

YOUTUBE AS A SOURCE OF AUTHENTIC IT DISCOURSE FOR ESP LEARNERS: A STUDY ON LINUS TECH TIPS YOUTUBE CHANNEL

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Abstract. This study explores the use of YouTube as a source of authentic Information Technology (IT) discourse for English for Specific Purposes (ESP) learners. The research employs a descriptive qualitative design with documentation and qualitative content analysis methods. The data sources are five selected videos from the channel, chosen purposively based on their relevance to IT topics and pedagogical value. The data collection technique is documentation, where the videos and their transcripts are analyzed using qualitative content analysis. The findings demonstrate that integrating these authentic materials into ESP instruction, through structured pre-viewing, while-viewing, and post-viewing activities, provides significant pedagogical benefits. These include exposing learners to rich technical vocabulary in context, offering multimodal learning experiences, ensuring real-world relevance, and developing listening comprehension and critical thinking skills. Furthermore, the videos enhance learners' awareness of professional discourse norms and facilitate the integration of language and content knowledge, aligning with Content and Language Integrated Learning (CLIL) principles. The study concludes that Linus Tech Tips videos effectively bridge the gap between classroom learning and professional communication, recommending their systematic integration into ESP IT curricula to better prepare students for the linguistic demands of the global technology sector.

Keywords: English for Specific Purposes, Authentic Materials, Youtube, Information Technology, Linus Tech Tips

Abstrak. Penelitian ini mengkaji penggunaan YouTube sebagai sumber wacana otentik Teknologi Informasi (TI) bagi pembelajar Bahasa Inggris untuk Tujuan Khusus (ESP). Penelitian ini menggunakan desain kualitatif deskriptif dengan metode dokumentasi dan analisis konten kualitatif. Sumber data adalah lima video terpilih, yang dipilih menggunakan *purposive sampling* berdasarkan relevansinya dengan topik TI dan nilai pedagogis. Teknik pengumpulan data adalah dokumentasi, di mana video dan transkripnya dianalisis menggunakan analisis konten kualitatif. Temuan penelitian menunjukkan bahwa mengintegrasikan materi otentik ini ke dalam pengajaran ESP, melalui aktivitas terstruktur pra-penayangan, saat penayangan, dan pasca-penayangan, memberikan manfaat pedagogis yang signifikan. Manfaat tersebut meliputi pemaparan pembelajar pada kosakata teknis yang kaya dalam konteks, penyediaan pengalaman pembelajaran multimodal, penjaminan relevansi dunia nyata, serta pengembangan keterampilan menyimak dan berpikir kritis. Lebih lanjut, video-video tersebut meningkatkan kesadaran pembelajar akan norma wacana profesional dan memfasilitasi integrasi pengetahuan bahasa dan konten, yang sejalan dengan prinsip Pembelajaran Terintegrasi Konten dan Bahasa (CLIL). Studi ini menyimpulkan bahwa video Linus Tech Tips secara efektif menjembatani kesenjangan antara pembelajaran di kelas dan komunikasi profesional, serta merekomendasikan integrasinya secara sistematis ke dalam kurikulum ESP TI untuk mempersiapkan siswa lebih baik dalam menghadapi tuntutan linguistik sektor teknologi global.

Kata Kunci: Bahasa Inggris untuk Tujuan Khusus, Materi Otentik, Youtube, Teknologi Informasi, Linus Tech Tips

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INTRODUCTION

English for Specific Purposes, commonly known as ESP, is an approach to language teaching that is fundamentally centered on meeting the specific needs of learners in their respective academic or professional fields. This pedagogical approach focuses on developing English skills that are tailored to a learner's particular field, profession, or academic discipline. In the context of Information Technology, ESP emphasizes the mastery of specialized vocabulary, complex discourse patterns, and technical communication skills that are directly relevant to the discipline (Khamdamova et al., 2024). IT students are required to understand not only general English but also the highly specialized language used in technical documentation, software engineering reports, and professional troubleshooting discussions. Possessing these skills allows them to succeed in academic tasks, follow rapid global technological developments, and participate effectively in their future careers in a highly globalized industry.

