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MASTER

“Language and Communication”

Ted talks videos’ Impact on the Speaking Ability of EFL Learners

**A Case Study of First Year Master Students of Language and
Communication, and Litterature and Interdisciplinary Approaches at
Abdelhamid Ibn Badis University, Mostaganem**

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DEDICATIONS

I dedicate my work which has finally seen light to the most loving people:

To the light of my life my mother, my father, family, friends

And the coming educational revolution.

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this work

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this work.

Abstract

In various EFL classrooms, students strive trying to use English to communicate. Nevertheless, with the emergence of ICT that has taken place lately, there is a wide range of instruments available to support the English learning such as; blogs and online courses. In spite of that, many of these materials were not originally produced for teaching but can be used for such purpose. Therefore, this study is conducted to investigate the use of Ted talks videos as a pedagogical tool in teaching English language, and its impact on the proficiency of their speaking skills. The research is conducted qualitatively and quantitatively by the use of a questionnaire as a data collecting tool. The questionnaire was administered to M1 students from two different specialties at the department of English at the University of Abdelhamid Ibn Badis. The results revealed that Ted talks videos can provide learners with a new vocabulary. As well as, it offers a positive impression of how practical these videos are encouraging EFL learners to become proficient.

Key words: Ted talks videos, ICT, language learning, vocabulary, and EFL

List of abbreviations

EFL: English Foreign Language

ICT: Information and Communication Technology

TED: Technology Entertainment Design

M1: Master one

G1: Group one (language and communication)

G2: Group two (literature and interdisciplinary approach)

E-learning: Electronic learning

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General Introduction

Due to globalization, English language has become the most needed language of communication. Therefore, many people from different regions focus on EFL learning for various reasons such as; interacting with others effectively. To this end, the English language is being taught in almost all over the world as a foreign language in Universities and other educational institutions. In the same manner, teaching English as a foreign language is a challenging responsibility that is why non-native speakers strive to use the proper word while speaking. As a result, the speaking skill is one of the primary skills in the process of learning/teaching a foreign language because the primary aim of the EFL learners is to be able to communicate and interact proficiently. For this reason, researchers are constantly looking for new methods to facilitate this task. In this way, we came across one of the most used tool which is ICT.

Indeed, the implementation of ICT in the classroom became vital in a way and interesting in another as it is practical for both teachers and learners. Likewise, in an EFL context learners require specific input to be able to speak fluently. So, it is necessary for EFL instructors to suggest different options, for instance Ted talks videos regarding their students' lacks and necessities. Under those circumstances, learners are expected to promote their speaking skills throughout enhancing their motivation and engagement in learning. In addition, these videos give students the possibility to practice pronunciation and enrich their vocabulary. Consequently, learners remember vocabulary easier. In this light, Ted talks videos are powerful pedagogical material which enable students to acquire the target language and give them the opportunity to be exposed to native speakers and to see the natural language in use. Moreover, the proper use of Ted talks videos motivate students and help them with their presentations.

This research undertakes the role of Ted talks videos as a pedagogical tool in enhancing EFL learners' speaking skill, As well as, it defines the speaking ability and its difficulties. Therefore, this study aims at providing answers for the following questions:

- How can Ted talks videos influence the speaking skills of first year master EFL EFL learners?
- To what extent do Ted talks videos enhance EFL learners' speaking skills?

To answer these questions, we hypothesize that with the proper and effective implementation of Ted talks videos as a pedagogical instrument, it would not only promote the EFL learners' speaking skill but it would also enrich their lexis.

To confirm that, our research is composed of three chapters. Starting with the theoretical background, which focuses on the literature review that is divided into two parts, the first one defines the speaking skill, reveals its sub-branches and the difficulties encountered while learning it. On the other hand, the second part is devoted to ICT by defining it, and the value of Ted talks videos is mentioned. Moving to the second chapter that contains the research methodology characterization, identification of the participants' profile and the description of the tool for the data collections. Besides we find the analysis of the results that were needed to achieve this work. Finally, on the third chapter we concluded this enquiry by the clarification of our findings of each participant, a summary of the respondents' point of views, and adding limitations and recommendations for further research.

Chapter One: Theoretical Background

1. Introduction

The English language is one of the most complex languages in view of the fact that students strive to learn it and acquire its basis. Principally, the speaking skills, which represents an obstacle for EFL learners that are not competent enough. Therefore, to achieve proficiency, many options can be followed.

This chapter represents the literature review of this study, and it is twofold. First, an overview of speaking that contains its definition, characteristics, and the reason of teaching this skill. Secondly, dealing with ICT, an introduction to these tools will be discussed and its significance will be portrayed through some real instances. Moreover, a further analysis of effectively using Ted talks videos as an authentic material will be shed light on.

1.1. Definition of Speaking

Speaking is one of the most important of the four macro skills that EFL learners need to master so that they can be able to communicate in English either with their classmates or with other people from other countries easily. However, mastering this productive skill is not without difficulties. As it was defined by Levelt (1989) saying that “we start learning this ability from infancy and develop it during childhood to maturity” (p. 2). It demands a lot of knowledge, practice and deserves more attention. In addition, learners should be confident in order to avoid anxiety while speaking, and know how to use the appropriate vocabulary, grammatical patterns and the correct pronunciation in expressing their thoughts and ideas. As Tokoz-goktepe (2014) asserts that speaking skill is one of the crucial elements of communication that needs to be taken into consideration by EFL learners. Therefore, EFL learners give more importance to speaking in comparison o the other language skills because it seems to be the most interesting and used among them in communication.

1.2. Importance of Speaking

The major goal behind teaching English for EFL is to give them the ability to use it effectively and accurately in communication (Davies, 2000). Moreover, Ranson (2000) says that this proficiency equips speakers with divers advantages that allow them to share their ideas and understand their own selves. Students, hence, prefer speaking than the rest of the other skills, because it gives them the opportunity to express meanings easily. In similar veins, if students learn to speak the target language fluently, they will be regarded as

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proficient not only in speaking but also in the other skills. In this content, Ur (2000) said that: “of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as speakers of the language as if speaking includes all other kinds of knowing” (p. 12). Moreover, the value of the speaking process is demonstrated by the integration of other language skills, because learners can improve their grammar and vocabulary by speaking then improving their writing skill. An additional point is that it will help to gain the attention of the audience and so the message will be transmitted more conveniently. To sum up, Speaking skills are necessary to accomplish the career success in real life. As Baker & Westrup (2003) reinforce the importance of speaking saying that: “...a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion”. Consequently, it is important to learn how to communicate appropriately in English, especially for the ones who chose to further their studies in tertiary level or to operate in environment that require it as, ultimately, considered the international language due to globalization.

1.3. Speaking Sub-skills

Celce-murcia, (2001, p. 103) Affirms that most people regard the capacity to speak a language as ones who master this language. In order to master speaking, there are two main norms that should be taken into consideration, which are: fluency and accuracy. These elements are crucial in the learning process of any language.

