

ТЕОРЕТИЧНІ ТА МЕТОДОЛОГІЧНІ ЗАСАДИ ПРОФЕСІЙНОЇ ОСВІТИ

UDC 378.4(71) + 62-1

DOI: 10.32342/2522-4115-2023-1-25-1

N. VILKHOVCHENKO,

*Ph.D (Linguistics), Associate Professor,
Associate Professor of the Department of Foreign Languages
Lviv Polytechnic National University (Lviv)*

USING TED TALKS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES AT UNIVERSITY LEVEL

This study considers TED talks as an effective authentic resource for mastering English. TED talks are informative presentations delivered by experts in their fields. They provide a great opportunity for language teachers to incorporate authentic listening and speaking tasks in their teaching methods. A well-designed lesson plan that utilizes TED talks as a teaching tool can benefit ESP students in various ways. The methodology of incorporating TED talks in the teaching process should involve a series of steps that aim to maximize effective learning outcomes. These steps include selecting the theme of the talk, searching the TED talk, delivering the speech, designing pre-listening, and post-listening activities. The article presents examples of exercises that can be done at each step with reference to specific TED talks. The video content that the teacher chooses for the lesson should correspond to the professional interests of students. In such a way this video will be able to increase the motivation to study not only a foreign language but also specialized disciplines. The work with TED talks, however, differs from ordinary academic lectures and presentations. Thus, it requires special training of both the teacher and students. Firstly, the students' level of English is an important factor defining the choice of a lecture. The teacher considers the level of listening skills, knowledge of the topic, and terminology. Secondly, it is important to take into account the duration of the presentation. If the students are not familiar with the topic, they can have some difficulties with comprehension. Therefore, they will need to listen to the lecture twice. So, the preferable length of the video should be about 5-6 minutes. Incorporating TED talks as a teaching tool in English for Specific Purposes can be a highly effective way of promoting active learning in the classroom. TED talks are a source of authentic and relevant topics for students to engage in while providing a more enjoyable and efficient way of learning. By following the steps mentioned in this paper, lecturers can deliver enriching, pedagogical sessions that will provide students with a foundation to become successful professionals in their respective fields.

Keywords: TED talks, methodology, ESP, online resource, active learning, online teaching, listening skills, speaking skills, vocabulary development.

Вільховченко Н.П. Використання доповідей TED у викладанні англійської мови для спеціальних цілей на університетському рівні

У дослідженні доповіді TED розглядаються як ефективний автентичний ресурс для опанування англійської мови. Доповіді TED – це інформативні презентації, які проводять експерти у своїх галузях знань. Вони дають чудову можливість для викладачів мов включати автентичні завдання на аудіювання та мовлення у свої методи навчання. Добре розроблений план заняття, який використовують доповіді TED як навчальний інструмент, може бути ефективно й різнопланово використаний студентами, які вивчають іноземну мову для спеціальних цілей. Методика включення доповідей TED у навчальний процес має передбачати низку етапів, спрямованих на максимізацію ефективності результатів навчання. Ці етапи охоплюють вибір теми доповіді, пошук доповіді TED, слухання доповіді, роз-

робку мовної діяльності студентів перед і після прослуховування доповіді. У статті наведено приклади вправ, які можна виконувати на кожному етапі з посиланням на конкретні доповіді TED. Відеоконтент, який обирає викладач для заняття, має відповідати професійним інтересам студентів. У такий спосіб цей ролик зможе підвищити мотивацію до вивчення не лише іноземної мови, а й профільних дисциплін.

