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**University of Tlemcen
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Department of English**

**Using TED Talk Videos for Better Speaking Skills
Case of EFL Master Students at Tlemcen University**

**Dissertation submitted to the Department of English as partial fulfilment of the
requirements for the degree of Master in Language Sciences**

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Statement of Originality

I hereby declare that this dissertation is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I would also mention that all sorts of external sources have been cited and referenced.

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Dedications

A special dedication to the most cherished souls in my life, my mother and father. I know it was not easy at all to raise me but hopefully, I will make you proud.

To my dearest brothers Omar and Abderrahim and my lovely sister Rania who helped and supported me in every step through this work.

To all my friends with whom I shared unforgettable moments

Finally, to all my family members and all those individuals caring about me.

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Abstract

Providing learners with the ability to use English effectively and accurately in genuine communication is, without fail, the major goal of English Language Teaching (ELT). Deep down, becoming a fluent and accurate foreign speaker of English is extremely difficult since it necessitates putting all of one's language knowledge together and demonstrating it instantaneously. This is why, learners are looking for innovative educational approaches to help them improve their speaking skills. TED Talk videos are one of the most popular new learning materials for EFL students in recent years. Then, the primary goal of this research is to determine the effectiveness of this tool in improving students' speaking skills, as well as teachers' beliefs and attitudes toward its usefulness and usage. To accomplish this goal and to answer the research questions, we have used a mixed-methods approach to collect data from various sources. We employed two research instruments: a semi-structured interview addressed to five teachers and an online semi-structured questionnaire addressed to 60 Master 1 English students of Tlemcen University. The findings of this study demonstrated that TED Talk videos can assist students to enhance their speaking skill and that EFL teachers are enthusiastic about using TED Talks as a pedagogical tool to help students improve their speaking skill. Finally, some recommendations were made in the hopes of assisting EFL students in improving the quality of their speaking performance, as well as some pedagogical recommendations for both teachers and students to overcome the challenges of the oral classroom.

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Key to Acronyms

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
FL	Foreign Language
ICT	Information and Communications Technology
TED	Technology, Entertainment, Design.

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General Introduction

According to current surveys, English has become the most widely used means of communication in the world, with an estimated global effect of +2 billion people. Hence, it is considered the international common language. English is, without a doubt, the language of science and technology, that is why learning that language is highly recommended for both career and fun-seekers.

In reality, it is common knowledge that the ultimate purpose of learning a foreign language is to communicate freely and transmit what speakers wish to contribute from their thoughts, feelings, or attitudes. For this purpose, English is being taught as a foreign language in schools and universities all around the world. This comes with the responsibility of teaching non-native speakers to use proper English pronunciation.

Mastering the ability to speak a foreign language, such as English, does not occur solely because the learner possesses an inborn ability to do so, but also as a result of exposure to that language. To put it another way, mastering a language begins with extensive listening. Speaking and listening skills go hand in hand and the ability to master the speaking skill is dependent on a variety of listening exercises, as strong listening comprehension is essential for mastery.

Many variables could be at play when EFL students have difficulty speaking. The key culprits are learners' lack of practice and their ignorance of the interrelationship between language abilities, particularly listening and speaking.

Many EFL classrooms in Algeria demonstrate how students struggle to communicate in English. For this reason, researchers are always seeking innovative ways to make this process easier. Recently, we came across one of the most widely used tools, namely, information and communication technology (ICT). With applications, blogs, and online courses, there is a range of resources accessible to facilitate independent English learning; however, many of these platforms were not meant for teaching.

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TED Talks lectures can be a good source, which incorporates linguistic and extra-linguistic modes (e.g., gesture, body language, voice quality, intonation, visuals, and videos). TED Talks is a conference organized by TED (technology, entertainment, design). It posts talks online for free distribution under the slogan “Ideas worth spreading”. TED conference is one of the major platforms for delivering important ideas to recipients.

When presenting the video, the speaker chooses a strategy of his rhetoric and uses certain language means to implement it in order to influence the audience and evoke certain emotions in people. Ted talks videos are effective instructional materials that allow students to learn the target language, while also exposing them to native speakers and seeing the language in action. Furthermore, good Ted talk video use motivates students and assists them with their presentations.

Throughout this research, the researcher visualizes to lay emphasis on the importance of TED Talks and make both EFL learners and teachers aware of the role of these videos in enhancing EFL learners’ speaking skills. Therefore, this study aims at providing answers to the following questions:

1. How can TED Talks help EFL students improve their speaking skill?
2. May EFL teachers incorporate TED Talks as a teaching materials in their oral sessions?

The cited questions above drove the researcher to hypothesize that:

H1 . TED Talk videos, when used properly and effectively as a pedagogical tool, can help EFL students improve their speaking skills while expanding their vocabulary, too.

H2 . Teachers may incorporate TED Talks as part of their oral sessions based on educative videos to raise their learners’ listening awareness and practice their pronunciation.

Therefore, the research will be conducted qualitatively and quantitatively by the use of a questionnaire and an interview as data collecting tools. The questionnaire will be administered to Master’s one students while the interview will be

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administered to the teachers of the oral expression subject at the department of English at the University of Tlemcen.

The present research is composed of two chapters. Starting with the theoretical background, which focuses on the literature review that is divided into two parts, the first one will define the speaking skill reveals its sub-branches till we arrive at the difficulties encountered while learning it. On the other hand, the second part will be devoted to ICT by defining it, and the value of Ted talks videos is mentioned. The second chapter is devoted to the adopted methodology, the results analysis, and the discussion of findings, ending with some limitations and suggestions for further research and the general conclusion.

Chapter One:

Literature Review

1.1. Introduction:

English is one of the difficult languages to master because of its inconsistent spelling and difficult grammar for learners and native speakers alike. For this reason, the mastery of the four skills, namely listening, speaking, writing, and reading is imperative in the learning process. Specifically, speaking ability offers a challenge for inexperienced EFL students. Then, there are numerous options for achieving proficiency.

This chapter serves as the theoretical section as well as an introduction to the entire topic. Here are some of the points that are going to be tackled; first, the theoretical part deals with teaching English as a foreign language taking into account aspects such as communicative language teaching. The second part is an overview that revolves around the speaking skill along with its definition, aspects, importance, difficulties, and the classroom speaking tasks. Last but not least, it tackles the effectiveness of using TED Talk videos as authentic material.

1.2. Teaching English as a Foreign Language:

As the world comes together in a 'global village,' the importance of knowing languages is becoming increasingly apparent. English nowadays, reigns as a vehicular language in the world of business, culture, communication, and the Internet. It has become the most commonly used language of international communication today. As a result, English is becoming an increasingly important aspect of education around the world. It is taught in schools, often widely.