1.3.1. Fluency

In teaching English as a second language, teachers’ principal goal is to equip the learner with the speaking fluency that is the ability for the learner to speak at ease, as Segalowitz (2003) says that “Fluency is the ability to produce utterances smoothly, rapidly and accurately”.(as cited in Antos & Knapp 2009). That is the capacity for speakers to produce speeches with normal and comprehensible level. Moreover, from Tricia’s (2000) point of view “Fluency is the ability to link units of speech together with facility and without strain, or undue hesitation”. (p. 54)

1.3.2. Accuracy

As Burns & Goh (2012) define it as a “Speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct

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pronunciation according to target language norms” (p. 43). Otherwise said, it is the correct use of vocabulary, grammar and pronunciation while speaking.

1.3.2.1. Vocabulary

The vocabulary, also called jargon, is in fact, the basis of the speech (Shefaei & Nejati, 2017, p.32). Being able to achieve accuracy at the level of vocabulary is to be able to choose the appropriate words during speaking, and that would help students becoming independent by relying on themselves and to remember new words related to learning of language. Moreover, learners usually encounter difficulties when speaking and expressing what they want to say due to the lack of vocabulary. Forthwith, its learning must be an ongoing part of the classroom.

1.3.2.2 Grammar

As Parsons (2004) refers to grammar as: “a set of rules guiding the arrangement and structure of language” (p.8). That means, every language has its own structure of grammar, in order to speak it, we need to follow these rules. Furthermore, the purpose of this component is to make the mapping between forms and meaning easier (Tomita, 1996, p. 320).

1.3.2.3. Pronunciation

Learners are usually afraid of making mistakes when speaking in front of an audience or in a group. Indeed, the success of any interaction is linked to the mastery of sound system (intonation). Redmond & Vrchota (2007) argue that “it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood” (p. 104). In other words, it is the right production of clear words and the use of the correct intonation during the process of speaking.

1.4. Reason for Teaching Speaking

Learners consider speaking as the most difficult skill among the others, because it requires a lot of courage and preparation to produce the language. Yet, it is still a must for them to learn it in order to be able to communicate and interact with others, as Al-Sibai, (2004) discerns that” we live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor” (p. 3). For that, students must be given the chance to interact and talk in divers topics. In this point Harmer

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(1988, 87-88) proposed three main reasons why teaching speaking is good for students (as cited in Noor Malihah, 2010, p. 87).

1.4.1. Rehearsal

It is giving the opportunity for learners to participate and speak inside the classroom. Therefore, they will be used on making discussion even outside the class. This can be done through per-work or groups, by having a free discussion, so that they can achieve communication and create a debate. By this way, the teacher would have taught them how to communicate.

1.4.2. Feedback

The teaching process creates an interaction between the teacher and the learner that would lead them to learn from each other. In that case, students are asked to speak, so the teacher will be able to analyze and correct the student if any mistake occurs by given feedback on the weakness of the student. Equally important, students are asked to speak fearlessly, so they recognize their needs in order to improve their speaking skill.

1.4.3. Engagement

Speaking improves students' oral fluency and engages them into real conversation where they are going to put in practice what they have learned about language structure and grammar. On the other hand, the teacher's role, once more, is to create the right environment by motivating them through proposing games or speaking activity such as role-play to improve both accuracy and fluency. Teachers should devote more time for speaking activity as long as students learn practice and this will, eventually, lead them to be eloquent speakers.

1.5. Speaking Difficulties in Foreign Language Learning

Ur (1996) states that many difficulties are found by EFL students when dealing with the speaking skills. They are as follow (as cited in Al-Hosni, 2014, p. 23).

1.5.1 Inhibition

learners are worried of making mistakes when using the target language in front of their classmates, as (Ur , 2000) states "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts" (p. 111). In other

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words, the problem is with shy people that are afraid of the negative feedback and criticism from both teacher and students.

1.5.2. Nothing to Say

Another issue which is the “I have no idea” or “No comment”. Learners tend to use these expressions when they are not motivated to participate in the chosen topic which they think that they have nothing to say about it. Rivers (1986) articulates that students have nothing to say, maybe because the teacher had chosen unpleasant topic which the learner does not know a lot about (as cited in Tuan & Mai, 2015, p. 10). That is, the choice of the topic is important to enhance students’ engagement.

1.5.3. Low or Uneven Participation

This problem arise when a minority of students tend to participate more often, whereas the others do not say much or remain silent maybe because they are not sure about the validity of their answers. In that case, it is suggested for teachers to set up groups as it creates opportunities to gather up higher and low performers which, in turn, can, undoubtedly, maximize the learning process. Therefore, the shy ones will no more hide behind their peers but a collaborative atmosphere is promoted within which everyone is performing a part of the task at-hand.

1.5.4. Mother-tongue Use

When all students share the same mother tongue, they tend to use it even inside the classroom because it is easier and they feel less exposed. As reported by Baker and Westrup (2003) “Barriers to learning can occur if students knowingly transfer the culture rules from their mother tongue to a foreign language” (p. 12). In a nutshell, if students continue on using the mother tongue instead of the target language, learning it will become difficult if not impossible owing to a lack of vocabulary.

1.6. Learning with Technology

Students were traditionally taught following an old-fashioned educational method, which is the direct communication between learners and the teacher in the classroom using typical tools. Nowadays, ICTs has been associated with the teaching process in order to strengthen the program of learning, for example saying that we are aware that technology assist scholar in thinking about an idea in more than one way, reflect on what is learned, and

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adjust the comprehension in a relevant way (as cited in U.S department of education, 2017, p. 12) . Furthermore, the integration of technology in the educational field has brought about significant and positive impact. As case in point, the interaction between teachers and students alike started to improve by analyzing and concluding with better results. Yet, it is an obligation for the instructor to learn how to use these tools properly and effectively.

1.7. Definition of ICT

It is the abbreviation of Information and Communication Technology, according to Campwala, Pandya et al (2016) it is the evolution that arose from scientific progress in computer sciences, telecommunications and electronics, these technological devices permit us to store and disseminate previous information in text, sound and video form (p. 46). By the same token, technology has included the field of education. Therefore, implementing such tool in this field became a priority. As Zhang, Yang, et al (2016) state:” Many countries... are making significant investment on developing their respective ICT in education plans and on bringing various ICT equipment and resources for school” (p. 2). That means, ICT brought a crucial improvement to the teaching process and the availability of classroom materials that grant the enhancement of students’ learning. As well as, the instructors’ abundance of a diversity of equipment that supports the language teaching through visual aids and digital resources such as videos that put forward the authenticity in the learning environment.

1.7.1. Teaching Aids

It is an Instructional tool or device used by teachers to enhance classroom interaction and stimulate the students’ interest. However, this material assists teachers in their teaching process, but not replaces them. As Harmer (2001) states: “As language teachers, we use a variety of teaching aids to explain language meaning and construction, engage students in topic, or as the basis of whole activity” (p. 134). Equally important, this material makes the learning process effortless and easier. Therefore, students’ motivation will be enhanced, by the use of this material such as visual aids.