Водночас робота з доповідями TED відрізняється від звичайних академічних лекцій і презентацій. Тому запровадження доповідей TED потребує спеціальної підготовки як викладача, так і студентів. По-перше, рівень володіння студентами англійською мовою є важливим фактором, що визначає вибір лекції. Викладач має враховувати рівень навичок аудіювання, знання теми, термінології. По-друге, важливо зважати на тривалість презентації. Якщо студенти не знайомі з темою, у них можуть виникнути деякі труднощі з розумінням. Тому їм потрібно буде прослухати лекцію двічі. Отже, бажана тривалість відео має становити близько 5-6 хвилин. Включення доповідей TED як засобу навчання англійської мови для спеціальних цілей може бути дуже ефективним способом сприяння активному навчанню під час занять. Доповіді TED є джерелом автентичних і актуальних тем для студентів, які пропонують їм приємніший та ефективніший спосіб навчання. Дотримуючись етапів, наведених у статті, викладачі можуть проводити педагогічно збагачені заняття, які забезпечать студентам основу для досягнення професійного успіху в своїй галузі.

Ключові слова: доповіді TED, методика, студенти, які вивчають іноземну мову для спеціальних цілей, онлайн-ресурс, активне навчання, онлайн-викладання, навички аудіювання, розмовні навички, розвиток словникового запасу.

Statement of the problem. Modern university programs implement the tasks set by the processes of globalization and integration. One of the tasks includes preparation of a competent specialist able to utilize English in their professional activity. Unfortunately, technical universities provide a small number of hours to master a foreign language. So, the institutions have to search for the most effective methods and resources for teaching foreign languages. Apart from traditional resources, universities benefit from e-learning, using virtual environment, educational apps and platforms. This allows for organizing the learning process in interactive forms. They help to enrich the learning content, make it more flexible regarding the needs and capabilities of learners. This study considers TED talks as an effective authentic resource for mastering English. TED talks are popular, short, and informative speeches delivered by experts in their fields. They provide a great opportunity for language teachers to incorporate authentic listening and speaking tasks in their teaching methods. "TED is owned by a nonprofit, nonpartisan foundation. Their aim is to help create a future worth pursuing for all" [Our mission, 2023]. That is why, their lectures are freely available on a conference website.

Analysis of the latest research and publications. Both Ukrainian and foreign researchers study the impact of internet resources on the educational process (N. Mukan, H. Shayner, H. Kolesnyk). Recent pandemic challenges and military actions in Ukraine have made Ukrainian teachers develop various distance learning tools to be able to continue the educational process [N. Vilkhovchenko, 2022, p. 116–123].

A work by N. Stetsenko, K. Baisha raises the issue of using TED talks during the lessons of foreign languages at universities. The authors develop their methodology and present ideas how to apply TED talks in teaching future managers [H.M. Стеценко, К.М. Байша, 2020, p. 191–196]. L. Sheldon focuses on multimodal texts and teaching English for academic purposes. The researcher discovers the use of TED talks to enhance students' presentation skills [L.E. Sheldon, 2012, p. 261–271].

L.J. Zhang, L. Wei and J. Ke. consider watching TED talks as a means of autonomous learning [L.J. Zhang, L. Wei, J. Ke, 2018]. C. Sánchez-Muñoz, A. Martín-Molina and A. Guerrero-Roldán focus on TED talks as a tool of developing learners' listening skills [C. Sánchez-Muñoz, A. Martín-Molina, A. Guerrero-Roldán, 2018, p. 179–195]. According to H. Huang, TED talks can be used to promote motivation among students when they learn EFL (English as a foreign language) [H. Huang, 2015].

Research by O. Barybin, S. Harmaeva, I. Hrechikhina proves the advantage of virtual sources for ESP learners at non-linguistic universities. H. Shayner, N. Vilkhovchenko describe the peculiarities of ESP in terms of media literacy, emphasizing the importance of various online means for distance education [Г.І. Шайнер, Н.П. Вільховченко, 2019, p. 31–34].

The review analysis of the latest publications proves the efficiency of TED.com resource as it provides ample opportunities for successful English language mastering.

The purpose of the article is to outline a methodology for using TED talks in teaching English for specific purposes (ESP) at the university level.