In many educational contexts, specifically within developing nations, IT students often rely on general English courses that do not fully address the linguistic demands of their specialized field (Sukying, 2021). While these general courses help build basic proficiency, they often overlook the specific terminology and authentic communication styles used in the international technology sector. Consequently, learners may struggle to interpret technical specifications, understand complex error logs, or engage in collaborative problem-solving sessions conducted in English. This situation highlights the urgent need for targeted ESP instruction that aligns closely with the dynamic and evolving language demands of the Information Technology sector.

Authentic materials are resources that reflect real language use as it occurs in professional and social contexts (Jones, 2022). Unlike simplified textbook examples which are often artificial, authentic materials present language in its natural form, complete with real vocabulary, idiomatic expressions, and complex discourse structures. In the case of IT, authentic materials can expose learners to actual industry terminology, hardware analysis language, and the specific vernacular of tech support. This exposure helps students understand how technical language is applied in real-life contexts, including its tone, register, and the cultural nuances of the tech industry, which are often absent in artificial classroom texts. For instance, an authentic hardware review may include complex phrases like thermal throttling or instruction per clock, which would not typically appear in simplified ESL textbooks.

By engaging with authentic materials, students can learn not just the meaning of these terms but also their usage in context, such as during product evaluations or system diagnostic procedures (Romadhon, 2024). YouTube has become one of the most widely used online platforms for accessing free and diverse content, including a vast array of technical and educational topics (Mostafa et al., 2023). It offers up-to-date information and real-world discussions from credible channels that specialize in technology. Many of these videos feature detailed reviews, tutorials, and industry analysis. The audiovisual format of YouTube allows learners to improve listening skills while also engaging with visual cues such as circuit diagrams, benchmarks, and physical hardware demonstrations, which are integral to IT communication. The interactive nature of YouTube makes it especially valuable for learning. Students can pause, rewind, and replay segments to focus on difficult terminology or to better understand the flow of a technical explanation. For IT students, the availability of both audio and visual input means they can simultaneously improve their listening comprehension and analytical skills by observing how technical concepts are visually represented and verbally explained.

The YouTube channel Linus Tech Tips represents a significant source of authentic IT discourse. Hosted by Linus Sebastian and his team of writers and technicians, the channel is known for its high production values, in-depth technical dives, and coverage of a wide spectrum of technology ranging from consumer electronics to enterprise-grade server infrastructure. These videos offer authentic, up-to-date, and professional content that reflects real-world discourse in the technology sector. They provide learners with exposure to specialized vocabulary, informal and formal discussion styles, and analytical explanations used by professionals in the IT industry. By regularly engaging with these videos, students can familiarize themselves with how technical issues are discussed in global media, improve their listening comprehension, and enhance their ability to interpret complex technical information.

The inclusion of these YouTube resources in ESP IT classes offers learners opportunities to engage with up-to-date, relevant, and credible materials. By analyzing the language used in these videos, students can better understand not just the terminology but also the discourse strategies employed by professionals in the field. This approach ensures that learners are not only memorizing words but also developing the skills needed to comprehend and produce IT discourse in authentic contexts. Integrating Linus Tech Tips into ESP IT classes can provide learners with valuable exposure to authentic technical discourse. Through watching and analyzing these videos, students can develop their listening comprehension, expand their technical vocabulary, and observe how professionals communicate in the field.

There are several previous studies related to YouTube as a learning source for students. Listiani et al., (2021) highlighted the utilization of YouTube as a digital learning resource, specifically focusing on its application for teaching bilingual young learners. In terms of learner autonomy, Tyas (2022) investigated students' perceptions regarding Self-Directed Learning (SDL) in English acquisition using YouTube videos. Furthermore, Kristiani & Pradnyadewi (2021) examined the effectiveness of YouTube as a learning medium, demonstrating its capacity to specifically improve learners' speaking skills. However, there is a lack of targeted research that integrates IT discourse, ESP pedagogy, and the use of a reputable technology channel as the main learning source. This study offers a novel contribution by specifically investigating YouTube's role as a source of authentic IT discourse for ESP learners in the field of Information Technology, using *Linus Tech Tips* videos as the primary material. The primary objective of this study is to investigate the potential of YouTube videos from the *Linus Tech Tips* channel as a source of authentic Information Technology (IT) discourse for English for Specific Purposes (ESP) learners. Furthermore, it aims to conduct a qualitative content analysis of selected videos to identify technical vocabulary, discourse features, and pedagogical benefits within an ESP context. Ultimately, the research seeks to propose a structured framework for integrating such authentic materials into ESP IT instruction, thereby enhancing learners' readiness to meet the linguistic demands of the global technology sector.