The goal of teaching English as a foreign language is to put pupils in a position where they may use English as a lesson in school. According to Brown (2000,p.7), teaching is showing or assisting someone in learning how to do something, giving directions, directing someone through the study of something, supplying knowledge, and causing someone to know or understand something. It means that teaching is a process that teachers should carry out based on their experience, knowledge, and material preparation to achieve the goal of teaching.

Setiyadi (2006, p.20) maintains that language instruction is influenced by views about the nature of language and the learning conditions that cause learners to acquire the language. Differences in language theories may influence the materials used in the classroom, and differences in learning theories may influence the method of instruction. It is indicated that language instruction is the process of assisting someone in learning how to acquire or master the language that he or she wishes to learn.

It is obvious from the above statement that students are expected to be able to use their English language for conversation after they have been taught English. Everyone is aware that English is the international language that is spoken in today's world. English is crucial and is sometimes regarded as the most important of all school subjects, since reading, writing, speaking, and listening are required in some form or another in every other subject and adult life.

1.3. The Notion of Speaking Skills

The speaking skill is one of the productive skills that should be mastered in foreign language learning and teaching; however, seeking an appropriate definition to it is in fact, a challenging task. According to Bygate (1987, p.1), one of the primary issues in language instruction is preparing learners to be able to utilize the language. The manner in which this preparation is carried out, as well as the degree to which it is successful, is determined by how tutors comprehend their students' objectives, such as possessing general knowledge of grammar and vocabulary that allows them to use the language orally, which entails speaking practice.

Hedge (2000, p.261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” In other words, speaking is a crucial talent that demands more attention in both first and second languages since it represents people's thoughts and personalities.

Apart from this, it is vital to first consider what good speakers of a foreign language may accomplish. As a result, it was considered that the capacity to communicate fluently is always linked to the speaker's possession of particular qualities. This is demonstrated in the teaching of grammar, a large vocabulary, and

some attention to pronunciation so that the produced speech sounds like that of native speakers. But now we all know that this talent is more complicated than that; it necessitates the integration of various forms of knowledge as well as the mastery of certain skills. (Bygate, 1987).

1.4. Communicative Language Teaching in The Classroom

CLT is more like a method than a theory (Savignon 1987; Savignon, 2002). Unlike traditional theories, the CLT approach offers a wide variety of flexibility and chances that both teachers and students can take advantage of on occasion (Kennedy; 2002, p. 430). When it was first developed in the 1970s, it was widely seen as the definitive response to the shortcomings of previous approaches which were focusing primarily on grammatical competency rather than the development of students' communication and interpersonal abilities. According to Nunan (1999) "Communicative language teaching has brought the most significant change into the practice of English language teaching".

Teachers are now widely believed to need to adjust CLT to fit unique circumstances. CLT is now an umbrella term for approaches that aim to develop communicative competence through personally meaningful learning experiences, rather than being defined by specific characteristics. One of the cornerstones of this knowledge would be Dell Hymes' efforts on communicative competence (Hymes, 1967; Hymes, 1971; Hymes, 1972). This word, according to him, refers to what a learner has to know in order to successfully use a language in a specific language group (Hymes, 1972).

CLT approaches are primarily concerned with the interaction that occurs during a classroom-based foreign language class or an online language learning session in which students produce speech and conversation in the target language for the majority of the class time. Through repetitive oral practices and student-student cooperation, communicative language instruction approaches aim to train students to be confident communicators in a variety of real-life situations. Communication is both the goal and the method of CLT instruction.

1.5. Communicative Competence

Effective communication in a language necessitates a thorough awareness of the language's linguistic, sociolinguistic, and sociocultural elements. This understanding will allow the learner to utilize the appropriate language in the appropriate situation for the appropriate purpose, and he will be considered communicatively competent. Hymes coined the term 'communicative competence' in 1972 as a sociolinguistic notion in response to Chomsky's 1965 proposal of 'linguistic competence.' Chomsky's idea was "concerned with tacit knowledge of language structure," yet it "omits almost everything of socio-cultural significance" (Hymes; 1972, p.270-280).

Researchers like Canal and Swain (1980) expanded on Hymes' work. They classify four competencies under communicative competence: grammatical competence (knowledge of language code), sociolinguistic competence (knowledge of the socio-cultural roles of use in a given context), strategic competence (knowledge of how to use communication strategies to handle communication breakdowns), and discourse competence (knowledge of how to use communication strategies to handle communication breakdowns).

1.6. The Characteristics of the Speaking Skills

Speech is the most basic form of communication since practically everyone can learn it. Pronunciation, grammar, vocabulary, accuracy, and fluency are believed to be five different characteristics of speaking skills that should be present in every discourse. This information is summarized in the table below.

Table 1.1. Characteristics of Speaking Skill

Aspects	Description
Pronunciation	<p>Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline; 2001, p.69). It describes how speakers can use plain language when speaking. Speakers must be able to give a clear message to listeners in order for communication to be successful. Teaching pronunciation, which includes stress, rhythm, and intonation, is crucial.</p>
Grammar	<p>Greenbaum and Nelson (2002, p.1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units. Grammatical accuracy refers to the variety and appropriate use of the learners' grammatical structure, which includes the length and complexity of the utterances as well as the ability to use subordinating clauses.</p>
Vocabulary	<p>According to Longman Dictionary (2002, p.580), vocabulary is a collection of lexemes that include single words, complex words, and idioms that are commonly employed in conversation. To talk fluently and accurately in a foreign language, a speaker must have a large vocabulary and the ability to utilize it correctly.</p>
Fluency	<p>Oral fluency is the most important aspect of a speaker's performance, and it is the fundamental goal teachers want to accomplish while teaching the productive skill of speaking. Fluency, according to Harris and Hodges (1995, p.14), is the capacity to communicate fast and naturally. It implies that a fluent speaker is able to speak rapidly and naturally.</p>
Accuracy	<p>Accuracy has always been and will always be a major concern in foreign language instruction. "How successfully the target language is created in respect to the target language's rule structure," writes Skehan (1996, p.23). When a learner speaks with a high level of accuracy, it signifies that he is speaking accurately and with minimal errors. In live performances, he exhibits his ability to use the essential vocabulary, precise grammatical structure, and acceptable pronunciation.</p>

1.7. Types of Speaking

Speaking is the most effective instrument for promoting social unity, social ranking, professional growth, and business. It is also the medium through which a great deal of language is learned, and it is particularly conducive to learning for many people. Perhaps greater thought should be given to the education of speech. Brown (2004) mentions five different forms of speaking: imitative, intense, responsive, interactive, and extended.

1.7.1. Imitative Speaking

Drilling is particularly useful in the learning process, as it allows students to "parrot back" a word, phrase, or statement, such as "can you help me," for clarity and correctness. This word/phrase repetition assignment can assess a student's ability to copy words and phrases successfully (Brown, 2004). "This type does not deal with the ability to perceive or express meaning or to contribute in a discourse," Vidhiasi (2017, p.45). One can tell that the students are trying to parrot back what was said to them in a clear manner at this time, and it doesn't matter if they comprehend what others are saying in the conversation; what matters is that he reproduces what was stated to him.