Presentation of the main research material. The ESP approach to teaching English focuses on language that is relevant to specific occupations and professional settings. Therefore, the implementation of TED talks in teaching English for specific purposes can be a highly effective teaching tool. Teachers can use TED talks in various ways, such as authentic listening and speaking activities, as well as provide opportunities for students to improve their comprehension skills, vocabulary acquisition, note-taking, and speaking skills.

Video content corresponds to the professional interests of students. This increases the motivation to study not only a foreign language but also specialized disciplines. Such work, however, differs from ordinary academic presentation, thus requiring special training of both the teacher and students. Firstly, the level of English defines choice of a lecture. This includes the level of listening skills, knowledge of the topic, and terminology. Secondly, it is important to consider the duration of the presentation. If the students are not familiar with the topic and have some difficulties with comprehension, they will need to listen to the lecture twice. So, the preferable length of the video should be about 5-6 minutes. The duration of the presentation can be increased for advanced students. In addition, TED talks resources can be used for reading scripts of the speech and further work with it.

A well-designed lesson plan that utilizes TED talks as a teaching tool can benefit ESP students in many ways. The methodology of incorporating TED talks in the teaching process should involve a series of steps that aim to maximize effective learning outcomes. These steps include selecting the theme, TED talk, delivering the speech, designing pre-listening, and post-listening activities.

Step 1: Theme and TED Talk Selection for optimal learning outcomes. English language teachers must select TED talks that align with the students' learning objectives and specific field of study. If the students are technical professionals, they can select an engineering-related TED talk. For example, architecture and building students might be interested in designing climate-resilient buildings (<https://ed.ted.com/lessons/how-to-design-climate-resilient-buildings-alyssa-amor-gibbons>) or building the Hoover Dam (<https://ed.ted.com/lessons/blood-concrete-and-dynamite-building-the-hoover-dam-alex-gendler>).

History of mapmaking could be interesting for geodesy students (<https://ed.ted.com/lessons/the-biggest-mistakes-in-mapmaking-history-kayla-wolf>). Biotechnology students could watch the TED talk "What happens if an engineered virus escapes the lab?" (<https://ed.ted.com/lessons/what-happens-if-an-engineered-virus-escapes-the-lab>). Chemistry students would watch the video "The genius of Marie Curie" (<https://ed.ted.com/lessons/the-genius-of-marie-curie-shohini-ghose#review>).

To ensure that the chosen TED talks are suitable and engaging, teachers can provide students with choices and allow them to vote or express their preferences.

Step 2: Pre-listening Activities

To support the students' understanding of the TED talk, teachers design pre-listening activities to help them focus on the main ideas, concepts, and vocabulary. These activities could include brainstorming both around the topic and the related vocabulary. Other exercises include discussing any related issues and predicting the content of the speech.

Before watching the talk by Alyssa Gibbons devoted to the design of climate-resilient buildings (<https://ed.ted.com/lessons/how-to-design-climate-resilient-buildings-alyssa-amor-gibbons>), students could work with difficult vocabulary from the talk. For example, they can be offered to match the two parts to make phrases and then explain the meaning (see Fig.1):

1. duct	a. warning
2. looming	b. reverence
3. deep	c. realities
4. wind-dispersing	d. tape
5. advance	e. design
6. futile	f. crisis
7. burgeoning	g. capabilities
8. endemic	h. attempt

Fig. 1. An example of work with vocabulary

Using these word combinations, the students can also try to predict the topic of the TED Talk they are going to watch.