1.7.2. Audio-visual Aids

Also known as videos, Van Els, et al (1984) define audio-visual aids as:” The combination of sound and image and the use of rather expensive equipment characterize audiovisual media in the narrow sense of the word, namely films, TV and video” (p. 289). That means, every combination between both sound and image is regarded as a video or film.

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Indeed, videos are also used in the learning and teaching process. Awashti (2014) confirms that by saying: “Using Audio Visual aids can be useful for making learning easy, effective and permanent. Role of teacher is very important in using technology because on one side if it is used appropriately, it can make the learning interesting” (p. 62). In other word, the implementation of such tool during the lecture can be very beneficial for the learning process by making it more interesting. Still, it is up to teachers to select the right item.

1.8. The Use of Ted talks videos as an Authentic Material

EFL teachers should put more interest in teaching their students with real spoken language. Therefore, Ted Talks videos are one of the solutions as an authentic video.

1.8.1. Definition of Ted talks videos

It is a non-profit organization whose main objective is to share ideas, in short and powerful talks under the logo of “Ideas that worth spreading”. This digital platform is a public speaking conference presented by both notable and no so famous people. The biggest advantage of these videos is that they are totally authentic as the speakers are not using a script which has been prepared before by someone else. Instead, they share their own personal stories, ideas and experience. Meanwhile, Tedx is delivered by none- native speakers which entails various accents and pronunciation, something that is beneficial for EFL students as they encounter this diversity in speaking in real life situations (Ted.com). Moreover, Ted presenter can make language mistakes, which can also teach learners to speak fearlessly. Additionally, in an articles cited by Wingrove (2017), it is mentioned that “Ted is a useful in an academic context given the features of the platform and its content; besides that, Ted becomes an excellent pedagogical tool thanks to its ability to inspire, and amaze the audience”. (as cited by Martinez Hernandez Maria a, 2018, p. 110)

1.8.2. Definition of Authentic Videos

Authentic videos are recorded by and for native speakers of the target language (Bacon & Finneman 1990).In addition, Callison & Lamb (2004) explain it as something “genuine, real and true”(p. 34). We cannot, consequently, deny the value of such tool, since the vocabulary, the tone and even idioms are delivered by native speakers spontaneously, as confirmed by Field (2002) that authentic tool provides examples of “loosely structure sentences, pausing, or even hesitations” (p. 244). Moreover, according to Sherman (2003) “Videos can be used as resources to learn English with enjoyment and give us a lot of

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advantages” (p. 1). To sum up, not all students are lucky to interact with native speakers, In this case, authentic videos can solve this problem and at the same time enhance their motivation due to the attractive and engaging video content that has, helpfully the potential to provide a simulating and thought-provoking environment in the classroom.

1.8.3. Advantages of Using Authentic Videos in EFL Classroom

Tomalin (1992) asserted that:” videos communicates meaning better than any other media” (as cited in Lumturie Bejmari, 2016). That is to say, the implementation of authentic video inside the classroom can add many benefits

1.8.3.1. Authentic Language

The very first advantage that can an authentic video bring to the classroom is the real language, because they offer natural dialogue (Donely, 2000). In this context, while watching the video, learners are not only able to listen to the language but they are also able to hear the expressions and how they are put into use.

1.8.3.2. Improving Listening Skill

Teaching listening skill has a crucial role in EFL classroom. Despite the fact that, it is a passive skill but learners need it to interpret incoming data. Yet, students are considerably facing complication in listening comprehension due to rapidity of the speech delivery in L2 (Underwood, 1989). Under those circumstances, the use of authentic videos in EFL classes increase students’ engagement and comprehension.

1.8.3.3. Cultural Enrichment

There is a strong relationship between language and culture. As Terhune and Shabwback (2002) affirm that “Because of all the customs, habits, dialogs, images,... that can be seen in TV series, movies and other sources of authentic material, they are means of teaching culture, customs and history”. That is, students can see and learn how these native people interact.

1.8.3.4. Enhance Motivation

Multimedia materials are of a great value in promoting student’s motivation. As a matter of fact, Cruse (2007) echoes that most compelling findings of these materials is the enhancement of motivation (as cited Lopez-Osorio, 2016, p. 27). Therefore, if teachers expect

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an improved productivity of the learner, it is recommended to implement such input more often.

1.9. Conclusion

This chapter was devoted to the literature review to see what researchers and scholars have said about the impact of using such an authentic material to improve the students' speaking skills inside the classroom. We started by defining the speaking skills, undertaking its value and its sub-skills. Then moving to the second part where the ICT tool was introduced in the EFL classroom by describing it as an audio-visual aid to more specifically that is the use of Ted Talks as an authentic material to support students in their learning process.

Chapter Two: Research Methodology

2. Introduction

The previous chapter, shed light on the literature review of our case study. Whereas this, will tackle the research methodology and data collection, and a detailed description of our findings will be showcased. In other words, it is devoted to speak about the procedure, the population, and the context of our research. As a matter of fact, a questionnaire was given for this investigation to participants in the department of English at Abdelhamid Ibn Badis University.

2.1. Research Design

As mentioned previously, the inquiry's goal is to spotlight on the use of Ted talks videos as an authentic material inside the classroom, and how could it be beneficial to enhance their speaking skills. These lacks were noticed from the fact that students spent several years in studying English, surprisingly; they still cannot be proficient in its use as it is expected from them. Therefore, this research was conducted using both of the qualitative and quantitative method, that is the mixed method used in order to be provided with an accurate reasoning.

2.2. Data Collection

In order to collect data to reach our objectives for this research, a ted talk video was sent to the Facebook group of both M1 students of language and communication, and M1 literature and interdisciplinary approaches in order to introduce them to the topic. Subsequently a questionnaire which can be defined as a "Medium of communication between the researcher and the subject" (Brace, 2008, p. 4). is administered as a data gathering tool, with (21) M1 students of English (11) from language and communication, and (10) from literature and interdisciplinary approach from the department of English at the University of Abdelhamid Ibn Badis, it was sent online via the web site of Google.docs in order to facilitate the process of the data collection. The tool contained both closed and opened questions, the main objective is to give the opportunity for students to express their opinions regarding the benefit of ted talks videos regarding their proficiency in speaking skill.

2.3. The Research Tools

In this enquiry, a video and a questionnaire were used to come up with data collection.

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2.3.1. The Video

The video is about 20min length of Sir Alex Robinson, retrieved from the official website of Ted talks videos. Chosen not only for its content, but inevitably, on the way he is delivering his speech spontaneously using diverse characters like telling jokes, being confident, and using real language with an academic vocabulary, where students are confronted to a studious topic untitled “ Bring on the learning revolution”.

