitel, A.D. Use of YouTube on lessons of practical course of German language as the first and second language at the pedagogical university. *CTE Workshop Proceedings* [Online], 2019, vol. 6, pp. 294–307. Available at: <https://doi.org/10.55056/cte.392> (Accessed 09 April 2024).
- Kyrylova, O., Blynova, N., Pavlenko, V. The perspectives for mobile application use in media education. *Interactive Learning Environments*, 2023, pp. 1–8. doi: 10.1080/10494820.2023.2186897
- Polishko, N., Blynova, N. Guide in English as a material for professional competence acquisition by students of tourists' specialties (on the example of the guide series "Awesome Ukraine"). *Bulletin of Alfred Nobel University. Series: "Pedagogy and Psychology"*, 2021, no. 1 (21), pp. 224–236. doi: 10.32342/2522-4115-2021-1-21-26. (In Ukrainian).
- Portugal, K.O., Arruda, S.D., Dias, M.M. Free-choice teaching: how YouTube presents a new kind of teacher. *Revista Electrónica de Enseñanza de las Ciencias*, 2018, vol. 17, no. 1, pp. 183-199.
- Vodneva, S., Klets, T., Malysheva, O., Presnyakova, N., Starovoitova, M. Didactic potential of digital technologies in foreign language. Teaching of University Students. *Man, Society, Communication*, vol. 108. *European Proceedings of Social and Behavioural Sciences*, 2021, pp. 1665–1675. doi: 10.15405/epsbs.2021.05.02.209

DIDACTIC POTENTIAL OF YOUTUBE CHANNELS FOR ENHANCED ENGLISH LANGUAGE LEARNING IN NON-LINGUISTIC PROGRAMS

Blynova Neliia, Candidate of Philological Sciences, Associate Professor, Associate Professor of the Department of Foreign Languages, Alfred Nobel University, Dnipro.

E-mail: blynova.n@duan.edu.ua

ORCID ID: 0000-0003-0880-8453

Medynska Svitlana, PhD student, Senior Lecturer of the Department of Foreign Languages, Alfred Nobel University, Dnipro.

E-mail: medynska@duan.edu.ua

ORCID ID: 0000-0003-0138-7246

Voloboieva Anna, Lecturer of the Department of Foreign Languages, Alfred Nobel University, Dnipro.

E-mail: voloboieva.a@duan.edu.ua

ORCID ID: 0009-0002-7710-6922

DOI: 10.32342/2522-4115-2024-1-27-16

Keywords: YouTube Channel, teaching foreign languages, the English language, competence, didactic material, didactic potential, grammatical material, lexical material.

The article is devoted to the didactic potential of English-language YouTube vlogs for learning English as a foreign language by students of non-philology programs.

Modern teachers of foreign languages, working in non-philological specializations, face the challenge of diversifying didactic materials. The emergence of Web 2.0, technological advancements, and the information age present a plethora of opportunities to facilitate engaging, efficient, and high-quality English language learning for both educators and students.

The **purpose** of the article is to provide an in-depth analysis of English-language YouTube vlogs encompassing a diverse range of topics, intended for learners of various demographics, including age, gender, socioeconomic background, and English proficiency level. The study explores the potential of integrating these YouTube channels into classroom and independent learning activities for students enrolled in non-philological programs.

Methodology. The research employed a multi-pronged approach. An analysis of existing literature on the research topic provided insights into the current state of mobile learning research, both domestically and internationally. A descriptive method enabled the researchers to synthesize the experiences gained during the exploratory phase. Finally, the synthesis of the gathered data facilitated the formulation and execution of the research concept.

The study investigates the didactic potential of eleven YouTube channels for fostering English language learning (as a second foreign language) among students in non-philological programs. A selection of English-language vlogs has been analysed, encompassing categories such as everyday life (The Cottage Fairy), education (Lindie Botes, Ruri Ohama, RealLife English), culinary arts (Delish), popular science, (Geography Now, Smarter Every Day, Vsauce, Thomas Frank, Matt D'Avella), and culture and arts (Chris Stuckmann). These vlogs cater to a broad audience, varying in terms of age, English proficiency level, thematic focus, subscriber count, viewership statistics, and uploaded video content. The analysis revealed that the proposed materials can be seamlessly integrated into the learning process for first-year students categorized as elementary, pre-intermediate, and intermediate learners.

A unifying characteristic across the examined YouTube channels is the “edutainment” concept. This approach emphasizes the achievement of educational objectives by combining a gamified learning experience with the instructional content itself.

The sheer variety of English language learning vlogs empowers learners to select topics that align with their personal interests, preferred language complexity, and desired level of visual engagement. Additionally, the content offers valuable knowledge for overall development. For educators, the primary advantage of YouTube channels lies in their ability to illustrate key lesson topics with engaging video content delivered by native speakers or individuals who, like the students themselves, have learned English and can offer practical advice.

Visual content ranks among the most effective pedagogical tools. Strategically chosen YouTube vlogs can significantly enhance students' vocabulary development, facilitate the acquisition of idioms and colloquial speech patterns, improve pronunciation, strengthen linguistic competencies, and refine listening and speaking skills. Furthermore, the broad thematic range of the content contributes to an expanded worldview. Students gain exposure to diverse cultural aspects of other countries, acquire new knowledge about the world, develop effective time management skills, and glean a wealth of valuable and engaging information.

Conclusion. The integration of English-language YouTube vlogs into the curriculum of non-philological programs presents a promising avenue for enriching the foreign language learning experience. The “edutainment” approach fosters a stimulating and interactive learning environment, catering to diverse learning styles and facilitating the acquisition of essential language skills and knowledge. Further research is necessary to explore the long-term efficacy of this approach and its impact on student learning outcomes.

Одержано 18.01.2024.