**Using Ted Talks Materials in Online English Lessons**

**Романюк С.Х.**

Nowadays, modern teaching methodology is searching for technologies to form students’ English language communicative competence. Various authentic materials play a huge role in the development of students’ English speaking and listening skills. Ted Talks materials relate to such audio-visual authentic sources and provide a huge source for teaching English to schoolchildren [1, p. 99].

One of the biggest advantages of authentic videos is that they were created for native speakers [2, p. 503]. In other words, students who study English by using such authentic videos will learn how to perceive the rapid speech of native speakers and their correct pronunciation of words. Authentic videos provide “the real language, culturally relevant and contextually rich” [3, p. 18]. Such videos can be used both in the classroom as a way of presenting the content, initiating discussions, illustrating a particular topic, content, or situations, and for self-study [2, p. 503]. Authentic videos can also motivate students to learn the English language. Christopher and Ho explain why teaching English with the use of videos attract students more than other types of authentic materials: first, students enjoy music and customization elements; second, videos provide topics and ideas for speaking [4, p. 190]. Using authentic video materials assists in the development of speaking and listening skills by common themes, functions, and grammar, presented in them [5, p. 32].

TED Talks lectures are the effective means of speech development, they "make humans think," allow people to "discuss complex topics," "learn to express their arguments," "work independently, in their rhythm" [6, p. 50]. The availability of TED Talks lectures allows teachers to conduct various kinds of educational activities with their students, including finding specific terms, synonyms for certain words, and searching for more accessible contextual information to the topic or subject of conversation.

Ted Talks materials are widely used by teachers around the world in English lessons. For example, in Japan, teachers use TED Talks to promote the development of autonomous listening strategies and fluency, vocabulary learning, and extensive conversational practice through discussions, thanks to various topics related to global issues that can serve as a great start to a discussion [7].

Although TED talks are not educational resources, the teacher can use them in the teaching process to develop such competencies as value-sense, general cultural information, communication, personal self-improvement, etc. [8, p. 200]. Moreover, they have been found effective in not only developing listening skills, but also in providing meaningful material that inspires both teachers and students, and encourages students to engage in discussion, research, and lifelong learning [9, p. 35]. The lexical composition of TED Talks lectures is very rich in all sorts of terms, idioms, stable expressions, and simple everyday phrases that can be useful when learning English. Before choosing a particular video, the teacher should ensure that the lexical composition corresponds to the level of knowledge of the language of his students.

The analysis of the lexical composition of TED Talks lectures will help the English teacher in the preparation of the lesson. TED Talks assist in developing English classes for academic purposes. Moreover, TED Talks lectures are popular among teachers and learners of English as a second foreign language (ESL) and as a primary language (EFL) [10, p. 780]. It is easy to conduct a lexical analysis of TED Talks videos since their website ([www.ted.com](http://www.ted.com)) has a convenient feature: each video contains a script in English and in several other languages. Videos, scripts, and transcription to them are in a convenient location that results in finding them easily. Consequently, these aspects of the web page create a more enjoyable language learning experience for those watching TED videos [11, p. 110].

More and more English teachers are taking a serious approach to the development of a lesson on TED Talks lectures in the normal mode of the secondary school educative process. However, under the necessity of the isolation period due to the danger of COVID-19 [12], implementing the use of TED Talks materials during the English class becomes rather complicated. We will share how we provide English lessons for advanced schoolchildren online.

For our online class, we chose the video "Social Media and the End of Gender" by Johanna Blakley, the Deputy Director of the Norman Lear Center [13]. The choice of the video was justified by the contemporary youth’s growing attention to various social media especially during the period of their isolation. While designing the lesson, we analyzed different types of technologies and decided to gather all lesson stages in one presentation – instructive media, created with the help of one of the most well-known multimedia creation tools PowerPoint. The lesson aimed at developing the school learners’ speaking and writing skills by watching the lecture and doing pre-, while-, and post-watching tasks. The warm-up phase involved the following issues such as “Do you often use social media?” “When did you first use social media?” “What is the best thing about social media?” “Who uses social media most in your family?” These problems helped to break the deadlock and involve learners in more work.

To set the background of the lesson, we showed the photo of the speaker and the title "Social Media and the End of Gender" so that our learners can predict the meaning of the video. We facilitated further observations and tasks by teaching new words in advance. For this purpose, we created an interactive activity with the help of an instrument called Visme (<https://my.visme.co/view/z4j79m41-new-words>).

While-watching phase involved two activities. When watching the video for the first time, our students answered such questions as “What is the main idea of the speech?” “Do you agree with the speaker?” “What is your attitude towards this lecture?” For the second time, they needed to arrange the information from the video in the correct order with the help of another instructional interactive, created in the same tool Visme (<https://my.visme.co/view/4d8qn1z9-untitled-project>).

The post-watching phase involved data consolidation with the help of an interactive quiz, created in the tool, called Genial.ly (<https://view.genial.ly/5e845378fd5b4c0e19636640/presentation-quiz>). We also asked our learners to write a short review (at least 7 sentences) on the video and thereby practised their writing skills. Students should learn to write, so this stage is mandatory.

What's more, a few minutes at the end of the lesson was allotted for reflection, where the students answered if they liked the lesson, what was the most useful information for them, what part of the lesson was the most interesting. In conclusion, the ordinary English lesson diversification becomes possible by involving TED Talks materials in the educative process and, what’s more, by using some tools that make the tasks even more interactive and interesting. Our students were happy to take part in such a lesson; thereby we can ensure that TED Talks materials with the reasonable choice of technologies are very effective in teaching English: students will not get bored, and will actively participate in the learning process if to conduct the lesson in such suggested ways.

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