Another idea for a pre-watching activity is revision of the names of various building materials that can be utilized in construction. For this purpose, the teacher shows pictures and designs the exercises with the help of Jamboard application (see Fig.2), for example:



Fig. 2. Illustration of building materials with Jamboard app

The teacher can also demonstrate a picture of a house and ask students to brainstorm the ideas regarding materials used for its construction (see Fig. 3). For example,

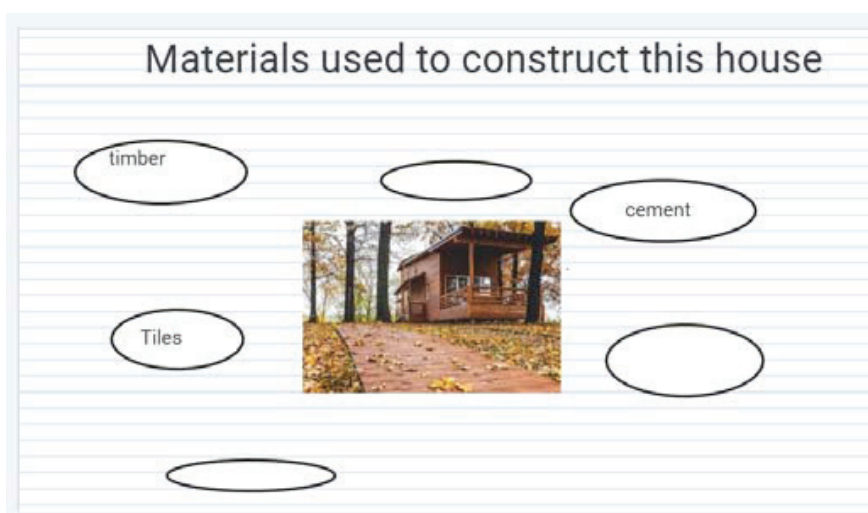


Fig. 3. Materials used for the construction

Such exercises will help students prepare for watching the TED Talk. They also provide support for students to avoid problems with difficult vocabulary, preventing misunderstanding the Talk. Pre-listening activities should be quick and concise, but they should also offer a comprehensive understanding of the TED talk's content and purpose.

Step 3: Delivering the TED Talk

Once teachers have selected the appropriate TED talk, they should deliver it in a systematic and organized way, providing sufficient support for students to comprehend and follow the talk. Additionally, teachers must explain complex concepts through the use of visual aids, images, and examples.

Depending on their level of English, the teacher could present the speech a few times to ensure that the students have understood the content and the message. This step develops listening comprehension skills. Teachers can play TED-talks in the class and ask students to listen carefully, take notes, and then summarize what they have heard.

Here is an example of an activity based on the video “What happens if an engineered virus escapes the lab?” (<https://ed.ted.com/lessons/what-happens-if-an-engineered-virus-escapes-the-lab>). Students are supposed to complete the gaps with the words and phrases they hear (see Fig. 4):

inhalation biosecurity, facility, powder, logbook, ventilation system, manipulating, bioweapons

In the spring of 1979, a lab worker in Sverdlovsk, USSR removed a clogged air filter in the _____ and didn't replace it.

His note to the supervisor was never transferred to the official _____, so when the next shift rolled in, workers simply started production as usual.

Now, in most labs, this would have been a minor mistake. But this lab was a biological weapon _____, producing huge quantities of anthrax—which, if inhaled, can kill up to 90% of those it infects.

This deadly anthrax _____ floated out into the sky for hours, causing the largest documented outbreak of _____ anthrax on record and resulting in at least 64 deaths.

What happened in Sverdlovsk was a tragedy, and the Soviet _____ program was a violation of international law.

But these days, it's not just state-sponsored bioweapons programs that keep _____ experts up at night. Nor is anthrax their largest concern.

They're worried about an even more dangerous kind of lab leak. Since the 1970s, researchers have been _____ the DNA of microbes to give them abilities they didn't have before.

Fig. 4. Completing the gaps with the missing words and phrases

Fig. 4 demonstrates an exercise that suggests working with the first part of the video. While playing the second part of the video, the teacher can ask students to explain the meaning of the terms “*gain of function*” work and “*enhanced potential pandemic pathogens*” which are used in the Talk.