METHOD

This study employed a descriptive qualitative research design. Descriptive qualitative research is a method used to describe and interpret phenomena by focusing on the characteristics, patterns, and meanings found in the data (Lim, 2025). It does not involve numerical analysis but instead emphasizes detailed explanations and interpretations (Furidha, 2024). The reason for choosing this design was that the research aimed to explore and describe how YouTube, particularly *Linus Tech Tips* videos, could serve as a source of authentic IT discourse for ESP learners. This approach allowed the researcher to analyze language use, vocabulary, and discourse features in their real context, providing a comprehensive understanding of their potential in ESP instruction. The data in this research were collected using the documentation method. The documentation method was a data collection technique that involved gathering and analyzing existing documents or recorded materials relevant to the study. It was particularly suitable for this research because it enabled the researcher to obtain authentic and naturally occurring language data without the need for direct interaction with participants. The main data source was technology videos from the *Linus Tech Tips* YouTube

channel. This platform was selected because it provided credible, up-to-date, and professionally produced technical reports that reflected authentic IT discourse. The videos covered various technical issues such as hardware assembly, software troubleshooting, network configuration, and product analysis, making them relevant for ESP IT learning.

The data in this study were analyzed using a qualitative content analysis approach adapted from Miles et al., (2015), this process consisted of three interactive stages which are data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and focused on relevant parts of the Linus Tech Tips videos and transcripts that contained IT discourse, while discarding unrelated content such as purely entertainment-based banter. Specialized technical terminology, expressions, and discourse features that were useful for ESP learning were identified and highlighted. In the data display stage, the extracted technical terms and discourse patterns were organized into categories such as hardware specifications, troubleshooting procedures, comparative analysis, and instructional language, with contextual examples from the videos presented to illustrate their authentic usage. In the conclusion drawing and verification stage, the researcher interpreted the findings to determine how Linus Tech Tips videos could be used as authentic materials in ESP teaching, suggested strategies for integrating such discourse into classroom activities, and verified the patterns found in the data to ensure that the results accurately reflected language use in the videos. This process enabled the study to not only identify relevant IT vocabulary but also demonstrate the pedagogical value of authentic YouTube content in enhancing ESP learners' understanding and application of technical discourse.

RESULTS

Incorporating authentic video materials, such as Linus Tech Tips technical reviews and guides, into English for Specific Purposes instruction offers learners direct exposure to real-world language use within their professional field. These videos present current technological issues, expert analyses, and specialized terminology in natural contexts, enabling students to develop both linguistic and content knowledge simultaneously. To maximize their learning potential, it is essential to structure classroom activities around the videos, guiding students before, during, and after viewing. The following analysis outlines a practical approach for using such videos effectively in ESP classes focused on Information Technology, utilizing specific examples from the channel to illustrate the pedagogical framework.

The first example analyzes a video focused on the topic of PC assembly, titled "How to Build a PC, the Last Guide You'll Ever Need!" This comprehensive guide offers expert instruction on the assembly of a desktop computer, spotlighting component compatibility, physical installation procedures, and cable management techniques.

Figure 1. Example 1

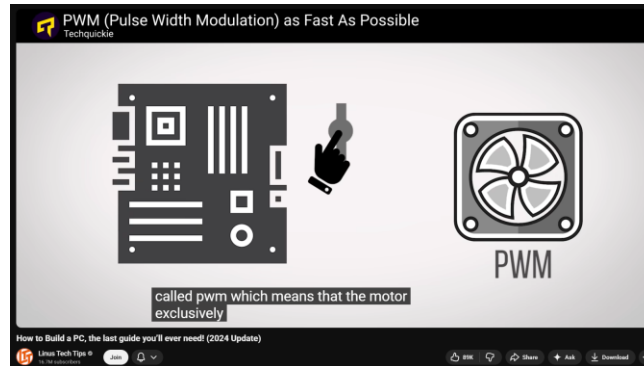


Figure 1. How to build a PC, the last guide you'll ever need!

