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USE OF TED-CONFERENCE MATERIALS TO INCREASE MOTIVATION FOR LEARNING AND IMPROVE THE EFFECTIVENESS OF STUDENTS' INDEPENDENT WORK AT THE INITIAL STAGE OF LEARNING ENGLISH

USO DE MATERIALES DE CONFERENCIAS TED PARA AUMENTAR LA MOTIVACIÓN POR EL APRENDIZAJE Y MEJORAR LA EFICACIA DEL TRABAJO INDEPENDIENTE DE LOS ESTUDIANTES EN LA ETAPA INICIAL DEL APRENDIZAJE DEL INGLÉS

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ABSTRACT

At the current stage of the development of higher education, one of the topical problems is the search for ways to use information and communication technology in the process of teaching foreign languages. The article describes a methodology for the development of monologic speech skills of future philologists at the initial stage of studying at the university by means of using the materials of TED conferences. The main skills of monologic speech students are required to master by the end of the first year of studying English are defined, the stages of the formation of monologic speech skills in philology students with the use of TED-conference materials are outlined. The paper describes exercises that improve the efficiency of the process of mastering the ability to construct a monologic statement at each of the stages. The effectiveness of the proposed set of exercises is tested in a methodological experiment with different variations of the methodology. The results of the experiment suggest that both of the variants are effective but the preference in teaching should be given to the more efficient variant.

Keywords:

Information and communication technology (ICT), foreign language monologic speech, monologic skills, TED-conference, TED Talks.

RESUMEN

En la etapa actual del desarrollo de la educación superior, uno de los problemas de actualidad es la búsqueda de formas de utilizar las tecnologías de la información y la comunicación en el proceso de enseñanza de lenguas extranjeras. El artículo describe una metodología para el desarrollo de habilidades del habla monológica de futuros filólogos en la etapa inicial de estudiar en la universidad mediante el uso de los materiales de las conferencias TED. Se definen las principales habilidades de habla monológica que los estudiantes deben dominar al final del primer año de estudio de inglés, se describen las etapas de formación de habilidades de habla monológica en estudiantes de filología con el uso de materiales de conferencias TED. El artículo describe ejercicios que mejoran la eficiencia del proceso de dominar la habilidad de construir un enunciado monológico en cada una de las etapas. La efectividad del conjunto de ejercicios propuesto se prueba en un experimento metodológico con diferentes variaciones de la metodología. Los resultados del experimento sugieren que ambas variantes son efectivas, pero en la enseñanza se debe dar preferencia a la variante más eficiente.

Palabras clave:

Tecnología de la información y la comunicación (TIC), habla monológica de lengua extranjera, habilidades monológicas, TED-conference, TED Talks.

INTRODUCTION

The various opportunities to use information and communication technology (ICT) in the educational process make it one of the most promising means of teaching foreign languages (Smirnova et al., 2021; Mkrttchian et al., 2020).

An example of the implementation of ICT can be the use of TED-conference materials (Rubenstein, 2012) in developing the skills of monologic speech in future philologists at the initial stage of university education who already possess the level of communicative competence in the foreign language sufficient to understand the non-adapted speech of native speakers.

The use of TED resources can significantly accelerate the process of developing competence in monologic speech given that they allow combining different ways (auditory and visual) of presenting sample materials, as well as provide conditions for students to use the studied language in simulated situations of real foreign language communication by organizing student conferences in the TED format (Aleksandrova et al., 2021).

According to scientific literature (Konkov & Neupokoeva, 2011), monologic speech (hereinafter referred to as "MSp") is an oral form of communication involving a coherent and continuous statement of one person addressed to one or more listeners or interlocutors. MSp is characterized by the continuous nature of the statement, consistency, and semantic completeness. Speech skills are understood as the ability to use the means of a foreign language logically, consistently, fully, with a communicative motivation, sufficiently correctly in linguistic respect, and creatively in order to express one's thoughts in speech (Bredikhina, 2018).