1.7.2. Intensive Speaking

Intensive speaking is more than imitation. Learners must produce short forms of oral language that focus on specific phonological or grammatical points, such as minimal pairs and the repetition of a series of imperative sentences, as well as stress and rhythm (Brown, 2004). Intensive speaking is defined by Vidhiasi (2017) as "this type of concern in grammatical, phrasal, lexical, or phonological competence" (p. 45). That is, it is solely concerned with the pronunciation. Reading aloud, dialogues, and other activities are used by the teacher to assess this sort of speech. The goal of intense speaking is for students to be able to construct accurate sentences.

1.7.3. Responsive Speaking

Responsive speaking is slightly more difficult than intense speaking since it needs students to respond to a spoken form and then chat quickly with the other speaker at a low level utilising basic greetings and small talk, simple requests, and

comments (Brown, 2004). "One of the tasks that can be classed as responsive speaking tasks is question and answer," Vidhiasi (2017, p.46). In that sense, the objectives involve classroom interaction in which the teacher asks a question and the student must respond in a meaningful way.

1.7.4. Extensive Speaking

Learners at the intermediate and advanced levels are expected to deliver speeches, including oral reports, oral summaries, and presentations, as well as relate stories in a more professional and official tone. (Brown et al., 2004).

1.7.5. Interactive Speaking

Discussions, dialogues, and role plays are examples of interactive speaking settings in which the learner is listening and speaking at the same time, with the opportunity to ask for clarification, repetition, or slower speech from our conversation partner (Brown, 2004). "The shape of this type is separated into two forms, transactional language and interpersonal exchanges," Vidhiasi (2017) writes. The goal of transactional language is to communicate precise data. Interpersonal exchanges, on the other hand, are utilised to preserve social relationships" (p. 46). It is clear that interactive speaking refers to the ability to interact in order to complete a task.

1.8. The Importance of the Speaking Skills

Traditional approaches to language learning and teaching, which focused on the two skills of reading and writing, as well as translation, completely ignored the speaking ability. The Grammar Translation Method, according to (Richards and Rodgers 2001), is an example of prioritizing reading and writing over speaking.

With the advent of the communicative approach, the importance of speaking ability increased because EFL students frequently assess their language learning achievement based on their ability to speak the language fluently. The main purpose of teaching English to EFL students is to enable them to communicate effectively and accurately (Davies, 2000). "Of all the four abilities, speaking seems intuitively the most important: persons who know a language are referred to as speakers of the

language as though speaking included all other kinds of knowing," Ur (2000, p.12). Furthermore, the importance of the speaking process is illustrated by the integration of other language abilities, since learners can enhance their grammar and vocabulary by speaking before enhancing their writing abilities. According to Harmer (2007), speaking allows students to openly communicate their knowledge, ideas, and thoughts in order to identify their strengths and flaws.

An additional point is that speaking abilities are required for real-life work success, since many organizations and enterprises need workers with a foreign language diploma and good speaking skills to communicate with newcomers from other countries. "A student who can speak English fluently may have a stronger chance for continuing education, finding employment, and achieving promotion," according to (Backer and Westrup 2003) as mentioned in (Kouicem 2010, p.30). To put it another way, speaking clearly and confidently can provide golden opportunities for the speaker. Following the experts' opinions, it is clear that speaking is regarded in the same way as learning the language itself. According to Celce-Murcia (2001, p.103), "the ability to speak a language is equivalent with knowing that language because speaking is the most basic way of human communication."

1.9. The Classroom Speaking Tasks

Classroom speaking exercises are one of the valuable options for EFL students to fulfill their speaking objectives. Individual works, couple works, and group activities are all options for completing these tasks. It is up to the teacher to choose the right work based on the level and demands of his students. Furthermore, classroom speaking activities are a type of classroom assessment since students exhibit their abilities while performing a work, allowing the teacher to collect meaningful feedback on both the teaching and learning process. Classroom-based assessment, according to Brown (2001), includes both teacher-designed and informal assessments in the context of day-to-day interactions with students. Some of the activities that teachers can provide to their learners are:

1.9.1. Discussion

Whole-class discussion refers to an exchange of ideas or opinions in a learner-learner or teacher-learner interaction monitored generally by the teacher within personal or educational contexts. Making discussions in the classroom can help students improve their fluency and increase their chances of incorporating them into real-life communication, but many attempts to incorporate discussion activities in the classroom fail. This could be due to students' apprehension about sharing their thoughts and ideas in front of the entire class. Students can learn from one another's perspectives, and they also have the opportunity to articulate course information in their own words in a dynamic interaction that encourages them to complete their homework.

1.9.2. Role Play and Simulation

Students may be requested to perform plays, acts, or scenes, and they may also be asked to act out dialogues that they have created themselves. As maintained by Ur (1984, p.131) "role play [...] is used to refer to all of activities where learners imagine themselves in situation outside the classroom [...], sometimes playing the role of someone themselves, and using the language appropriate to this new context". The pupils who have been chosen to act in the plays are requested to come on the stage in front of the entire class. When choosing who will perform, teachers should exercise caution. They should not pick the shyest pupils, establish a welcoming environment in the classroom, and allow students to modify their work before performing it. Students must understand that acting from a script is a language learning and production activity.

1.9.3. TED Talks

With the advent of technological breakthroughs, every teacher is expected to have a relevant technical influence in his or her classroom. "We need technology in every classroom and in the hands of every student and teacher," writes Warlick (2006), "since it is the pen and paper of our day and the lens through which we perceive much of our world." A good example is the TED Talk video.

The method of using the TED Talk platform inside classrooms is referred to as a TED Talk classroom environment. In general, it is a video-based task that requires

the teacher to upload an authentic video of up to 3 minutes proposing a topic. The video should be chosen not only for its content, but also for the way the speaker delivers his speech spontaneously using diverse characters such as telling jokes, being confident, and using real language with an academic vocabulary, where students are expected to pick up from the video some idioms and give their meaning, or write a summary about the video, or even prepare a speech of 2 minutes.

1.10. The Difficulties of the Speaking Skills

Knowing about a language is not the same as practicing your speaking skills in a foreign language. Speaking practice is tough for all foreign language learners. There are four major issues in persuading students to participate in foreign language engagement in the classroom, according to (UR 2000) as stated in (Kouicem 2010).

1.10.1. Inhibition

This issue arises when pupils attempt to communicate in English but are unable to do so. “Learners are typically apprehensive about trying to express things in a foreign language in the classroom, frightened about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts,” according to Ur (2000, p.37). To put it another way, the issue is shy people who are terrified of negative comments and criticism from both the teacher and the pupils.