As an authentic source of IT discourse, it enables ESP learners to hear professional commentary and observe how technicians articulate instructions and assess hardware interactions. The video's multimodal format combining spoken explanations, close-up visuals of circuit boards, and text overlays supports learners in connecting terminology with visual contexts, making terms like motherboard standoffs, DIMM slots, thermal paste application, and front panel connectors more meaningful. For use in an ESP IT classroom, the video can be utilized in three pedagogical phases.

- The pre-viewing phase involves teachers introducing and exploring key hardware vocabulary so learners can better understand the video's content. Teachers might present images of the components mentioned and ask students to predict the correct order of assembly.
- During the while-viewing phase, students actively listen for the main steps and safety warnings cited, such as grounding oneself to prevent electrostatic discharge, to reinforce comprehension. They might be tasked with arranging a jumbled list of instructions into the correct chronological order based on the visual and auditory cues provided by the host.
- In the post-viewing phase, learners summarize the assembly process, engage in group discussions on common mistakes to avoid, or role-play as technical support agents guiding a novice user through the installation of a specific component.

This structured use of the video goes beyond passive viewing, supporting active vocabulary acquisition, critical thinking, and practical application of technical language skills

in an authentic context. The second example focuses on a comparative hardware review, specifically the video titled "Is the fastest GPU ALWAYS the best? RTX 4090 Review." This Linus Tech Tips video reports on the release of a high-performance graphics card, featuring timely updates on performance metrics and responses from the gaming and professional rendering markets.

	RTX 3090	RTX 3090 Ti	RTX 4090
CUDA Cores	10,496	10,752	16,384
Base Clock	1.40 GHz	1.67 GHz	2.23 GHz
Boost Clock	1.70 GHz	1.86 GHz	2.52 GHz
Tensor Cores	328 Gen 3	336 Gen 3	512 Gen 4
RT Cores	82 Gen 2	84 Gen 2	128 Gen 3

that are each clocked at over 35% higher.

Figure 2. Is the fastest GPU always the best? RTX 4090 review

It offers authentic IT discourse through expert commentary, benchmark analysis, and visible thermal testing, making it a rich resource for ESP learners studying hardware specifications. The video includes essential terminology such as ray tracing, frame rates, power consumption, bottlenecking, and thermal throttling, all embedded in real-world technical discussion. Its multimodal format, combining spoken narration, visual data displays such as bar graphs and line charts, and on-screen graphics showing frame-time consistency, helps learners connect vocabulary with context and performance implications. In an ESP IT classroom, the video can be used in three pedagogical phases.

- In the pre-viewing phase, teachers introduce and clarify key terms such as benchmarking, diminishing returns, and silicon lottery, enabling students to better understand these concepts during the video.
- During the while-viewing phase, students actively listen and take notes on the main arguments, data points, and quantitative indicators presented, such as average frames per second, temperature deltas, and power draw in watts.
- The post-viewing phase allows learners to engage in productive activities such as summarizing the review in their own words, discussing the potential value proposition for different types of users, or role-playing as hardware consultants advising a client on whether the component is suitable for their specific workstation needs.

This structured approach transforms passive video watching into an interactive learning experience that reinforces technical vocabulary, hones critical thinking, and contextualizes

language through professional discourse. The third example examines a video centered on enterprise infrastructure, titled "Our data is GONE... Again - Petabyte Project Recovery." This segment examines a critical IT topic related to data storage, redundancy, and disaster recovery, delivered through a narrative of troubleshooting and repair.