By the end of the first year of studies at a linguistic university, the level of development of future philologists must meet the B1-B2 level according to the Common European Framework of Reference for Languages. This involves the assessment of the following MSp skills: the ability to verbally reproduce in detail the read texts, heard statements, and completed semantic fragments, to correctly and sequentially convey their content and the main linguistic means used by the author; to transform the information received, reproduce it briefly and selectively, change the form of its presentation and style according to the speech task; to prepare a statement and express its idea in a certain type, style, genre of speech considering the situation of communication, choose adequate language tools, adhere to the basic rules of communication.

It should be noted that the problem of using TED-conference resources in teaching foreign languages is attracting more and more attention in the scientific and methodological literature (García-Pinar, 2019; Al-Jarf, 2021). Ivanova &Malygina (2017), define TED conferences as mass open online courses, distinguished by interactivity.

Kosheleva (2017); and Allagui (2021), believe that TED conferences are effective in communicative teaching of a foreign language. García-Pinar (2019), suggests engaging technical university students in independent project work using TED.Timkina (2020), singles out the stages of work with the TED Talks materials in professionally-oriented teaching of English at a non-linguistic university.

Researchers note the convenience of using TED conferences (the presence of subtitles, online access to audio and video materials (Martínez Hernández et al., 2018), the ability to download files, the convenience of working with the site (Nguyen & Boers, 2019) and their richness in terms of content (the opportunity to listen to native speakers with different accents and pronunciation (Leopold, 2016), the thematic diversity of conferences, their relevance and structure (Evans, 2020), the use of visual materials by speakers (Romanelli et al., 2014).

Despite the presence of scientific and methodological research on the use of TED conferences materials in teaching foreign languages, not enough attention is paid to the formation of MSp skills of future philologists at the initial stage of university education with the use of TED resources.

The aim of the study is to develop a methodology of forming the skills of foreign language monologic speech in future philologists with the use of TED-conference materials.

The set goal determines the following research objectives:

to identify the monologic skills that must be formed at the initial stage of training of future philologists;

to determine the stages of formation of monologic speech skills in future philologists with the use of TED-conference materials;

to develop a set of exercises for the development of monologic speech skills with the use of TED-conferences and test its effectiveness.

MATERIALS AND METHODS

The study employs the following methods to meet the research objectives: theoretical – analysis of scientific and methodological literature in order to substantiate the theoretical foundations of the problem under study; empirical – methodological experiment to test the effectiveness of the composed set of exercises; statistical – Fisher angle

transformation φ^* to substantiate the feasibility of using the developed set of exercises in the educational process.

The stages of development of MSp skills with the use of TED-conference materials are preliminarily determined as follows (Table 1).

Table 1. Characteristic of the stages of formation of MSp skills using the materials of TED-conferences.

№	Stage	Characteristic of the stage
1	Preparatory	Motivating students to watch a video clip, removing difficulties, reactivating the knowledge necessary to understand the material
2	Receptive	Watching a video clip and analyzing the structure of the monological statement (hereinafter – MSt) under the guidance of the teacher
3	Receptive-reproductive	Re-watching the video clip with a focus on specific speech material and mastering the individual actions necessary to create one's own MSt (e.g., students learn to argue or formulate their own conclusions)
4	Productive and analytical	Creation of the student's own video performance, analyzing their own MSt or other students' MSts, and providing recommendations for improvement
5	Correctional	Improvement of the student's MSt, taking into account the results of self-reflection or recommendations from other students, followed by participation in a student mini-conference in the TED format organized by the teacher

According to the outlined stages, let us present a set of exercises for the formation of MSp skills in future philologists using TED Talks (Table 2).

Table 2. Exercises for the formation of MSp skills in future philologists using TED Talks.