1.10.2. Nothing to Say

When students are questioned about a specific issue, they have little motivation to express themselves or lack linguistic skills, so they simply remain silent or tell the teacher that they have nothing to say. According to Revers (1968, p.33), “the teacher may have picked a topic that is unappealing to him, the learner, or about which he knows very little, and as a result, he has nothing to convey, whether in his home or foreign language”. According to (Kouicem 2010), poor second-language practice is a major contributor to the problem. The students may have some ideas, but they may not know how to use words correctly, or they are not proficient in English, or they are uncertain of the grammatical structure's appropriateness.

1.10.3. Low Uneven Participation

This problem arises when a small group of students participates more frequently, but the majority of students speak less or keep mute, possibly because they are unsure of the legitimacy of their replies. In that instance, it is recommended that teachers form groups because it allows them to assemble both high and low performers, which will definitely maximise the learning process. According to (Rivers 1968), as cited in (Kouicem 2010), participation in a foreign language depends on the personality of the pupils, which should be recognised by the teacher.

1.10.4. Mother Tongue Use

One of the most common issues among foreign language learners is the interference of the mother tongue with the target language. Because it is easier and they feel less exposed when learners speak the same mother tongue, they tend to utilize it even in the classroom. "Barriers to learning can develop if students consciously transfer the culture rules from their mother tongue to a foreign language culture," according to Baker and Westrup (2003, p.12). In a nutshell, if pupils continue to speak in their mother tongue rather than the target language, learning will be difficult, if not impossible, due to a lack of vocabulary.

1.11. Learning Through Internet

The internet's development over the previous decade has had a significant impact on education and language learning. The internet has provided an abundance of learning resources and materials that make it easier to learn English. New teaching strategies have been discovered as a result of modern technologies. Teachers increasingly employ a variety of instructional resources in addition to textbooks to improve teaching quality and increase student interest in learning. Authentic materials are one of the instruments that are increasingly used in EFL classes all over the world.

1.12. The Definition of ICT

"Information and communication technology" is abbreviated as ICT. It refers to telecommunications-based technologies that give information access. The internet, wireless networks, cell phones, and other forms of communication are all examples of this. As a result, ICT tends to expand access to education. Through ICT, learning can occur any time and anywhere. According to Zhang, Yang et al. (2016, p.2), "many countries... are investing significantly in building their respective ICT in education strategies and bringing diverse ICT equipment and resources to schools. «That is to say, ICT has improved the teaching process and the availability of classroom materials, allowing pupils to learn more effectively. Additionally, the instructors' diverse equipment that promotes language teaching through visual aids and digital resources such as films that promote authenticity in the learning environment.

1.13. The Use of Authentic Materials

The utilization of authentic resources in the classroom can help students learn more effectively. The benefits of using authentic resources by language learners have been established in numerous empirical research, (Akbari & Razavi, 2016). As a matter, many teachers incorporate authentic materials into their lessons to engage students and teach them the language as it is spoken in real life. Authentic materials are items that students encounter in their daily lives, such as job applications, menus, voice mail messages, radio programs, and videos produced by native speakers; as a result, they make excellent learning tools for students (Ianiro, 2007).

Using real resources in EFL courses has several advantages, especially if they are chosen in a way that meets the needs of the students. One benefit is that students are exposed to real dialogue when they come into contact with these resources, like in the instance of video tapes included with Personal Computers that explain how to set up the System. These resources can be utilized in a class by having students listen to them and then number the steps in a diagram that is provided. As "genuine texts will feature the type of language that the student may need to be exposed to, to build

abilities for comprehending, and potentially even to write," sources like these and many others are very beneficial as class material. (Ellis & Johnson, 1994).

Another benefit is that these materials are examples of the register to which they belong, implying suitable terminology, phrases, grammar structures, and tone, in other words, fostering language awareness. Learners develop precision in the use of vocabulary and precise terminology to communicate technical concepts by using these sources; this necessitates the use of specialized dictionaries, which are also legitimate material sources. Furthermore, pupils will be able to learn valuable rhetorical functions and grammar applications.

According to Al Azri and Al-Rashdi (2014), authentic resources can be divided into three categories: listening, video, and print. Films, news, cartoons, and songs are among the listening resources. However, choosing items to work with can be difficult because teachers must consider factors such as students' interests and the availability of acceptable material. As previously indicated, these students are often interested in issues related to their current specialized studies and future professional life. In terms of availability, there are numerous sources and examples in today's globalized world, but it is a fact that teachers frequently have difficulty finding and working with relevant material; additionally, teachers recognize that the content of their lessons must be meaningful, and the activities must encourage students to use the target language to communicate rather than just imitate. As a result, TED Talks videos are one of the authentic video options.

1.14. Videos

The usage of films to enhance language learning is commonplace in today's educational system; it's a strategy to maintain students' attention and keep them focused. According to Hadijah (2016), the usage of videos in EFL classes will help students become more engaged in learning and strengthen their communication skills by providing rich learning experiences. There are various advantages to teaching with videos. Wang (2015) outlined three objectives for using video content in the classroom. The first is to develop EFL learners' language abilities, namely speaking and listening skills, which he also claimed are important in cultivating students'

intercultural communication competency. Finally, Wang claims that using films to teach cultivates students' aesthetic values and ability to think creatively.

1.15. TED

Ted stands for Technology, Entertainment, and Design. It is both a website and a downloadable application whose main goal is to promote ideas through short, impactful lectures online under the slogan "Ideas Worth Spreading". This digital platform hosts a public speaking event featuring both famous and not-so-famous speakers. The most significant benefit of these videos is that they are completely authentic, as the speakers are not reading from a screenplay created by someone else. Instead, they share their experiences, ideas, and tales. The talks have an extension of between ten to twenty minutes long and the topics have extended to cover science, business, and global challenges, that is why the success of Ted has flourished, being translated into over 100 languages, and has over one billion views. For a clearer description quoted from TED's website:

“ TED is a global community, welcoming people from every discipline and culture who seek a deeper understanding of the world. We believe passionately in the power of ideas to change attitudes, lives, and, ultimately, the world. On TED.com, we're building a clearinghouse of free knowledge from the world's most inspired thinkers and a community of curious souls to engage with ideas and each other, both online and at TED and TEDx events around the world. (<https://www.ted.com/about/our-organization>).”

1.15.1. TED-Ed

TED-Ed (<http://ed.ted.com/>) is an internationally accessible platform that supports education by sharing the ideas and knowledge of teachers and students throughout the world. The platform seeks to build a massive video library of original animated classes while also encouraging learning. Students can recommend teachers who provide useful information and connect their classes with outstanding animators

through Ted-Ed (Rubenstein, 2012). TED-Ed assists teachers in implementing TED in their classrooms and improving students' communication abilities.

1.16. TED Talk Videos

A TED talk is a discussion given at the TED conference or one of its satellite events around the world on a variety of key issues for educators. 'TED talks are valuable educational resources from two perspectives: (1) as knowledge resources in and of themselves, containing valuable and accessible content and insights for learners, and (2) as educational material dedicated to language learning, facilitated in part by the wide range of multilingual transcripts' (Taibi, Dietze, Chawla & Marenzi, 2015, p. 2).

