

## DEVELOPING SPEAKING SKILLS USING THE INTERNET RESOURCES (ON THE EXAMPLE OF TED)

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### **Анотація**

*У доповіді акцентується увага на доцільності використання Інтернет-ресурсів, а саме ресурсу Ted Talk з метою поліпшення комунікативних вмінь здобувачів вищої освіти, формування їх професійно орієнтованої комунікативної компетентності, інтенсифікації висловлювання без помітних утруднень.*

### **Аннотация**

*Доклад акцентирует внимание на целесообразности использования Интернет-ресурсов, а именно Ted Talk с целью улучшения коммуникативных умений студентов, формирования их профессиональной компетенции, интенсификации высказываний на иностранном языке.*

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others. Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs.

It is proved that language is best learned when students are interacting with each other in groups – completing a task or learning a content or resolving real life issues - where their attention is directed towards the language itself, except when a focus on language forms is necessary. Many researchers have called into question on the importance of investigating the impact of cooperative language learning on learners' oral proficiency [1, 2, 3, 5]. To develop learners' oral proficiency, the learner has to overcome a lot of obstacles including:

- lack of interest because the topic may be unknown to a learner;
- tense atmosphere in class;
- the fear of being criticized, losing face because of making mistakes;
- lack of self-confidence and the feeling of frustration and discomfort etc;
- problematic achieving a degree of ease and a natural level of speed and rhythm etc.

Thus, teachers have to provide learners with a method of increasing the opportunities of language use. English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies [3]. Any attempt to cater more for the individual needs of students means a lot of hard work and efforts on the part of teachers in terms of the provision of material and in the general attitude and approach required. To make an option easier, it's worth using Internet resources. L. Ditkovska highlights the importance of involving video-lectures and introducing mass online-courses into classrooms. It helps get proper education, improve qualification or acquire necessary knowledge in the corresponding field and provide free access to any student.[6, C. 17].

From our experience Ted Talk is an excellent aid to self-access language work. TED is a series of informative, educational, inspiring talks that present 'Ideas worth spreading' which can be a good supplement to the topics in the classroom.

Working with this resource students can:

- focus on the structure and delivery of oral presentations;
- raise their linguistic awareness;
- perceive the overall structure of a lecture and recognize from verbal and non-verbal cues when a speaker is moving from one topic to another;
- incorporate skills in note-taking;

- perform differently according to their psychological differences and their cognitive abilities and language learning aptitude;
- improve, not only their listening skills, but also improve their pronunciation, vocabulary, grammar and writing.

It's also important for students to be aware of the characteristics of native-speaker performance in conversation. Different cultures talk about different things in their everyday life and students should develop a sense of cultural awareness and banned subjects, gestures or peculiarities of body language. Listening to Ted Talk gives students the feedback.

According to our experience different skills can be developed using the following activities:

1. prediction of the future talk by its title;
2. guessing the speaker's thoughts before listening another sentence or part;
3. highlighting important differences between written and spoken English while listening or reading transcripts;
4. practicing reproducing different weak sounds or difficult phonemes;
5. guessing the meaning of new words from context (they have transcripts for extra help);
6. analyzing grammar (verb tenses, sequencing words, discourse markers);
7. interviewing the speaker, debates, writing reviews etc. after listening activities

Thus, teachers have to provide learners with a method of increasing the opportunities of language use. The primary role of the teacher is to create the best conditions for learning. The teacher needs to play a number of roles during the lesson. When students have problems in expressing their ideas, the teacher can be involved into the assistance but should be careful not to take the initiative away from the learners. There is always a chance for the teacher to take part in discussion but without dominating the student. The teacher should be careful when and how to give feedback in speaking activity because over correction may confuse the learner and take communication process out of the activity.

Involving TED into the classroom will prove that the conversation isn't just putting into practice the grammar and vocabulary skills taught within the course. It helps enhance the speaking skills, develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. It creates a classroom environment where the atmosphere is quite informal and cheerful and students have real-life communication, authentic activities and meaningful tasks that encourage them to talk on any topic and problems. It is also related to individual goals and achievement orientation. This activity can change students' attitude towards the language and culture.

### **References:**

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