№	Stage	Types of exercises
1	Preparatory	Predicting the content of a speech by its title, keywords, and illustrative material; Predicting the lexical content of the speech; Matching keywords/phrases with their definitions/ synonyms.
2	Receptive	Watching a presentation and: - identifying the main idea, the speaker's attitude to the subject of the statement; - establishing correspondence between the structural components – the monologic statement and the parts of the text of the speech; - determining the chronological order of the events described; - recognizing and classifying connectives highlighted in the text of the speech.
3	Receptive-reproductive	Watching a presentation and expressing one's own impressions of the subject matter; Watching a part of a presentation and translating it, imitating it, composing one's own mini-monologues on a similar topic.
4	Productive-analytical	Composing one's own MSt; Analyzing one's own MSt; Analyzing the MSts of other students and offering recommendations on their improvement.
5	Correctional	Correcting and improving one's own MSt taking into account the results of self-analysis and the recommendations of other students; Giving a presentation at a mini-conference in the TED format.

The effectiveness of the developed set of exercises is verified through a formative methodological experiment.

The first (organizational) stage of the study involves determining the variable and non-variable factors and selecting participants for the experiment.

The variable factors include the orientation of the analytical component of the exercises at the productive-analytical stage of forming the skills of monologic speech. Variant A of the methodology uses exercises based on reflection and self-analysis. Variant B of the methodology contains exercises based on the analysis of other students' performances.

The non-variable factors of the experiment are the duration of the experimental training (8 hours of classroom work and 12 hours of independent work); the number of students in the experimental groups (EG1 – 14, EG2 – 14); the objectives of pre- and post-experimental assessment; the controlled parameters and assessment criteria.

The experimental training was organized on the basis of the North Caucasus Federal University. The sample of the experiment consists of 28 first-year students of the Faculty of Foreign Philology.

At the second stage of the study (implementation of the experimental training), a pre-experimental assessment is conducted to determine the initial level of development of MSp skills in future philologists. The students are asked to make a video recording of their own MSt corresponding to the topics of the curriculum for the first-year English language course at the university. The objects of assessment are the monologic skills corresponding to this type of monologue, the MSt evaluation criteria developed to assess them are presented in Table 3.

Table 3. Criteria for assessing the skills of composing a monologic statement.

№	Skill	Level of skill formation	Points
1	Ability to attract and hold the attention of the audience	Low: the student does not use the means of attracting and maintaining the attention of the audience, the speech is monotonous.	0
		Average: the student demonstrates the ability to use some means of attracting the attention of the audience, the choice of some of them may be inaccurate.	1
		High: the student skillfully uses gestures, facial expressions, intonation, and rhetorical questions to attract and maintain the audience's attention throughout the MSt.	2
2	Ability to express oneself fully in accordance with the proposed communicative situation	Low: the MSt is incomplete; the statement contains inaccuracies.	0
		Average: the student demonstrates the ability to express themselves sufficiently fully in accordance with the proposed communicative situation; the MSt may contain some inaccuracies.	1
		High: the student demonstrates the ability to fully and comprehensively express themselves according to the proposed communicative situation.	2
3	Ability to express personal opinions and attitudes toward the subject of the MSt	Low: the student expresses their opinion unclearly; there are no arguments to support their position.	0
		Average: the student shows the ability to clearly express their own opinion and attitude to the topic of the MSt but may not provide arguments in favor of their position.	1
		High: the student shows the ability to clearly and reasonably express their own opinion and attitude to the topic of the MSt.	2
4	Ability to make a coherent and logical statement in accordance with the proposed topic	Low: the MSt is illogical and inconsistent; linkers are not used.	0
		Average: the MSt is quite logical and consistent; some parts of the MSt may lack linkers or use the wrong ones.	1
		High: the MSt is logical and consistent; the student uses linkers successfully.	2
5	Ability to make the best use of the linguistic material of the topic	Low: the student makes major speech errors during the MSt.	0
		Average: the student demonstrates the ability to use basic linguistic units within the MSt topic; the speech may contain minor errors.	1
		High: the student demonstrates the ability to use a wide range of linguistic units within the topic of the MSt.	2
Maximum score			10

The experimental training is carried out after the pre-experimental assessment. Presentations on the same topic are selected for the experiment on the TED Talks website to be revised and analyzed in class according to the defined stages of MSp skill formation and using the types of exercises presented in Table 1.