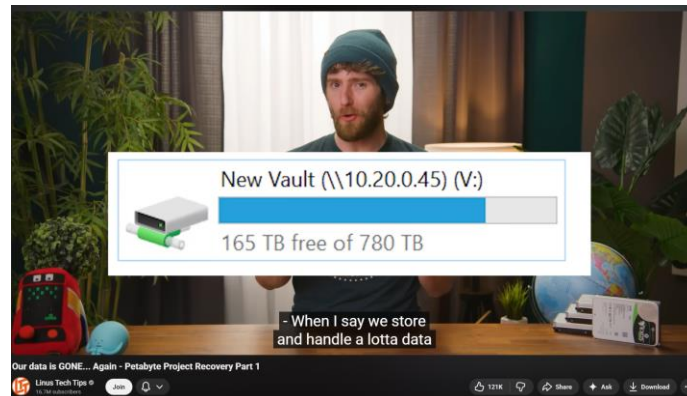


Figure 3. Our data is gone... again - petabyte project recovery

As with other Linux Tech Tips videos, it offers authentic IT discourse that reflects real-world narratives of systems administrators and network engineers. Such content provides ESP learners with exposure to professional vocabulary like RAID arrays, parity bits, data corruption, off-site backup, and throughput, embedded within meaningful analysis and context. In an ESP IT classroom, the video can be used in three pedagogical phases.

- The pre-viewing phase introduces relevant enterprise terms anticipated in the video, for instance, redundancy strategies, file systems, and drive failure rates. Teachers provide concise definitions to support understanding of these complex concepts.
- While viewing, students take structured notes focused on key arguments, illustrated data regarding storage capacity and speed, and cause-effect relationships described in the narrative of the server failure and subsequent repair.
- The post-viewing phase encourages learners to summarize the incident report in their own words, discuss the consequences of data loss, or participate in role-play, such as junior admins presenting a post-mortem analysis of the server failure to a Chief Technology Officer.

The fourth example explores a conceptual explanation video, such as "Hello, old friend... - Media Ripping Explained." This video explores the fundamental concepts behind digital video transmission and compression.

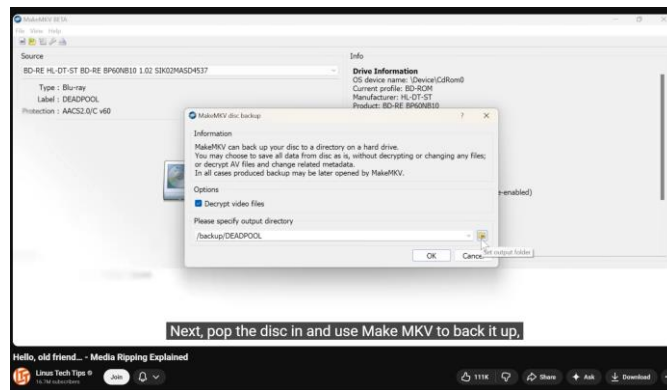


Figure 4. Hello, old friend... - media ripping explained

It features authentic IT discourse through expert insights, narrative explanations, and visual representations of data packets and compression algorithms. ESP learners benefit from hearing terms like artifacts, compression ratio, bandwidth, and encoding used naturally within analysis and documentary storytelling. In an ESP IT classroom, the video can be used in three pedagogical phases.

- The pre-viewing phase introduces and defines terms likely featured in the video such as lossy versus lossless compression, codecs, and streaming protocols to prepare learners for the content.
- While viewing, students take notes on key arguments regarding the trade-off between quality and file size, examples illustrating different bitrates, and quantitative references. This helps reinforce both content retention and listening comprehension.
- The post-viewing phase invites learners to summarize the concept of bitrate in their own words, compare it with related concepts like resolution, or role-play as media technicians explaining streaming settings to a content creator.

The fifth example focuses on networking technology, specifically a video titled "I NEEDED to Fix her Internet!" In this segment, Linus Tech Tips breaks down how global networks function.



Figure 5. I needed to fix her internet!

It offers authentic IT discourse as experts discuss foundational concepts like IP addresses, DNS servers, packets, and routing. The video naturally embeds technical terminology within real-world explanations, making it perfect for learners studying networking-oriented English.

- During the pre-viewing phase, teachers introduce terms likely used in the video, such as latency, protocol, server, and client. Providing clear definitions supports comprehension.
- While viewing, students should take notes focused on how each term is used in context, identify important arguments regarding how data travels across the globe, and note examples illustrating system mechanics.
- The post-viewing phase invites learners to summarize the concept of packet switching, compare it with circuit switching, or role-play as network engineers explaining connection issues to a user.