TED talks videos are notable not only for their excellent substance, but also for the manner in which they are delivered. 'Presenters are well-coached and instructed to follow a certain presenting formula that maximises storyboarding and highlights love for the subject,' says the report (Romanelli, Cain & Mcnamara, 2014, p. 1). Expert presenters in TED talks films communicate their ideas in a passionate and professional manner that captures and holds the audience's attention. As a result, TED talks can educate students how to combine the common aspects seen in all strong presentations, as well as how to communicate effectively in general.

1.17. Ted Talks as a Speaking Skill Authentic Teaching Material

Students' motivation plays an important part in improving academic success when learning new languages. Teachers stimulate students' learning in and out of the classroom in a variety of ways. Many TED presentation videos highlight strategies to motivate students to learn languages and show innovative approaches to teaching, particularly in the classroom. They also provide ways for using these films in the classroom, such as "Learn English with Ted Talks in Action 1: Introducing the Lesson" for those teaching English as a foreign language. Ted presentations can motivate teachers to introduce new and intriguing topics, as well as stimulate

classroom discussions and dates, by allowing students to share their perspectives and ideas (Cucinota, 2014).

There are numerous TED videos that explain how to be a successful speaker, such as Chris Anderson's 22 "TED's secret to outstanding public speaking." "The films bring world-renowned speakers into the classroom, providing social work instructors with excellent teaching possibilities," Loya and Klemm (2016) write (p. 520). Moreover, viewing TED talks inspires students to conduct similar talks and improve their public speaking skills. TED conferences, according to Wang (2018), can also teach a more intriguing and delicate talent, the art of presenting. These talks examine what constitutes a good presentation and how to engage audiences in public speaking through a research-based review of hundreds of the finest TED talks (p. 3). TED talks, according to Mikhailovna (2017), are a modern means of teaching students to deliver their own presentations and speeches. TED Talks provide a foundation for student speaking. Many books have been created to help individuals imitate TED speakers, and they are a fantastic source for improving public speaking skills (Leapold, 2016).

To summarise, TED talks videos provide a wide range of educational topics delivered in an entertaining manner by the best world speakers; consequently, these films can be an effective technique for teaching students public speaking skills.

1.18. The Goals of Teaching English with TED Talk

Since teachers do not have defined goals in mind in classroom activities, the results of teaching English with video resources to students are often not properly matched with the efforts that teachers and students have made. When using TED Talk videos in the classroom, language teachers must maintain clear goals in mind since they must create their teaching plans and put them into action in order to achieve their objectives. In general, language teachers could set three goals for their video materials-based instruction.

The primary and most important goal is to help EFL learners improve their language skills, particularly their listening and speaking abilities. EFL students can use TED videos to supplement their listening materials. Learners sometimes struggle

to maintain their attention long enough when exposed to extensive discussions or chapters without visual assistance when developing their listening skills. Listeners can get a lot more information through TED videos, and they can keep their attention on the audio stuff.

TED Talk can provide a more realistic language learning environment, attract EFL learners' interest in English learning, and improve their overall linguistic ability. According to language learning theories, language learning consists of three major components: language input (reading and listening), assimilation (internal processing and memorising), and language output (speaking and writing) (speaking, writing and translation).

1.19. The Advantages of Using Ted Talks Videos in EFL Classroom

Videos are considered as an instructional tool to use with students. Tomalin (1992, p.505) asserted that: “videos communicate meaning better than any other media”. That is to say, the implementation of authentic video inside the classroom can add many benefits. The use of Ted videos assists the teacher in better explaining lessons and motivating students. Every teacher and student nowadays recognizes the value of Ted talks as an educational tool:

1.19.1. Authenticity

The first benefit that a realistic video can provide to the classroom is the use of real language, since they provide natural discourse (Donely, 2000). Without reading from a paper or a script, TED speakers share their personal experiences, thoughts, and opinions with the audience, making students more familiar with varied dialects, expressions, and cultural concepts used in real life by native and non-native speakers. Aleles & Hall believe that the genuine character of TED talks allows students to be exposed to speeches and presentations that are meant to be used in real-life situations.

1.19.2. Cross-cultural awareness

Language and culture have a very close link. Terhune and Shabwback (2002) assert that due to all the conventions, habits, dialogs, and images... that may be observed in TV shows, movies, and other sources of original material, they are ways

of teaching culture, customs, and history. That is, students can be aware of cross-cultural understandings.

1.19.3. Motivation

Multimedia assets are quite useful for increasing student motivation. According to Mirvan (2013) "Using video resources in a classroom might boost students' motivation to study since it can expose them to a wide variety of events that can help them comprehend similar situations in real life". As a result, if teachers want their students to be more productive, they should use this advice more frequently.

1.19.4. Visual Dimension

The visual feature that makes learning easier through gestures and context, expresses Talaván, has an evident advantage over traditional audio tapes (which are often quite demanding and may undermine students' confidence) (2007). It is then anticipated that the majority of students will be able to use the visual, aural, and written sources as cues to expound on the situation they are presented with as a strategy for comprehending a specific event. Learners will use accessible symbol systems (visual, auditory, and/or text) to build or expand on a model of the situation as a strategy for recreating a mental image of an event. Indeed, the visual aspect of movies, as well as all of the additional language components that they contain, serve as a tool for students to have a better grasp of the scenario, despite some vocabulary items that may not be totally comprehended.

1.20. Conclusion:

In a nutshell, we have reviewed in this chapter what researchers and scholars had to say regarding the influence of using Ted Talks videos in the classroom to improve students' speaking skills. It was started by Teaching English as a foreign language while taking into consideration issues like communicative language teaching. The second part is dedicated to the speaking skill including its description, characteristics, and why it should be taught. The last chapter tells about the ICT tool which was introduced in the EFL classroom as an audio-visual aid, with the usage of Ted Talks as an authentic material to support students in their learning process.

Chapter Two: Research Methodology

2.1. Introduction

According to Dudovskiy (2018), descriptive studies are used to describe, explain, and justify study findings of a phenomenon or sample population's behaviors. The first chapter was theoretical, with a review of the research on public speaking skills and a discussion of TED talk videos. This chapter includes two sections: the first one is dedicated to the study's theoretical framework. It includes a description of the research design, the participants, data collection techniques, research tools, and data analysis procedures. While the second section includes a detailed interpretation of the statistical information gathered from students and teachers in the department of English at Abou Bakr Belkaid university of Tlemcen regarding Ted Talks as a technique for enhancing speaking skills. Then the gathered data are quantitatively and qualitatively analyzed to finally suggest and recommend a set of tips that help teachers and students be better speakers.