For independent work, students in EG1 and EG2 are asked to analyze audio recordings of speeches prepared for the pre-experimental testing. The students in EG1 are tasked with independently analyzing their own monologues according to the proposed scheme (Variant A of the methodology). EG2 uses a separate group created in a messenger, where the students can review each other's performances and provide feedback according to a similar scheme (Variant B of the methodology).

After the analysis of MSts, the students are tasked with preparing their own monologue-discussion on any topic associated with the initial one taking into account the results of the analysis to later take part in a student mini-conference in the TED format. The students' presentations are recorded on video for further analysis and assessment by the criteria provided in Table 2.

The feasibility of using the developed set of exercises in the educational process is tested using the Fisher angle transformation criterion φ^*. The null and alternative hypotheses for both groups are formulated as follows:

H_0: the share of future philologists demonstrating speech skills at the level of 7 points or higher according to the post-experimental assessment does not exceed the number of students at this level at the beginning of the experiment.

H_1: the share of future philologists demonstrating speech skills at the level of 7 points or higher according to the post-experimental assessment exceeds the number of students at this level at the beginning of the experiment

The values of φ corresponding to the percentages for which "the effect is present" are calculated based on the table of the angle φ^* (in radians) for different percentages.

The empirical value of φ^* is calculated by the formula 1:

$$\varphi^* = (\varphi_1 - \varphi_2) \cdot \sqrt{\frac{n_1 \cdot n_2}{n_1 + n_2}}$$

(F1)

$\varphi 1$ – the angle corresponding to the highest percentage in each group;

$\varphi 2$ – the angle corresponding to the lowest percentage in each group;

n_1 – the number of students who participated in the pre-experimental assessment in each group;

n_2 – the number of students who participated in the post-experimental assessment in each group.

Note that $n_1 = n_2$ since the number of students in the groups is not altered in the experiment.

Critical φ^* values: 1.64 ($p < 0.05$); 2.31 ($p < 0.01$).

RESULTS AND DISCUSSION

The pre-experimental assessment reveals that most students in both groups have certain monologic skills at an average level (EG1 – 6.25 points; EG2 – 6.32 points), which necessitates their systematic purposeful development. The lowest indicator is found for the variables "ability to attract and hold the attention of the audience" (EG1 – 0.84 points; EG2 – 0.87 points) and "ability to make a coherent and logical statement in accordance with the proposed topic" (EG1 – 1.1 points; EG2 – 1.07 points).

It should be specified that the level of development of MSp skills is approximately the same in the two groups, which testifies that EG1 and EG2 belong to the same general population.

The results of the post-experimental assessment demonstrate a rise in the level of formation of MSp skills in both groups. The increase observed in EG1 equals 1.45 points, in EG2 – 2.15 points. Thus, both variants of the methodology can be considered effective. However, it needs to be pointed out that the level of monologic skills in future philologists from EG2 who were analyzing other students' presentations and perfecting their own MSts based on their recommendations is higher compared to the respective result in EG1. The two groups differ by 0.7 points.

This result suggests that Variant B of the methodology is more effective. This finding can be explained by the fact that the opinion of peers is highly important for first-year students, which affects the process of mastering monologic speech skills. In addition, the students have the opportunity to review others' work according to the suggested assessment criteria and improve their own performances taking into account the experience of others.

The change in the indicators of the level of formation of monologic skills after the experimental training is determined using Fisher's φ^* angular transformation criterion, which assesses the reliability of differences between the percentages in the two samples. A table of empirical frequencies is compiled for two values: "presence of an effect" and "absence of an effect" (Table 4). In this case, the presence of an effect is considered as the score of 7 points obtained by the students, which corresponds to the common coefficient of learning amounting to 0.7.

Table 4. Table calculating φ^* for comparison of the pre- and post-experiment assessments in EG1 and EG2.