2.3.2. The Population

This investigation was carried out with two different groups, 11 were from M1 language and communication, and 10 were from M1 literature and interdisciplinary approach at the University of Abdelhamid Ibn Badis. Their identity is kept anonymous. These two different categories of participants were questioned separately to make our comparison.

2.3.2.1 First year Master Student of Language and Communication

As students that studies oral expression and have already dealt with ted talks videos we wanted to know if they are with it continuation, and if it is fulfilling their needs of the speaking skill.

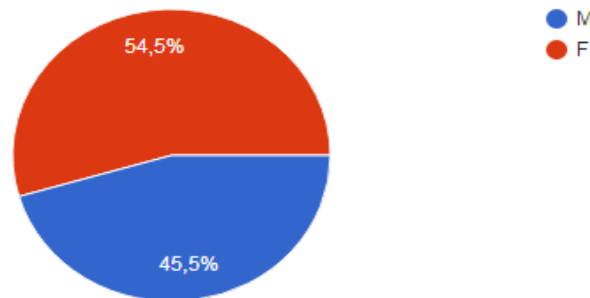


Figure 1: The Gender of the Participants in Group 01

2.3.2.2 First year Master students of Literature and Interdisciplinary Approaches)

The reason behind the choice of this group is on purpose, they do not have oral communication session in the specialty. So they did not experience the Ted talks videos.

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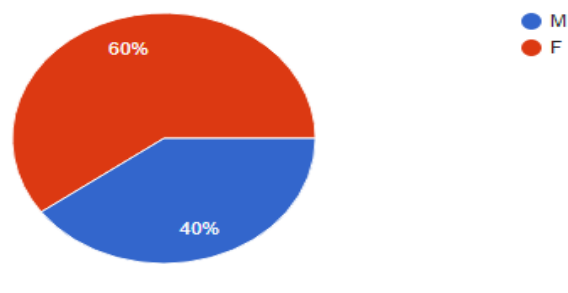


Figure 2 : The Gender of the Participants in Group 02

2.3.3 The questionnaire

A questionnaire is a tool that people use while conducting a specific research from a specific group of respondents.

The questionnaire in this work aims to show the perception of students about the use of Ted talks videos as a pedagogical tool to enhance their speaking ability, to fulfill their need by collecting their answers and analyzing them. We divided it into 2 parts, the first part was about the students' personal profile, and the second part we have used 11 questions Employing two types; five closed-ended questions (Q2,Q6.Q7,Q8,Q10) and six open-ended (Q1,Q3,Q4,Q5,Q9,Q11) most of them required justification (Q2,Q4,Q5,Q8,Q10). The questionnaire was given separately in order to make a comparison.

2.3.3.1 Questions and Aims

Q1.How is your level in English?

This question investigates students' level in English and to know which specialty we are dealing with

Q2.Do you practice English beside the classroom?

To enquire if students are interested in improving their language skills whether in an academic or non-academic way.

Q3.How often do you participate in the oral session?

To probe the students' motivation for participating in oral debate or tasks

Q4.While speaking in the oral sessions which of the following situation do you face?

To enquire where the problem is that keep students from expressing their opinion during the lecture.

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Q5. Do you think that in order to have a better proficiency in speaking, you need to be exposed to native speaker's videos?

To explore students' opinion about enhancing their proficiency with different tool and among them the exposure to native speakers' videos.

Q6. Does your teacher use ted talk inside the classroom?

The aim is to examine students that know about this type of videos, and the ones who does not

Q7. Are you with the use of Ted talk videos inside the classroom for pedagogical purposes?

After students watched the videos, we go from general to specific, from all type of authentic videos to Ted talks videos to investigate if students benefit from the sample we provided.

Q8. Do you think that Ted talks videos can help you improve your speaking skill?

We wanted to search if the learners does agree on its implementation inside the class.

9. Ted talks videos would improve more your (speaking skills, vocabulary, listening skills)

The question here defines where the student found this video more useful.

10. Do you think that there is a difference between students who use Ted talks videos inside the classroom and those who do not?

In order to scrutinize about the diversity that exists between these two categories, such question must be asked.

11. Are you with the implementation of such tool to ameliorate the lecture or the traditional method of teaching?

At the end, we gave students the final word and we put them in the driving seat to let them choose their own method of learning, with this closed-question.

2.5. The Data Analysis

In this part we will be speaking about the description obtained from the questionnaires' result.

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2.5.1. The Students' Questionnaire

As the only tool used to gather data, we focused on major points such as the motivation of students in practicing their English, their opinion about the e-learning process, and their willingness to integrate the Ted talks videos inside the classroom.

Q1. How is your level in English?

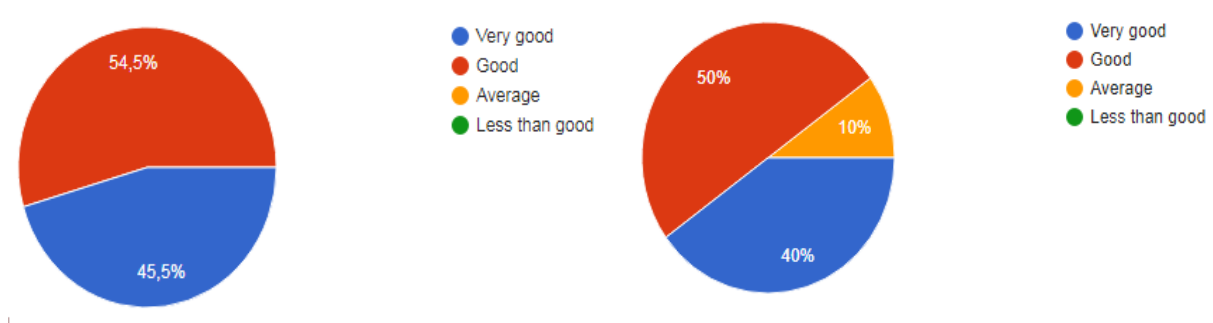


Figure 3: the students' level of English G1 **Figure 4: the students' level of English G2**

In the first group (G1) the graph indicates that (54.5%) of students believe they have an advance level in English and the rest (45.5%) think that their English is just good. On the other hand, in G2 we see that we found 3 opinions where the majority (50%) said that they have good English, (40%) of them states that they have very good English. However, only one participant (10%) says that his/her English is average.

Q2. Do you practice English outside the classroom?