2.2. Research Design

Selecting a research method is one of the main stages in conducting any research work. The research design is therefore "a plan that describes how, when and where data are to be collected and analyzed". Parahoo (1997, p.142). Akhtar (2016, p.1) explained that 'Research design can be considered as the structure of research, it is the "Glue" that holds all of the elements in a research project together, in short, it is a plan of the proposed research work'.

To complete this research design, the researcher has chosen a mixed-method approach, in order to be able to use different kinds of data and strategies.

2.2.1. Research Approach:

Grover (2016) described research approach as the plans and procedures for conducting research that include everything from general assumptions to specific data collecting, analysis, and interpretation methodologies. To achieve the research's objectives, the current study used a combination of qualitative and quantitative approaches. "A mixed methods research is the systematic blending of qualitative and quantitative methodologies in study or evaluation" Chen (2006, p.1). The goal for

researchers using the mixed methods approach to research is to draw from the strengths and minimize the weaknesses of the quantitative and qualitative research approaches (Johnson & Onwuegbuzie) . According to Clark and Creswell (2014), using both quantitative and qualitative methodologies in a research project produces better results than using only one.

2.2.2. Research Purpose:

To learn more about the subject, an exploratory study was carried out. Exploratory research, according to Bhat (2018), is undertaken to gain a deeper knowledge of an existing problem but does not provide definitive solutions. This exploratory project at Abou Bakr Belkaid University of Tlemcen, department of English language intends to determine the effectiveness of using TED talks video to improve students' speaking skills. It aims to find out how students and teachers feel about utilizing them. It gives rudimentary information because this topic was only recently discovered and is unknown, particularly in Algeria.

2.3. Sample Population

Vocrell (2006, p.43) describes sampling as "an approach that allows a researcher to select a sub-group (sample) from a larger group (population) and then utilize that subgroup as a basis for making judgments about the broader group". Selecting the way of gathering data and from whom it will be obtained is an important step in a research study. In this case of study, the researcher opted for the representative sampling in order to gain time, increase the validity of the work, and avoid biased results. Lavrakas (2008) explained the representative sample as one that ensures external validity in relationship to the population of interest the sample is meant to represent. In fact, in this type of sampling each and every element of the population has an equal chance of being selected in the sample.

2.3.1. Students' Profile

The research sample consisted of sixty (60) Master 1 students from Tlemcen University's English Department. The researcher has chosen Master 1 students to be the case under investigation because at that level students have a strong language foundation that allows them to present a variety of speeches and be exposed to new real content.

2.3.2. Teachers' Profile

This study also incorporates the participation of five (05) oral expression teachers with extensive teaching experience at Tlemcen University's English Department. They were a mixed gender group, with two males and three females, each having their own set of qualifications. Since they had a direct view of the students and the learning process of the speaking abilities, they constitute a source of guidance and recommendations for us to corroborate our findings.

2.4. Data Collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Kabir; 2016, p.202). In the current work, both of the questionnaire and the interview are chosen to be the two based data gathering tools. They are in parallel with the items tackled in the previous theoretical chapter. The ability to acquire quantitative and qualitative data is, in fact, a major benefit of this primary data. "Quantitative is extensively employed to characterize what can be counted or measured and can thus be regarded objective."

2.4.1. Students' Questionnaire

Genuinely "A questionnaire is a data collecting device, usually in written form, consisting of open and/or closed questions and other probes demanding a response

from the subject," says Nunan (1992, p.231). It is administered as a primary data gathering tool, with (60) Master 1 students from the department of English at the University of Abou Bakr Belkaid.

2.4.1.1. Piloting the Questionnaire

The pilot stage is used to see if the questions are well-organized, appropriate, clear, and well-presented (Hassan, Schattner & Mazza, 2006). The importance of piloting questions in a study was validated by Sudman and Bradburn (1983). The purpose of piloting the questionnaire is to see if it covers all of the desired features of the study topic and, more crucially, to correct any errors or ambiguous phrases. As a result, before the final distribution of the questionnaires, the researcher selected four students to respond to the piloting versions in order to ensure that they are understandable, unambiguous, and acceptable.

2.4.1.2. Description

We conducted a semi-structured questionnaire where both close-ended questions and open-ended questions were combined. This questionnaire is initiated with an introduction that includes the study objective, the reason for selecting the sample, and the significance of their viewpoints. Then, it includes fourteen (14) questions organized under two rubrics. Multiple choice is the initial type of questions used to gather general information about students. The second type of question aims to elicit longer responses with more specifics on the current topic by justifying and highlighting the reasons for the answers. The questionnaire is a modified version from a previous questionnaire done by Hamza, A. (2018) titled: "Ted Talks Impact Towards the Speaking Ability of EFL Learners".

It is notable that the questionnaire was sent on March 20th, 2022 online via the web site of Google.docs in order to facilitate the process of the data collection. The researcher examined the data collected from the participants using the Excel program after gathering it from the participants. It's a piece of software that aids in data

analysis and organization, as well as providing tables and graphs. The researcher was the one who interpreted the final results.

2.4.1.3. Analysis and Interpretation

Practically, the responses are retrieved and analyzed using computations, graphs, and tables, as well as thorough explanations, in order to reach unambiguous conclusions.

▪ *Personal Information*

Question 01: Gender

Gender	Participants	Percentage
Males	17	28%
Females	43	71%
Total	60	100%

Table 2.1 : Students' Gender

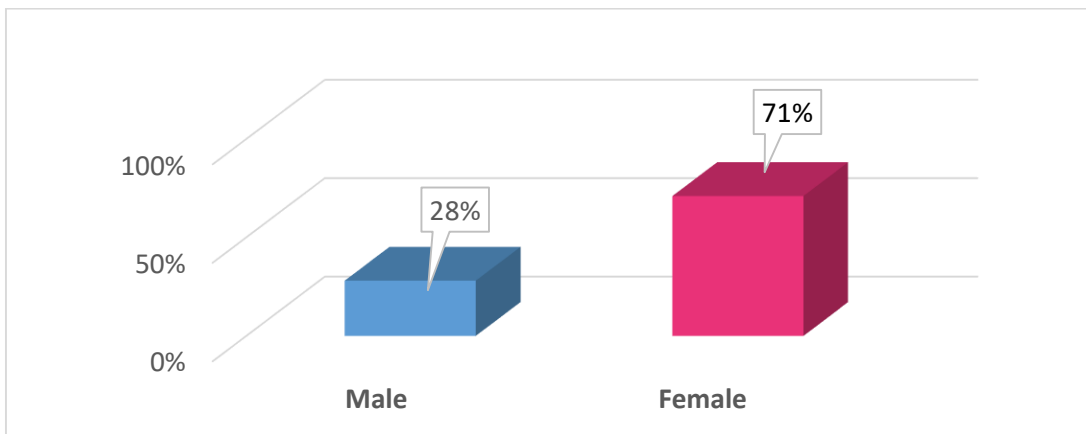


Figure 2.1 : Students' Gender

This was requested in order to gain a better understanding of the participants. We can see from the Figure 2.1 and the table 2.1 that our main audience is females (43) and that the minority is males (17), leading us to infer that females make up the majority of master one English students at Tlemcen University.