Group	Section	"presence of an effect" learning coef. ≥ 7		"absence of an effect" learning coef. < 7	
		N of students	share, in %	N of students	share, in %
EG1	Pre-exp.	2	14.3%	12	85.7%
	Post exp.	8	57.1%	6	42.9%
Total		10		18	
EG2	Pre-exp.	3	21.4%	11	78.6%
	Post exp.	10	71.4%	4	28.6%
Total		13		15	

According to the calculations, φ^*_{EMP} (EG1) = 2.44; φ^*_{EMP} (EG2) = 2.82.

The empirical values of φ^* fall into the range of significance. This result suggests the refutation of H0 and the acceptance of H1. Thus, the proposed methodology proves to be effective.

A notable finding is that Variant B of the developed methodology proves to be more effective since the empirical value of φ^* in EG2 is higher than that in EG1.

It is important to emphasize that improving the effectiveness of teaching monologic speech to future philologists requires a proper selection of educational materials (Belousova et al., 2020; Chernyaeva et al., 2021). Bearing that in mind, based on an analysis of methodological literature, we present the following criteria for the selection of TED Talks speeches that could be used as sample MSts: authenticity (the speech should be delivered by native speakers with the standard British pronunciation) (Al-Jarf, 2021); correspondence between the topic of the speech and the training program for future philologists (Li et al., 2016); compliance of the semantic and linguistic content of the selected material with the level of development of students' foreign-language communicative competence, their intellectual development, needs, and interests; professional orientation (using speeches reflecting different aspects of students' future work) (García-Pinar, 2019).

Here we should note that first-year philology students have a sufficiently high level of development of speech skills to perceive and understand the text of a presentation as a speech sample. Therefore, in the process of teaching MSp, we consider it expedient to use the "top-down" approach, in which the development of monologic skills occurs based on the perceived text (Bredikhina, 2018). Following this approach, we identify five stages of formation of MSp skills with the use of TED Talks materials: 1) preparatory; 2) receptive; 3) receptive-reproductive; 4) productive-analytical; 5) correctional.

Meanwhile, Ivanova & Malygina (2017), suggest six stages of learning with TED. The first stage is a preparatory survey (students are offered information about the lecturer and the lecture and a few questions for discussion). At the second stage, the vocabulary on the topic is enriched, and active vocabulary is introduced. The consolidation of the new lexical material is recommended in the format of communicative tasks. The third stage presupposes joint listening to the speech, and exercises should be aimed at developing listening skills and controlling the accuracy of perception of the information. In the fourth stage, students study the comments of Youtube users and express their agreement or disagreement with them. At the fifth stage, the listening material is used to practice grammatical constructions. At the last sixth stage, students should actively use the acquired knowledge on the topic, skills, and abilities in the format of general discussion.

Timkina (2020), identifies different stages of work with TED Talks materials in the process of professionally-oriented teaching of English (at a non-linguistic high school): careful selection of presentations in accordance with the level of students' language training, their professional and cognitive needs; repeated revision of the presentations accompanied by exercises of determining the structure of a monologic statement, activating vocabulary, establishing the patterns of non-verbal behavior of the speaker, etc.; composition of students' own oral statements.

In addition, I.N. Kosheleva (2017) notes some potential drawbacks that need to be considered by teachers while selecting the monologues. Among them is the incomprehensibility of English pronunciation for non-natives, too rapid pace of the speaker's speech and difficult vocabulary, and the possible need for additional information about the speaker or the topic.

CONCLUSIONS

Since future philologists are trained in monologic speech outside of the natural language environment, the use of TED-conference materials improves the effectiveness of the formation of monologic speech skills given that the educational material is selected properly and the training process is organized sequentially and with a professional orientation.

In addition, in our view, the use of the proposed set of exercises will support students' learning motivation and contribute to the creation of favorable conditions for the independent work of students at the initial stage of studying English at the university. Since the improvement of monologic speech skills is found to be greater in EG2 students, we consider it expedient to give preference to the

exercises involving the analysis and correction of monologic statements of other students at the productive-analytical stage of training in monologic speech.

The prospect of further research in this direction is the development of methods to improve the skills of monologic speech in future philologists at the senior stage of university education.

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