Step 4: Watching the TED Talk

To engage and promote students' active listening skills, teachers can create activities that allow them to watch the TED talk multiple times. Students will take notes and discuss the various aspects of the speech, paying particular attention to vocabulary, pronunciation, speaking style, and tone.

This can include a variety of other activities, such as questions that were selected in advance, conversation and summarization exercises, and group class presentation. For example, while watching the Talk about building the Hoover Dam (<https://ed.ted.com/lessons/blood-concrete-and-dynamite-building-the-hoover-dam-alex-gendler>), students can be asked to answer the questions:

1. What river was the dam built across?
2. What were the causes of worker fatalities?
3. How was the concrete-cooling process accelerated?
4. What year was the dam completed?
5. Name the reasons for building the dam.
6. Explain the concept arch-gravity.
7. Name the negative impacts of the dam's construction.

While watching “The genius of Marie Curie” presented by Shohini Ghose, students will answer multiple choice questions (Fig.5):

1. Where did Marie Curie grow up?
a) Paris b) Warsaw c) London d) Sorbonne
2. What did she study in Sorbonne?
a) chemistry and mathematics b) biology and physics
c) physics and mathematics d) mathematics and languages
3. The strength of radiation depended on...
a) the element's quantity b) the element's quality
c) the element's physical changes
d) the element's number in the periodic table
4. Radium was named for the Latin word...
a) ray b) sun c) rainbow d) arrow
5. Marie Curie received Nobel Prize...
a) in chemistry b) in physics and chemistry c) in physics d) in medicine
6. During the WWI she opened ...
a) mobile radiology units b) mobile hospitals
c) mobile radiology laboratories
d) mobile orphanage houses

Fig. 5. Multiple choice questions

Step 5: Post-listening Activities

After watching the TED talk, students will engage in post-listening activities that encourage them to analyze and synthesize the information they have acquired from the presentations. Post-listening activities comprise the opportunity for students to interact with their peers in critical thinking exercises, such as classroom debates, prepare persuasion speeches, identify unique features of the talk, writing summaries, designing posters, etc. So, TED-talks are perfect for developing critical thinking skills. The teacher can ask students to analyze the arguments presented in the TED-talk, evaluate the evidence, and draw conclusions. This exercise will also improve their ability to recognize logical fallacies in arguments.

After watching the talk “What happens if an engineered virus escapes the lab?”, students can be asked to work in pairs and discuss the following issues: What can we do to minimize risk of virus lab leak? Is the knowledge gained in study of potentially dangerous pathogens worth this risk?

Having watched the presentation “The genius of Marie Curie”, students can discuss the challenges Marie Curie faced in her career. They could be divided into two groups. The first group will prepare arguments regarding positive impacts of Dr. Curie's discoveries. The second group will comment on harmful impacts of Dr. Curie's discoveries. As the homework, chemical students can prepare a report about the elements Radium and Polonium. It can be either an interesting fact or general information about the elements.

The fifth step develops skills of discourse analysis. TED-talks provide rich and complex material that teachers can use to teach the students about the organization of speech, discourse markers, persuasive language, etc. For example, students can listen to a TED-talk and analyze the usage of modal verbs, connectors, and the tone of the speaker.

In addition, TED-talks can be used to improve writing skills, inspiring creative writing. After watching a TED-talk, the teacher can ask students to write an argumentative essay, or a personal response expressing their thoughts and feelings about the topic of the TED-talk.

There are numerous benefits of using TED talks to teach English for specific purposes. For instance, studies indicate that TED talks can offer an authentic and engaging learning atmosphere that can stimulate the learners' interest in the topic. Additionally, TED talks can improve listening skills, vocabulary, and pronunciation skills. The methodology of using TED talks as a teaching tool can provide students with experiential learning activities that can benefit their future professional endeavors.