Question 02: Age

Age range	Participants	Percentage
20 – 24	45	75%
25 – 28	10	17%
29 – 33	5	8%
Total	60	100%

Table 2.2 : Students' Age

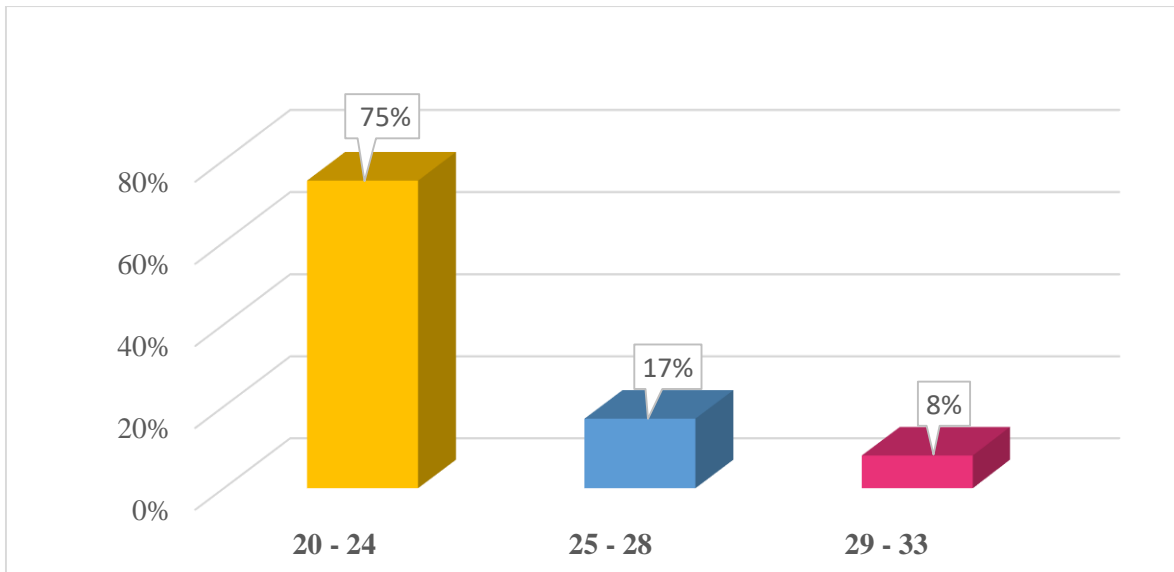


Figure 2.2 : Students' Age

This question was used in order to ensure we appeal to the most suitable audience. Through the Figure 2.2 and the table 2.2, we remark that students' age scope ranges between 20 years and 33 years. seventy-five percent (75%) of participants are between the age of twenty (20) to twenty-four (24) years old. Seventeen percent (17%) are between twenty-five (25) and twenty-eight (28) years old while only eight percent (8%) are between twenty-nine (29) and thirty-three (33) years old. This lets us suspect that they may show more desire to express their views about the topic under investigation.

Question 03: Field of study

Option	Participants	Percentage
Language Studies	17	28%
Literary Studies	14	23%
Didactics	16	27%

Translation	13	22%
Total	60	100%

Table 2.3 : Students' Field of Study

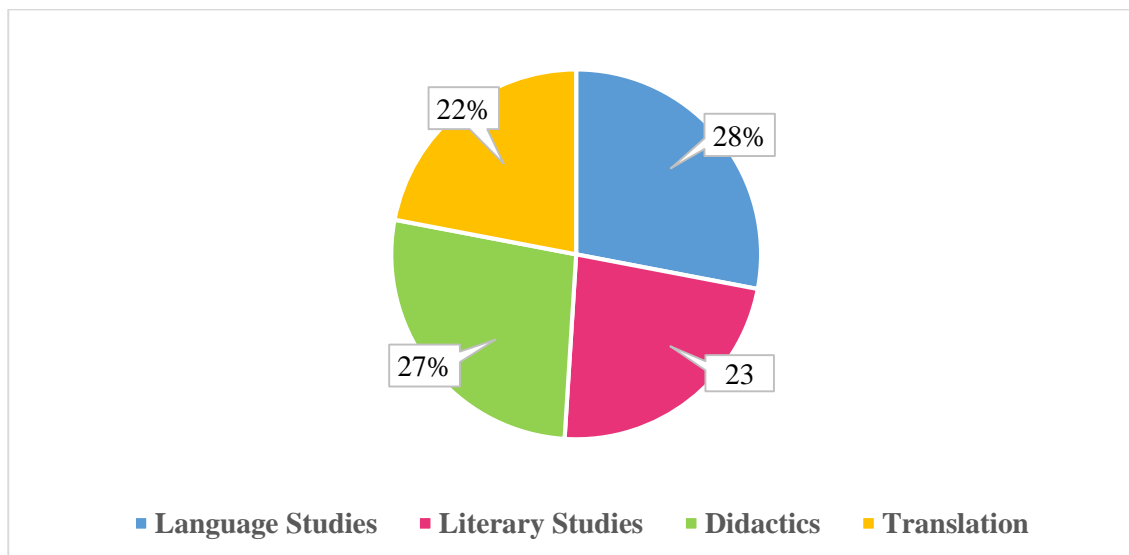


Figure 2.3 : Students' Field of Study

The figure 2.3 and the table 2.3 represent students' responses towards the Field of Study. As it is shown in the table twenty-eight percent (28%) of the student's study language sciences, twenty-seven percent (27%) of the students are enrolled in the field of didactics, and twenty-three (23%) of the students are studying in the literary field. While only few students (22%) belong to the translation section. From that, we come to the result that the majority of our participants are from the field of language sciences and didactics.

▪ *Target Questions*

Question 04: Is speaking an easy task to learn? If yes why?