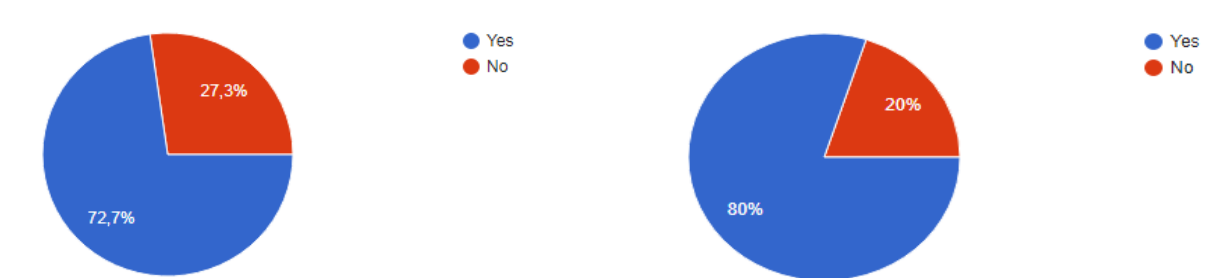


Figure 5: Students that practice English outside the classroom G1

Figure 6: Students that practice English outside the classroom G2

The 07th figure shows that (72.7%) of the students do practice their English beside the classroom and the rest does not. For the other part we have (80%) of the answers saying "Yes" and the rest of them (20%) does not.

In this question, participants are asked to justify if their answers are "yes"

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Students from the 1st group that answered with “yes”, 3 of them said that they use English to talk with friends, or roommates. Whereas, 4 of them stated that they use it in chatting and communicating with native speakers, and the remaining one uses English at home for teaching his/her siblings.

Moving to the other group, 5 of them stated that they use it with friends and among them 2 use it for educational purposes, one used it with his/her family that lives abroad, and the use it for surfing on the net.

Q3.How many times do you participate in the oral session?

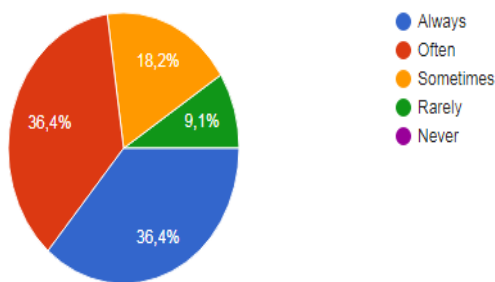


Figure 8: Students' participation G1

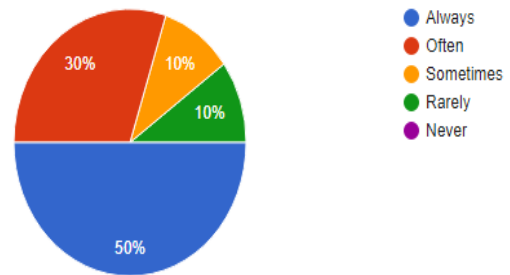


Figure 7 Students' participation G2

The figure N°08 indicates that both of the answer “Always”, and “Often” have the same percentage (36.4%) ,(18.2%) for the “sometimes” and the rest (9.1%) stated that they rarely participate. While the other group of students most of the answers were “Always” with (50%) of the participants because they might be highly motivated , whereas (30%) stated that they often participate during the lesson, Unlike, the two last students chose “Sometimes” with (10%) and the last (10%) for “Rarely”.

Q4.While speaking in the oral session which of the following situations do you face?

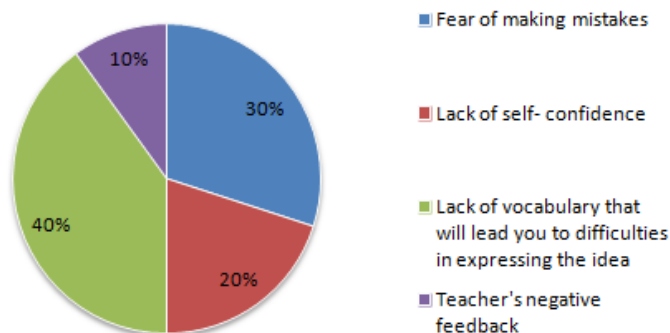


Figure 9 Students' issues while speaking G1

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This Figure above shows the issues that students are facing while participating in the oral session, In the first group we have found that (40%) are facing a lack of vocabulary, (30%) are afraid of making mistakes. Whereas in the case of not being confident (20%) of the respondent chose this issue. At the end (11%) said that they dislike the teacher's negative feedback. Whereas, the remaining one expressed his/her situation saying; that he/she enjoys presenting and none of these situations prohibit him/her.

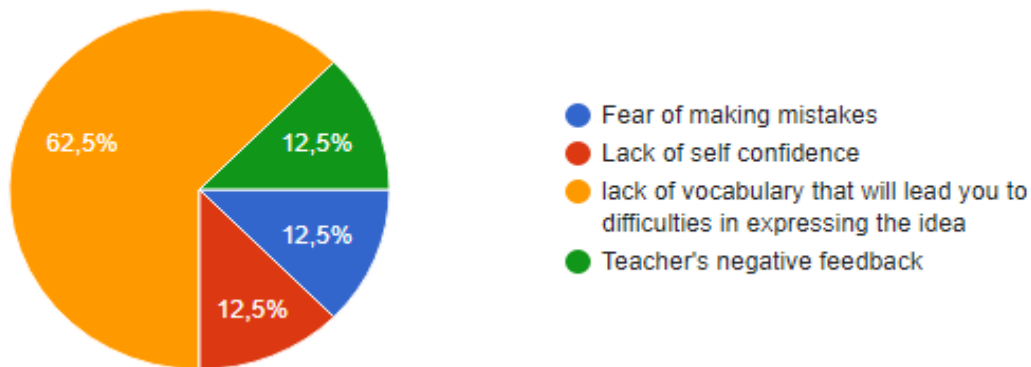


Figure 10: Figure 12: Students' issues while speaking G2

For this group, we have (62, 5%) respondents who affirms that they have a problem with vocabulary. Then, the rest of the answers were chosen equally with the average of (12,%) for the problem of; fear of making mistakes, lack of self-confidence, and teacher's negative feedback. At last one participant added a comment saying that his only fear is the audience's negative remarks.

Q5. Do you think that in order to have a better proficiency in speaking, you need to be exposed to native speaker's videos?

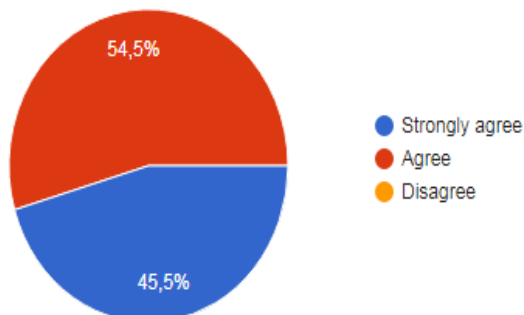


Figure 12: Students' agreement on the exposure to the native speakers' videos G1

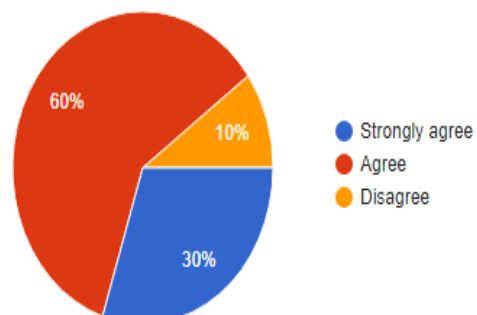


Figure 11: Students' agreement on the exposure to the native speakers' videos G2

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In the first group we see that the majority of the student strongly agreed (54, 5%) on the idea of being exposed to native speakers videos' since they know it importance and the rest are in-between with (45, 5%) agreement. Similarly, in the other group (60%) of the answers were “strongly agree” and (30%) just agreed on it. Whereas, (10%) had another point of view by disagreeing and justified saying that: “since the problem is my lack of self-confidence, I do not think that being exposed to native speakers' videos would be helpful. Still the rest of the group said that it would be useful for EFL students in order to learn the right pronunciation of words as well as their use. Furthermore, in the first group they agreed on the same point as well as the previous which is the pronunciation.