Conclusions. In conclusion, incorporating TED talks as a teaching tool in English for Specific Purposes can be a highly effective way of promoting active learning in the classroom. TED talks offer authentic and relevant topics for students to engage in while providing a more enjoyable and engaging way of learning. The methodology has clear benefits such as improving comprehension skills, vocabulary acquisition, note-taking, and speaking skills. By following the above-mentioned steps, lecturers can deliver enriching, pedagogical sessions that will provide students with a foundation to become successful professionals in their respective fields.

Prospects for further research include developing methods of improving students' public speaking skills using TED talks.

Bibliography

Ржевський, Г.М. (2018). Вплив інтернет-середовища на навчальну діяльність студентської молоді в сучасних умовах. *Вісник Університету імені Альфреда Нобеля. Серія «Педагогіка і психологія»*, 1 (15), 48–56. DOI: 10.32342/2522-4115-2018-0-15-48-55

Стеценко, Н.М., Байша, К.М. (2020). Використання відеоресурсу TED TALKS у навчанні іноземної мови майбутніх менеджерів. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*, 68(2), 191–196. DOI: 10.32840/1992-5786.2020.68-2.38

Шайнер, Г.І., Вільховченко, Н.П. (2019). Особливості дисципліни «Іноземна мова за професійним спрямуванням» у контексті медіаосвіти. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах: збірник наукових праць*, 62 (2), 31–34.

Bhattacharya, A., Zheng, Y. (2019). TED talks and reading tasks in EAP: an exploration of challenges and possibilities. *Journal of English for Academic Purposes*, 40, 41–53.

Busko, M., Huk, L., Kuzan, H., Vilkhovchenko, N. (2019). Foreigners' integration and language learning in adult education in Canada: experience for Ukraine. *Advanced Education*, 6 (11), 100–106. DOI: 10.20535/2410-8286.167172

Caldern, C., Martinez, R. (2016). The use of TED Talks in ELT: An action research project. *Colombian Applied Linguistics Journal*, 18 (2), 352–365.

Gendler, A. Blood, concrete, and dynamite: Building the Hoover Dam. Retrieved from <https://ed.ted.com/lessons/blood-concrete-and-dynamite-building-the-hoover-dam-alex-gendler>

Ghose, S. The genius of Marie Curie. Retrieved from <https://ed.ted.com/lessons/the-genius-of-marie-curie-shohini-ghose#review>

Gibbons, A.-A. How to design climate-resilient buildings. Retrieved from <https://ed.ted.com/lessons/how-to-design-climate-resilient-buildings-alyssa-amor-gibbons>

Guazzaroni, C.S. (2014). Using TED Talks in the EFL Classroom. *English Language Teaching*, 7(3), 80–91.

Huang, H.H. (2015). Using TED Talks to promote EFL learning motivation among Taiwanese college students. *Asian EFL Journal*, 17(3), 22–32.

Hughes, R. (2017). *Teaching and researching speaking*. New York: Routledge.

Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. New York: Routledge.

Our mission. Ted talk. (2002). Retrieved from <https://www.ted.com/about/our-organization>

Roca de Larios, J., Kecskes, I. (2017). *Teaching English for specific purposes: An evolving experience*. Routledge.

Sánchez-Muñoz, C., Martín-Molina, A., Guerrero-Roldán, A.E. (2018). Enhancing L2 learners' listening skills through TED Talks. *Language Learning & Technology*, 22(2), 179–195.

Sheldon, L.E. (2012). Multimodal texts and the EAP classroom: Using TED talks to enhance students' presentation skills. *English for Specific Purposes*, 31(4), 261–271.

Vilkhovchenko, N. (2022). ESP distance learning methods at technical universities. *Вісник Університету імені Альфреда Нобеля. Серія «Педагогіка і психологія»*, 1 (23), 116–123. DOI: 10.32342/2522-4115-2022-1-23-14

What happens if an engineered virus escapes the lab. Retrieved from <https://ed.ted.com/lessons/what-happens-if-an-engineered-virus-escapes-the-lab>

Wolf, K. The biggest mistakes in mapmaking history. Retrieved from <https://ed.ted.com/lessons/the-biggest-mistakes-in-mapmaking-history-kayla-wolf>

Zhang, L.J., Wei, L., Ke, J. (2018). Learning autonomously through watching TED talks: A study of Chinese EFL learners. *System*, 73, 99–109.