DISCUSSION

Authentic material is any content that is created for real-life communication rather than for language teaching purposes. It reflects the way language is naturally used by native or proficient speakers in genuine contexts, without being simplified or adapted for learners. This type of material presents language in its original form, complete with the vocabulary, expressions, and structures used in real situations. Examples of authentic materials include news articles, YouTube videos, interviews, and documentaries. In the context of Information Technology, authentic materials are highly valuable because they expose learners to real vocabulary and expressions used in their target field (Yusupalieva, 2024). They also present actual discourse structures and professional communication styles, enabling learners to observe how language functions in context. Moreover, authentic materials convey cultural and contextual nuances that are often absent in textbook examples, giving learners a more complete understanding of language use in professional and academic settings.

The findings of this research indicate that integrating authentic video materials, specifically *Linus Tech Tips* videos, into ESP instruction creates a highly effective learning environment for IT students. Each of the selected videos provided learners with direct exposure to professional technical discourse. This is in line with Srinivas (2019) that it can allow them to experience how IT concepts are articulated in real-world contexts. The use of such materials bridges the gap between classroom learning and workplace communication by presenting both current issues and field-specific terminology in natural use, a principle strongly emphasized in recent ESP research that highlights authenticity as central to occupational relevance (Beresova, 2015). Across all examples, the structured pre-viewing, while-viewing, and post-viewing

framework proved critical to maximizing pedagogical value. Pre-viewing activities, such as introducing and defining technical terms, allowed learners to activate prior knowledge and prepare for comprehension. While-viewing tasks encouraged active engagement through targeted note-taking on key arguments, data, and technical indicators, ensuring that students processed the content meaningfully (Joraboyev, 2021). Post-viewing activities transformed passive listening into active production, as learners summarized information, debated implications, or simulated professional roles like technicians and consultants, which aligns with multimedia learning research emphasizing guided input and output for deeper cognitive processing (Çeken & Taşkın, 2022).

The analysis highlights that authentic IT videos provide six significant advantages for ESP learners. The first advantage is the provision of rich vocabulary in context. Rather than presenting terminology in a disconnected list, the videos integrate words such as thermal throttling, bottleneck, latency, and redundancy into real discussions and analyses (Mohsen, 2016). This contextual presentation allows learners to see how terms are naturally used in professional settings, which not only improves comprehension but also makes it easier to remember and use the vocabulary correctly in future communication.

The second advantage is multimodal learning. The videos combine multiple channels of information including spoken narration, on-screen graphics, and real hardware visualizations. For example, when a speaker mentions a frame time spike, the video may simultaneously display a graph showing the inconsistency. This integration of language and visuals helps students connect abstract technical concepts with concrete examples, reinforcing both meaning and usage (Lee et al., 2019). Such multimodal input caters to different learning styles, benefiting both visual and auditory learners. The third advantage is real-world relevance. The topics covered in these videos are directly related to current technological events and issues, such as new GPU releases, security vulnerabilities, and shifts in server technology. Because the content reflects actual developments in the global IT industry, learners gain insights that are immediately applicable in professional or academic contexts. This relevance not only increases motivation but also ensures that students are learning the type of language and discourse they are likely to encounter in real work situations (Joraboyev, 2021).

The fourth advantage is the development of listening and critical thinking skills. Authentic IT videos challenge learners to process real-time speech, accents, and varying speaking speeds, just as they would in professional contexts (Febrina, 2022). This exposure strengthens active listening skills and encourages critical thinking, as students must interpret arguments, evaluate benchmark results, and assess the credibility of different perspectives presented in the reviews.

The fifth advantage is cultural and professional discourse awareness. IT discourse often reflects the cultural and professional norms of the speakers, including specific humor, jargon, and levels of formality unique to the tech industry. By engaging with authentic videos, learners observe how experts frame arguments, present data, and admit to errors in a culturally appropriate way (Haryati et al., 2023). This helps them understand not just what to say, but how to say it in professional technical contexts, which is vital for effective communication in global business environments.