Q6.Are you with the use of Ted talks videos inside the classroom for pedagogical purposes?

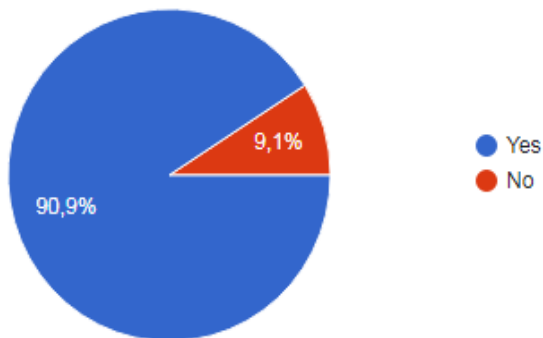


Figure 14: Students' point of view about the use of Ted talks videos inside the classroom G1

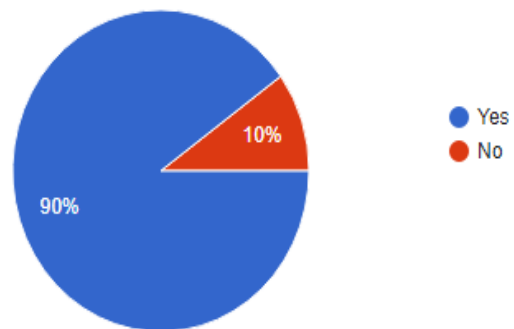


Figure 13: Students' point of view about the use of Ted talks videos inside the classroom G2

The G1 with the average of (90,9%) said “yes” for it use, and only (9,1%) were against. As well as, the Group N°2 had the same numbers with (90%) agreement, and (10%) denied the idea.

Q7.Does your teacher use Ted talks videos inside the classroom?

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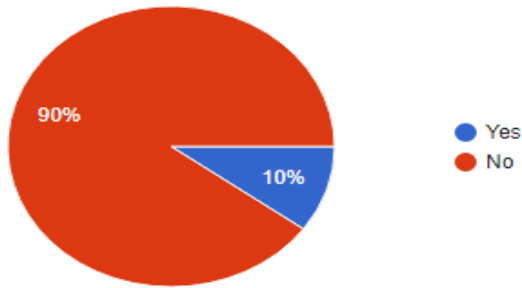


Figure 16: Does the teacher use Ted talks videos inside the classroom G2

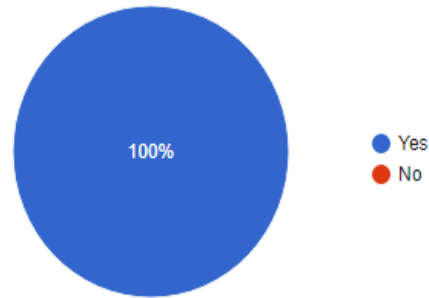


Figure 15: Does the teacher use Ted talks videos inside the classroom G1

As we expected, the first group had a better idea about these videos due to the teacher, where the entire participants' answers were (100%) "Yes" to the seventh question. In contrast, the second group only a minority of participant (10%) have dealt with it, and the remaining ones (90%) did not.

Q8. Do you think that Ted talks videos can help you improve your speaking skill?

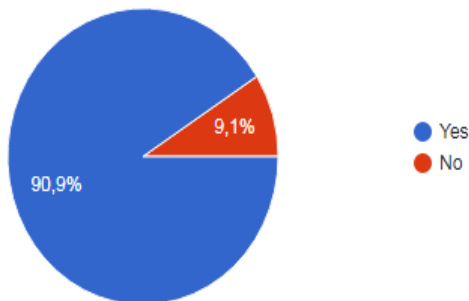


Figure 18: The usefulness of Ted Talks videos in improving the students' speaking skills G1



Figure 17: The usefulness of Ted Talks videos in improving the students' speaking skills G2

We notice that in the first group (90.9%) of the respondents claim that the use of Ted talks videos would improve their speaking skills, In spite of the fact that, the (9.1%) that say "No", by justifying that most of the time they are boring, people like to learn in a lively space, listen to interesting topics. Whereas in the other part, (100%) of the answers were "Yes".

Q9. Ted talk would improve more your:

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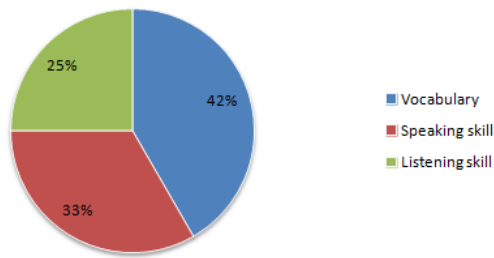


Figure 19: What would Ted talks videos improve the most? G1

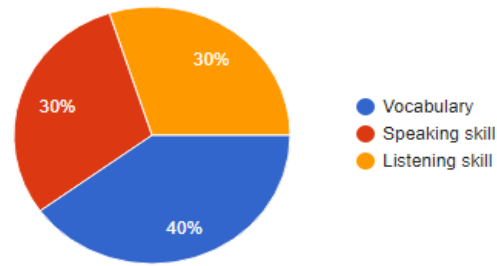


Figure 20: What would Ted talks videos improve the most? G2

As the Figure of this question reveals, (42%) of the participants state that ted talk would promote more their vocabulary, in addition to the tone ,the accent, or even the flow of the idea otherwise called speaking skill; (33%) opted for this choice, at the end only (25%) thought that it would help more their speaking skill. Equally important, the second group gave as much importance as it antecedent with a percentage of (40%) for the vocabulary, while the speaking and listening skill were chosen equally with the rest of the percentage (30%).

To justify their answers, G1 said that when it is about vocabulary; it introduces them to new words where they will have to look it up in order to memorize it, meanwhile for the speaking skill it allows them to check how the speech is being delivered, and finally listening skill is more important when it comes to exercises of listening and comprehension, correspondingly the second group affirms the same, by saying that “it helps un developing listening and also speaking because if you want to understand you have to listen the way that they are attiring the words and also helps you to learn other words that could be useful to use them while speaking with others.

Q10.Do you think that there is a difference between students who use Ted talks videos inside the classroom and those who do not?