References

- Bhattacharya, A., Zheng, Y. TED talks and reading tasks in EAP: an exploration of challenges and possibilities. *Journal of English for Academic Purposes*, 2019, no. 40, pp. 41–53.
- Busko M., Huk L., Kuzan H., Vilkhovchenko N. Foreigners' integration and language learning in adult education in Canada: experience for Ukraine. *Advanced Education*, 2019, vol. 6(11), pp. 100–106. DOI: 10.20535/2410-8286.167172
- Caldern, C., Martnez, R. The use of TED Talks in ELT: An action research project. *Colombian Applied Linguistics Journal*, 2016, no. 18(2), pp. 352–365.
- Gendler, A. Blood, concrete, and dynamite: Building the Hoover Dam. Available at: <https://ed.ted.com/lessons/blood-concrete-and-dynamite-building-the-hoover-dam-alex-gendler> (Accessed 8 April 2023).
- Ghose, S. The genius of Marie Curie. Available at: <https://ed.ted.com/lessons/the-genius-of-marie-curie-shohini-ghose#review> (Accessed 8 April 2023).
- Gibbons, A.-A. How to design climate-resilient buildings. Available at: <https://ed.ted.com/lessons/how-to-design-climate-resilient-buildings-alyssa-amor-gibbons> (Accessed 8 April 2023).
- Guazzaroni, C.S. Using TED Talks in the EFL Classroom. *English Language Teaching*, 2014, vol. 7(3), pp. 80–91.
- Huang, H.H. Using TED Talks to promote EFL learning motivation among Taiwanese college students. *Asian EFL Journal*, 2015, vol. 17(3), pp. 22–32.
- Hughes, R. (2017). *Teaching and researching speaking*. New York, Routledge, 242 p.
- Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. New York, Routledge, 154 p.
- Our mission. Ted talk. Available at: <https://www.ted.com/about/our-organization> (Accessed 8 April 2023).
- Roca de Larios, J., Kecskes, I. (2017). *Teaching English for specific purposes: An evolving experience*, New York, Routledge, 157 p.
- Rzhevskiy, H.M. The influence of the Internet environment on the educational activities of student youth in modern conditions. *Bulletin of Alfred Nobel University. Series "Pedagogy and Psychology"*, 2018, vol. 1(15), pp. 48–56. doi: 10.32342/2522-4115-2018-0-15-48-55 (In Ukrainian).
- Sánchez-Muñoz, C., Martín-Molina, A., Guerrero-Roldán, A. E. Enhancing L2 learners' listening skills through TED Talks. *Language Learning & Technology*, 2018, vol. 22(2), pp. 179–195.
- Shainer, H.I., Vilkhovchenko, N.P. Peculiarities of the discipline "Foreign language for specific purposes" in terms of media education. *Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh* [Pedagogy of creative personality formation in higher and secondary schools: a collection of scientific papers], 2019, no. 62, issue 2, pp. 31–34. (In Ukrainian).
- Sheldon, L.E. Multimodal texts and the EAP classroom: Using TED talks to enhance students' presentation skills. *English for Specific Purposes*, 2012, no. 31, issue 4, pp. 261–271.
- Stetsenko, N.M., Baisha, K.M. The use of video resource TED Talks in teaching foreign languages for future managers. *Pedahohika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh* [Pedagogy of creative personality formation in higher and secondary schools], 2020, no. 68, issue 2, pp. 191–196. doi: 10.32840/1992-5786.2020.68-2.38 (in Ukrainian).
- Vilkhovchenko, N.P. ESP distance learning methods at technical universities. *Bulletin of Alfred Nobel University. Series "Pedagogy and Psychology"*, 2022, no. 1 (23), pp. 116–123. doi: 10.32342/2522-4115-2022-1-23-14
- What happens if an engineered virus escapes the lab. Available at: <https://ed.ted.com/lessons/what-happens-if-an-engineered-virus-escapes-the-lab> (Accessed 8 April 2023).
- Wolf, K. The biggest mistakes in mapmaking history. Available at: <https://ed.ted.com/lessons/the-biggest-mistakes-in-mapmaking-history-kayla-wolf> (Accessed 8 April 2023).
- Zhang, L.J., Wei, L., Ke, J. Learning autonomously through watching TED talks: A study of Chinese EFL learners. *System*, 2018, no. 73, pp. 99–109.

