

TEACHING RECEPTIVE TYPES OF SPEECH ACTIVITY USING INTERNET RESOURCES IN ENGLISH LANGUAGE CLASSES IN SECONDARY SCHOOL

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Receptive types of speech activity – listening and reading – are foundational components of foreign language acquisition. These skills enable learners to perceive, decode, and comprehend spoken and written input, serving as the basis for language competence and further productive activities such as speaking and writing. In modern pedagogy, particularly within the framework of communicative and competence-based approaches, teaching receptive skills effectively is a priority in secondary school English language classrooms. With the proliferation of digital technology, Internet resources offer unprecedented opportunities to enhance receptive skill development through authentic, multimodal, and interactive content.

The use of Internet resources helps expose students to real-life language input. This is crucial because traditional textbook materials often present simplified or scripted texts that may not fully represent the complexity and variability of authentic English usage. Through websites such as BBC Learning English or TED-Ed, students encounter diverse accents, speech rates, idiomatic expressions, and cultural contexts, which are indispensable for developing robust listening comprehension skills (BBC Learning English, TED-Ed). These materials mimic real-world communication and prepare learners to understand English in varied settings.

For reading skills, Internet resources offer an extensive range of texts – from news articles and blogs to academic journals and literary works – to different proficiency levels. Platforms like Newsela or ReadTheory provide leveled texts with built-in scaffolding tools such as glossaries, comprehension questions, and adaptive reading

levels. These tools support vocabulary acquisition, reading fluency, and critical reading strategies (Newsela). Students can read at their own pace, revisit difficult sections, and use hyperlinked resources to explore concepts more deeply.

Internet technologies also support the principles of differentiated instruction. Each student has a unique learning pace, style, and need, and online tools can address this diversity. Platforms such as iLitELL offer diagnostic and adaptive features that personalize content to suit individual learning trajectories. For instance, students struggling with auditory processing can benefit from transcripts or adjustable audio speed in listening exercises (Savvas). Visual learners, on the other hand, may better retain content delivered through videos and infographics.

Interactive multimedia tools significantly enhance motivation and engagement, which are critical for successful language learning, particularly in secondary school settings where students may be easily distracted or disengaged. The use of podcasts, video blogs (vlogs), animated explainers, and educational YouTube channels fosters greater learner involvement. This multimedia approach not only supports the dual coding of information (visual and auditory) but also allows students to contextualize meaning through tone, facial expressions, and background visuals (Mayer, 2020). Such contextualization is particularly beneficial for learners developing inferencing and global comprehension skills.

In addition, the Internet facilitates the integration of receptive and productive skills. After engaging with listening or reading materials, students can participate in online discussions, write summaries, or create multimedia responses. This transition from reception to production encourages deeper cognitive processing and reinforces language learning (Richards, Schmidt, 2013). For instance, learners might listen to a podcast episode and then post their reactions on a class discussion board or comment thread, fostering both reflection and output.

Collaborative digital environments, such as forums or classroom blogs, promote cooperative learning and metacognitive awareness. When students work together to

interpret a text or clarify a confusing audio segment, they engage in peer learning, which has been shown to enhance comprehension and retention. Teachers can also use learning management systems like Google Classroom or Edmodo to assign receptive tasks and provide immediate feedback, which is vital for consolidating knowledge (OnTESOL).

Despite its advantages, using Internet resources effectively requires careful curation and digital literacy. Teachers must ensure that the content is age-appropriate, level-appropriate, and aligned with curricular goals. Moreover, training in digital navigation, information evaluation, and online safety should accompany any technology integration. Without these precautions, students may become overwhelmed by the volume of online content or distracted by irrelevant materials.

Teachers also play a crucial role in guiding students through scaffolded tasks that build receptive skills systematically. Pre-listening or pre-reading activities, such as predicting content from a title or discussing prior knowledge, can activate schema and prepare learners for better comprehension. During the activity, learners may be prompted to focus on specific information or answer guiding questions. Post-activity reflection, summarization, or vocabulary review can consolidate learning and extend it to new contexts (Harmer, 2015).

Ultimately, Internet resources, when integrated strategically, can revolutionize the teaching of receptive skills in secondary schools. They empower students to take control of their learning, explore diverse content, and engage in real-world language use. As educational technologies continue to evolve, the pedagogical challenge will lie not in accessing content, but in designing effective, engaging, and pedagogically sound learning experiences that harness the full potential of online tools.

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ПРО ПИТАННЯ ПРОФЕСІЙНО ОРІЄНТОВАНОГО НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ МАЙБУТНІХ ФАХІВЦІВ У ГАЛУЗІ МАТЕМАТИКИ

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Сучасний професійно орієнтований підхід до формування англомовної комунікативної компетентності передбачає формування у студентів професійного й наукового запиту на вербальне спілкування. Цей запит відрізняє процес навчання фізиків, біологів, математиків у ЗВО від