The sixth advantage is the integration of language and content learning, which aligns with the Content and Language Integrated Learning approach. These videos naturally align with the principles of CLIL, where students learn subject-specific content through the medium of English. This dual focus ensures that learners acquire both disciplinary knowledge and the language skills needed to operate effectively in the field. Furthermore, the diversity of video topics ranging from consumer hardware to enterprise networking ensured that learners encountered a broad spectrum of IT discourse styles (Kemsies & Hellmayr, 2023). This variety is essential in ESP contexts, as it prepares students to navigate different genres of professional communication, including instructional guides, comparative reviews, and theoretical explanations. Overall, the use of Linus Tech Tips videos as authentic materials aligns with communicative and task-based learning principles, supporting both language development and subject-matter expertise

CONCLUSION

Authentic materials are real-life communication resources created for purposes other than language teaching. They present language in its original form, reflecting the way native or proficient speakers use it in genuine contexts. Examples include news articles, YouTube videos, company reports, speeches, and advertisements. Such materials expose learners to authentic vocabulary, discourse structures, and cultural nuances that are often absent in textbooks. In English for Specific Purposes, authentic materials are particularly valuable because they demonstrate how professional communication operates within a specific field, allowing learners to experience language in its real-world context.

This research explores how YouTube can be used as a source of authentic IT discourse for ESP learners, particularly in the field of Information Technology. The main data source was technology videos from the Linus Tech Tips YouTube channel. By analyzing these videos, the research ensured that learners were exposed to real professional communication while also engaging with current and meaningful technical topics. The findings of this study show that

integrating Linus Tech Tips videos into ESP classes can effectively bridge classroom learning with workplace communication needs. These videos provide learners with direct exposure to current IT issues, expert analysis, and field-specific terminology, enabling them to develop both language proficiency and subject-matter knowledge simultaneously. Using a structured framework consisting of pre-viewing, while-viewing, and post-viewing phases ensures that students are well-prepared before watching, actively engaged during viewing, and able to apply knowledge afterward through discussion, summarization, or role-play.

The analysis identified six main benefits of using such authentic videos. First, they offer rich technical vocabulary in context, embedding terms like thermal dynamics, clock speeds, latency, and throughput into meaningful narratives, which enhances comprehension and retention. Second, the videos provide multimodal learning experiences by combining spoken narration, on-screen graphics, and real hardware visualizations. Third, they present content that is highly relevant to real-world technological developments, ensuring students learn language that is directly applicable in professional contexts. Additional benefits include the development of listening and critical thinking skills, as students must follow real-time speech, interpret benchmarks, and assess arguments from various perspectives. Learners also gain awareness of cultural and professional discourse norms, observing how IT experts present data, frame arguments, and communicate within formal and informal contexts. Finally, the integration of language and content aligns with the principles of Content and Language Integrated Learning, ensuring that students acquire both disciplinary knowledge and the English skills necessary to operate effectively in the IT field.

RECOMMENDATIONS

Based on the findings of this study, it is evident that integrating YouTube, particularly Linus Tech Tips videos, into ESP IT instruction provides substantial benefits for learners. The use of authentic materials not only exposes students to real-world technical discourse but also enhances their professional vocabulary, listening comprehension, and critical thinking skills. To ensure that these benefits are fully realized in both classroom and independent learning contexts, several practical suggestions are proposed for educators, learners, and curriculum developers.

ESP instructors should integrate authentic technical videos regularly as a core element of classroom activities, enabling learners to become accustomed to professional discourse, specialized vocabulary, and real-time IT discussions. A structured viewing framework comprising pre-viewing, while-viewing, and post-viewing phases should be implemented to

guide learning. Pre-viewing activities can introduce key technical terminology, while-viewing tasks should focus on identifying main ideas and relevant data, and post-viewing exercises should encourage application through discussions, summaries, or role-plays. Diverse IT topics, including hardware reviews, network tutorials, software troubleshooting, and emerging technologies, should be selected to expose learners to various genres and styles of technical discourse. Learners should be encouraged to engage in independent learning by exploring the Linus Tech Tips YouTube channel and other credible technology sources outside class, fostering autonomy, enhancing listening skills, and reinforcing vocabulary acquisition through self-directed practice. Finally, assessment should address both language and content progress, measuring vocabulary retention, listening comprehension, and the ability to analyze, interpret, and present technical information in professional English, ensuring growth in both linguistic and subject-specific competencies

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