USING TED TALKS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES AT UNIVERSITY LEVEL

Vilkhovchenko Nadiia, Ph.D. (Linguistics), Associate Professor, Associate Professor of the Department of Foreign Languages, Lviv Polytechnic National University

E-mail: nvilkhovchenko@gmail.com

ORCID ID: 0000-0002-0100-2628

DOI: 10.32342/2522-4115-2023-1-25-1

Keywords: TED talks, methodology, ESP, online resource, active learning, online teaching, listening skills, speaking skills, vocabulary development.

*This study considers TED talks as an effective authentic resource for mastering English. The **purpose** of the article is to outline a methodology for using TED talks in teaching English for specific purposes (ESP) at the university level. To achieve this goal, we set the following objectives: to introduce and describe the steps of utilizing TED talks, as well as provide examples to each step. We applied a number of **methods** which helped to fulfil the task of the paper. They include establishing the cognitive and educational value of ESP and its place in the system of university education; defining the tasks and its content of the discipline; developing methodical means and organizational forms of training according to these tasks and content. TED talks are informative presentations delivered by experts in their fields. They provide a great opportunity for language teachers to incorporate authentic listening and speaking tasks in their teaching methods. A well-designed lesson plan that utilizes TED talks as a teaching tool can benefit ESP students in various ways. The methodology of incorporating TED talks in the teaching process should involve a series of steps that aim to maximize effective learning outcomes. These steps include selecting the theme of the talk, searching the TED talk, delivering the speech, designing pre-listening and post-listening activities. The article presents examples of exercises that can be done at each step with reference to specific TED talks from the site <https://ed.ted.com>. The first step ensures that the chosen TED talks are suitable and engaging. Teachers can provide students with choices and allow them to vote. The aim of the second step is to support students' understanding of the TED talk. The third step develops listening comprehension skills. The fourth step engages and promotes students' active listening skills. The fifth step helps to develop skills of discourse analysis. The video content that the teacher chooses for the lesson should correspond to the professional interests of students. In such a way this video will be able to increase the motivation to study not only a foreign language but also specialized disciplines. The work with TED talks, however, differs from ordinary academic lectures and presentations. Thus, it requires special training of both the teacher and students. Firstly, students' level of English is an important factor defining the choice of a lecture. The teacher considers the level of listening skills, knowledge of the topic, and terminology. Secondly, it is important to take into account the duration of the presentation. If students are not familiar with the topic, they can have some difficulties with comprehension. Therefore, they will need to listen to the lecture twice. So, the preferable length of the video should be about 5-6 minutes. Incorporating TED talks as a teaching tool in English for Specific Purposes can be a highly effective way of promoting active learning in the classroom. TED talks are a source of authentic and relevant topics for students to engage in while providing a more enjoyable and efficient way of learning. The methodology of using videos from the resource has clear benefits. They include improving comprehension skills, vocabulary acquisition, note-taking, and speaking skills. By following the steps mentioned in this paper, lecturers can deliver enriching, pedagogical sessions that will provide students with a foundation to become successful professionals in their respective fields.*

Одержано 27.01.2023.