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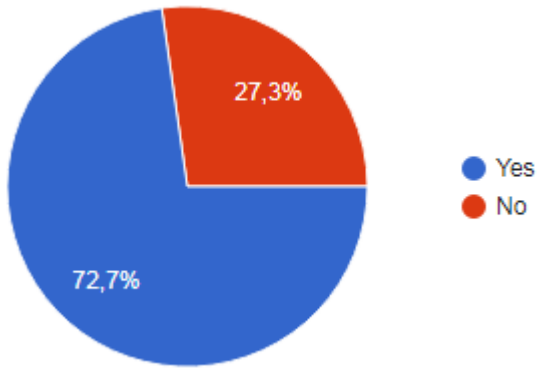


Figure 21: Students' agreement on the diversity between learners who used Ted talks videos and those who do not G2

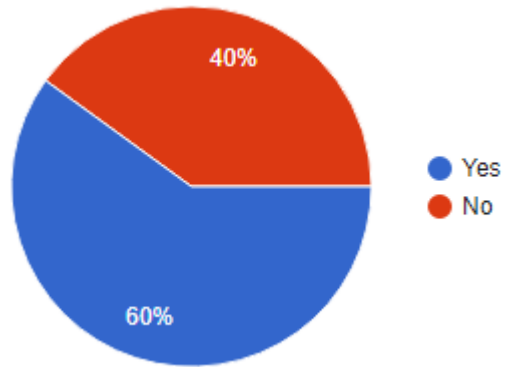


Figure 22: Students' agreement on the diversity between learners who use Ted talks videos and those who do not G1

Apparently both of the groups think that there is a difference between those 2 categories, where we find (72, 7%) of the answers confirms the question, and only (27, 3%) deny it, in a like manner, the following group states the same with an average of (60%), opposed to (40%) of “No”.

Justifying their agreement, the first group said: “when watching a ted talks, you become more familiar with the natives’ accent, and you become familiar to native speakers’ thoughts”. In addition, the other group mentioned that while watching the video you learn to become more confident and so to feel at ease while talking in front of an audience.

Coming to the opposite side of the answers, the first group said that ted talk are not the only way to practice your English, other added that each one has his/her own learning style.

Q11. Are you with the implementation of such tool during the lecture or the traditional method of teaching?

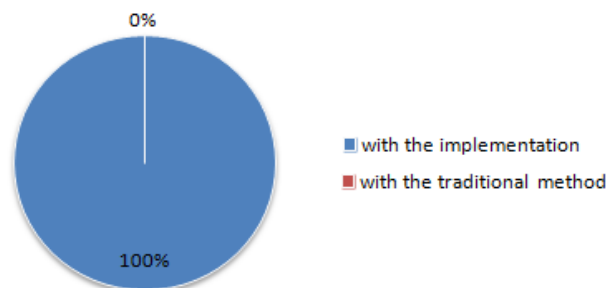


Figure 23: the students' agreement on the implementation of e-learning G1

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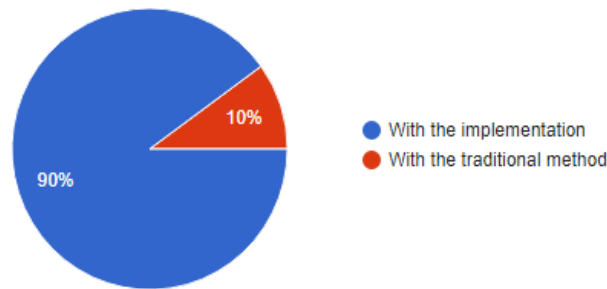


Figure 24: the students' agreement on the implementation of e-learning G2

In the last question the results we have echoes that most of students in both groups are for the implementation of such new tool with a rate of (100%) in the 1st group and (90%) in the second, the remaining ones opted for the traditional method, backing up their claim by arguing that: “it can be affective too few as it cannot be to others”.

2.6. Conclusion

In conclusion, the data collected from both groups by the questionnaires reveal positive results about the value of Ted talks videos in enhancing students' speaking skill. This shows that a strong link exists between Ted talks and EFL learners in practicing their language, as it motivates learners to develop their vocabulary, put them in a real context and authentic language in use. Nevertheless, as it was mentioned by the participants, it develops also their self-confidence. It has, consequently, a productive pedagogical effect on the process of learning.

Chapter Three: Results and Discussion of the Findings

3. Introduction

This chapter undertakes the discussion of our findings that were obtained from our participants' response to our tool. Moreover, it contributes to provide some suggestion that students may use in their future study in order to enhance their speaking ability and have access to a better and more efficient vocabulary by the use of Ted talks videos.

3.1. Summary of the Results

In this section, a detailed description of results will be shared, then a general overview about the findings will be showcased.

3.1.1. Discussion of the Questionnaires' Findings

The questionnaire was conducted with M1 Language and communication and M1 Literature and interdisciplinary approach, after analyzing the answers we noticed that:

First of all, the first question administered to students was about their level in English where the majority states that they are good enough if not proficient when it comes to speaking ability. Whereas, only one vote was given to the "average" which we conclude that the participant is not as self-confident as his/her colleagues.

The second question was devoted to know if the participants are practicing their English outside the classroom. In this context, once again the majority is practicing the language beside the classroom in different context, such as teaching, interacting with foreigners, at home or even surfing on the internet.

The third question's aim is to determine the students' tendency to participate during the lecture where we found out that in both groups the majority of pupils always participate; where few of them are more often interested about the classroom interaction. However, only a minority chose "sometimes" and "rarely" maybe due to the anxiety feeling or lack of interest toward the topic.

The forth question aimed to target which of the provided complication students usually are facing when participating, where the majority in both groups have a problem in common that is the fear of making mistakes due to the lack of vocabulary which is a common dilemma among EFL learners as a result of many lacks. In addition, the second choice for the first group we have the lack of self-confidence. Unlike the other groups, the rest of the choices were selected equally. However, one of the participants from the first group stated that none

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of these suggestions prevent him/her from participating and that s/he feels at ease when interacting inside the classroom.

The fifth question, as the results show, over half of EFL students try to speak English outside the classroom, yet it is not sufficient due to many factors namely social, educational, and cultural. The majority of learners, therefore, confirmed that speaking English demands the exposure to native speakers' talk videos since these authentic resources constitute one of the options to learn from. Whereas one remaining vote disagreed on the idea saying that it cannot help him/her in improving his/her self-confidence. Even though Ted talks speakers are not all proficient in public speaking, they manage to present fearlessly without showing any anxiety.

Question number six was about the students' opinion in using Ted talks videos as a pedagogical resource. Indeed, regarding its value, both groups agreed on its employment, where few of them rejected it, perhaps the topic that was discussed in the video was not interesting or due to lack of motivation to watch and understand it.

The seventh question aimed to distinguish between the previous knowledge about this digital platform. As a matter of fact, the second group had almost no idea probably because there is no oral expression session included in their program for this year. Whereas, the other group, all of them responded positively saying "yes", thanks to their teachers.

The eighth question focuses more on the use of Ted talks videos and the students' perspective about them, if it would be beneficial for their learning process or not. Clearly, it does, as the result shows. (100%) of participants from group two affirms it. Equally important, on the other group the majority also agreed on the idea. Whereas, the remaining were against, saying that most of the time the topic is unpleasant and the speaker is boring. Certainly it can be boring but if another well-known person was speaking, the opinion would be probably the opposite.

The ninth question shows the benefit that Ted talks videos can provide, as it was answered by both groups where the majority opted for "Vocabulary". Truly, it is worthwhile in providing new terminology since it is an authentic video presented by native people. Secondly, from the 1st group's perspective, the following favor that Ted talks can add is that it reinforces scholars' speaking skill since they can notice how tone is used. To conclude with

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this group, the last choice was the listening skill. Moving to the other part, where we found that the last two options were chosen equally.

In the tenth question, students were asked to say whether there is a difference between pupils that use Ted talks to learn, and those who do not. As the positive verdict echoes, students agreed on the differences, stating that; when watching these videos one could become fluent when it comes to the accent you use. Moreover, you would be more familiar with the speakers' ideas. Although this may be true, the remaining participant had another perspective for this idea, saying that Ted talks are not the only resource where you become proficient with, adding that each student has his/her own way of learning.

The last question was attributed as vote to determine rather to choose learning with the traditional, or with the blended learning method that favors a better way of learning with wide range of facilities.

3.1.2. Summary of the Questionnaires' Findings

In the perspective of both groups, we conclude that there is a positive result concerning the effectiveness of implementing Ted talks videos inside the classroom to improve students' speaking skills. That is to say, there is a positive link between the use of these tools and the students' learning process as we noticed on the previous chapter where almost all participants from both of groups agreed on the same point that is the implementation of such a tool. Markedly, not all learners have already dealt with these videos, which is the case of group M1 Literature and interdisciplinary approaches as it was their first time. Indeed, they confirmed its assistance and the pedagogical value that can be included in the learning process thanks to this digital platform.

3.2. Limitations of the Study

Despite the fact that the present work has reached its objectives. It is important to declare that there was no study found about the use of Ted talks videos as a pedagogical tool for Algerian EFL students. Whereas, there were other findings about the use of authentic materials, which are relevant to our topic since the variety of accents, expressions and words that can be found in these videos. In addition, another limitation occurs during the data collection, is the limited number of participants in the research, where only 21 students from both groups were selected. Consequently, it would be better for further research to be

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conducted with more respondents, in order to increase the credibility and add value to the research findings.

3.3. Suggestions and Recommendations

The development of speaking skills of EFL learners is regarded to be quite challenging. This enquiry tries to spotlight on a solution to facilitate this process of learning English as a foreign language. Therefore, learners should be supported to enrich their vocabulary in an encouraging and motivating way from instructors, and should be provided with a relaxing environment inside the classroom where the exchange of the ideas will be done correctly. To sum up, it is suggested for students who are looking to be proficient as EFL students not to limit their learning process only in the classroom during the lecture, but to look forward for other resources such as authentic materials not only Ted Talks videos but other authentic teaching aids or web site resources.

3.4. Conclusion

This chapter sought to discuss the results and findings that have been achieved through this enquiry by describing them in a more detailed way and by sharing the issues that students are facing. In addition, limitations that were faced during the data collection were mentioned. To conclude, some suggestions and recommendation for further research were added.

General Conclusion

Students have nowadays a variety of selections that permit them to improve their speaking skills, and acquire new knowledge. Therefore, it is evident that education is witnessing a forceful change in its pedagogical instruments notably the adoption of ICTs. On that account, the use of authentic tools began to be interesting in the EFL context for both students and teachers. Since it provides students with real language used by native speakers with various accents. Equally important, it helps the instructor to better the learning process. In this perspective, the present study tackles one of the options that may reinforce the students' speaking by the use of Ted talks videos, and to show to what extent these videos can be beneficial.

This study departed from one main hypothesis and two research questions. Our core purpose was to answer the hypothesis that believes on the proper and effective implementation of Ted talks videos as a pedagogical instrument it would not only promote the EFL learners' speaking skill but it would also enrich their lexis. By the same token, we undertake to answer the two research questions which are:

- How can Ted talks videos influence the speaking skills of master one EFL learners?
- To what extent do Ted talks videos enhance EFL learners' speaking skills?

To answer these questions, the work was divided into three chapters, the first one dealt with the literature review, which is divided into two sections. The first one deals with the speaking skills in general by defining its characteristics in EFL context, clarifying its sub-branches, its importance, why should we teach speaking skills and the difficulties encountered by EFL scholars while learning this skill. On the other side, we mentioned first the definition of ICT, then in a more specific way we introduced our topic by defining it and we illustrated the advantages that can be added to the course through such tool.

The second chapter entitled by "Research methodology" it is the practical side, which cites the data collection tool that was used to gather the information, also it identifies the profile of the participants. Additionally, this chapter describes the questionnaires designed to gather the data needed for this enquiry from both groups in the department of English at Abdelhamid Ibn Badis University.

At the end, with the last chapter that is mainly focused on the interpretation of the findings and results from each question, adding a summary of all the positive and negative feedback from the respondents and concluding the confirmation of our hypotheses. In addition, to that we mentioned the limitation that were faced while conducting our research. To conclude some suggestions and recommendations were added for further researches.

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Dear student you are kindly asked to fill the questionnaire, which is an attempt to collect data concerning the use of Ted talks videos as an authentic video to help student to improve their proficiency in speaking skill. Your answers will be kept anonymous.

Gander:

Male Female

Q1. How is your level in English?

a- Very good b- good c-average d- less than average

Q2. Do you practice English beside the classroom?

A-Yes B-No

Q3. How often do you participate during the oral session?

A-always B-often C-sometimes D-rarely E-never

Q4. While speaking in the oral sessions which of the following situation do you face?

- A- Fear of making mistakes
- B- Lack of self-confidence
- C- Lack of vocabulary that will lead to difficulties in expressing the idea
- D- Teacher's negative feedback

Q5 Do you think that in order to have a better proficiency, you need to be exposed to native speaker's videos? Justify.

A-strongly agree B-agree C-disagree

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Q6.Does your teacher use Ted talks videos inside the classroom?

A-yes B-no

Q7.Are you with the use of Ted talks videos inside the classroom for pedagogical purposes?

A-yes

B-no

Q8. Do you think that Ted talks videos can help you improve your speaking skill? Explain

A-yes

B-no

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9. Ted talks would improve more your: (explain)

A-vocabulary

B-pronunciation

C-listening skill

10. Do you think that there is a difference between students who use Ted talks videos inside the classroom and those who do not? (Justify)

A-yes

B-no

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11. Are you with the implementation of such tool during the lecture or the traditional method of teaching?

A- Blended learning

B- Traditional method

Thank you.