Option	Participants	Percentage
Yes	30	50%
No	30	50%

Table 2.4: Students' Perceptions Towards the Easiness of the Speaking Skill

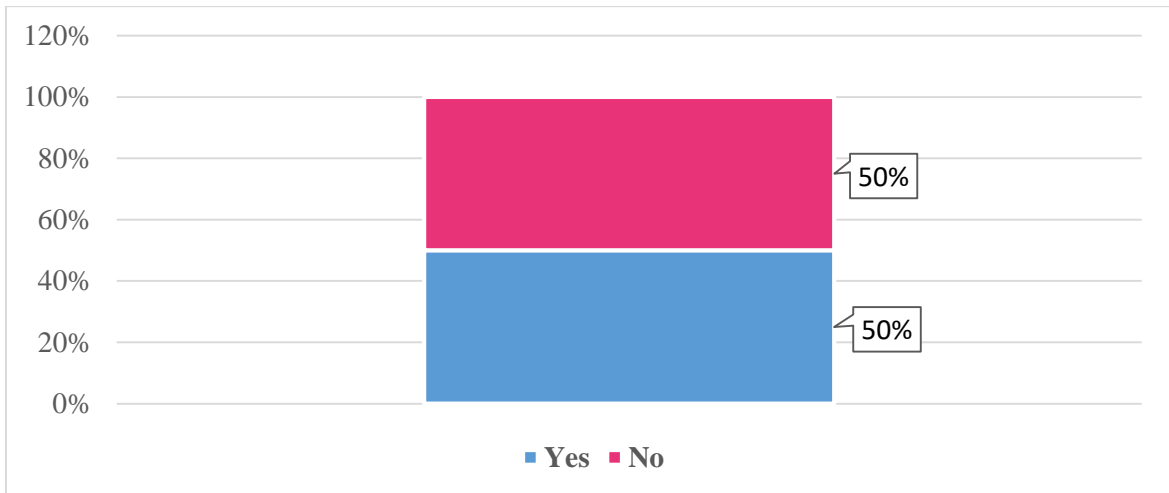


Figure 2. 4: Students' Perceptions Towards the Easiness of the Speaking Skill

It is a basic-closed question with only yes/no possibilities to measure the participants' perceptions towards the easiness of the speaking skill; The figure 2.4 and the table 2.4 demonstrate that half of the sample size (50%) believe of that it is easy due to some reasons such as listening to natives, reading books, daily practice ,having a rich vocabulary and correct grammar, confidence. While the other half (50%), declare that it is not and it is a difficult task.

Question 05: Do you think that listening affects speaking?

Option	Participants	Percentage
Yes	60	100%
No	0	0%

Table 2.5: Students' Perceptions Towards the Affection of Listening on Speaking

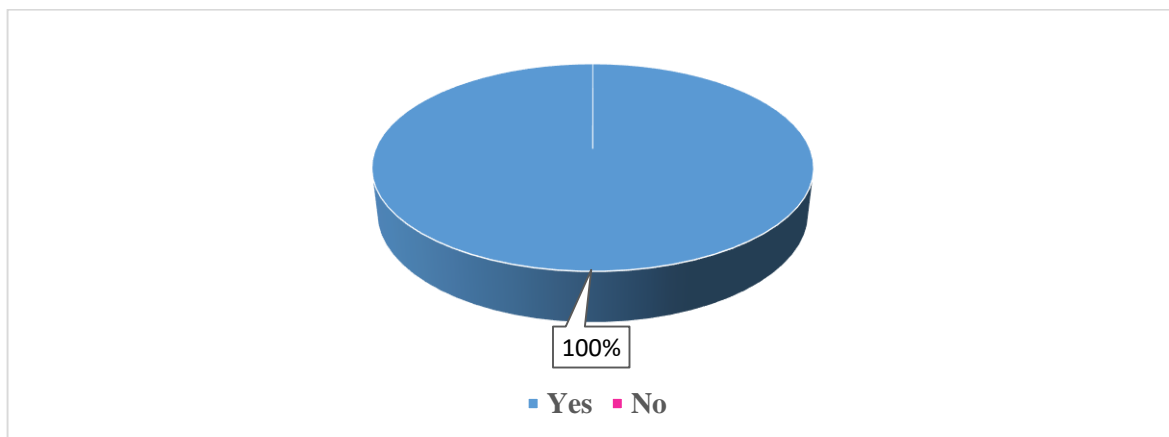


Figure 2. 5: Students' Perceptions Towards the Affection of Listening on Speaking

Results demonstrate students' opinion about the effect of listening on speaking. It is noticeable from the table 2.5 and the figure 2.5 that all the target sample size (100%) declared that there is a relationship between them due to: memorizing the listened passage then speaking correctly, obtaining new words and vocabulary, the correct articulation and pronunciation of phonemes.

Question 06: Do you practice English outside the classroom? If yes how? If not why?

Option	Participants	Percentage
Yes	50	83%
No	10	17%

Table 2.6: Students' Extra Practicing English

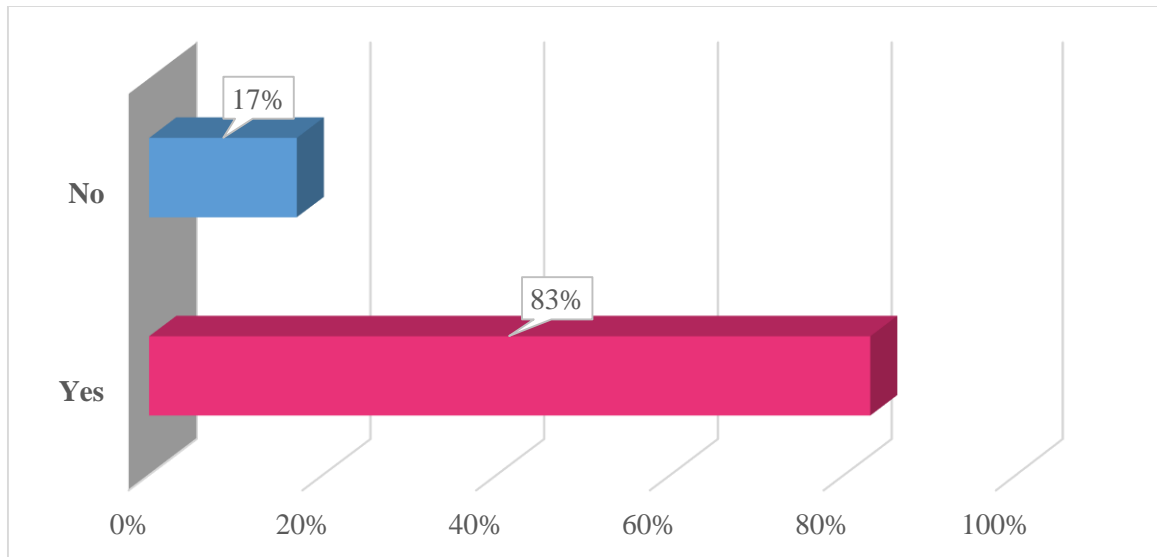


Figure 2. 6: Students' Extra Practicing English

The analysis of the figure 2.6 and the table 2.6 display a result towards practicing English outside the classroom. Nearly all of them eighty-three percent (83%) declared that they practice it; while the rest (17%) do not.

Participants justified their choice by stating that they practice it with friends, or roommates, chatting and communicating with native speakers, or when reading books or magazines. Students who don't practice it stated that they don't find with whom they speak, their surrounding speak only dialectal Arabic and because they are shy.

Question 07: Which level of speaking do you currently have?

Option	Participants	Percentage
Weak	1	2%
Average	17	28%
Good	34	57%
Excellent	8	13%

Table 2.7: Students' Level of Speaking

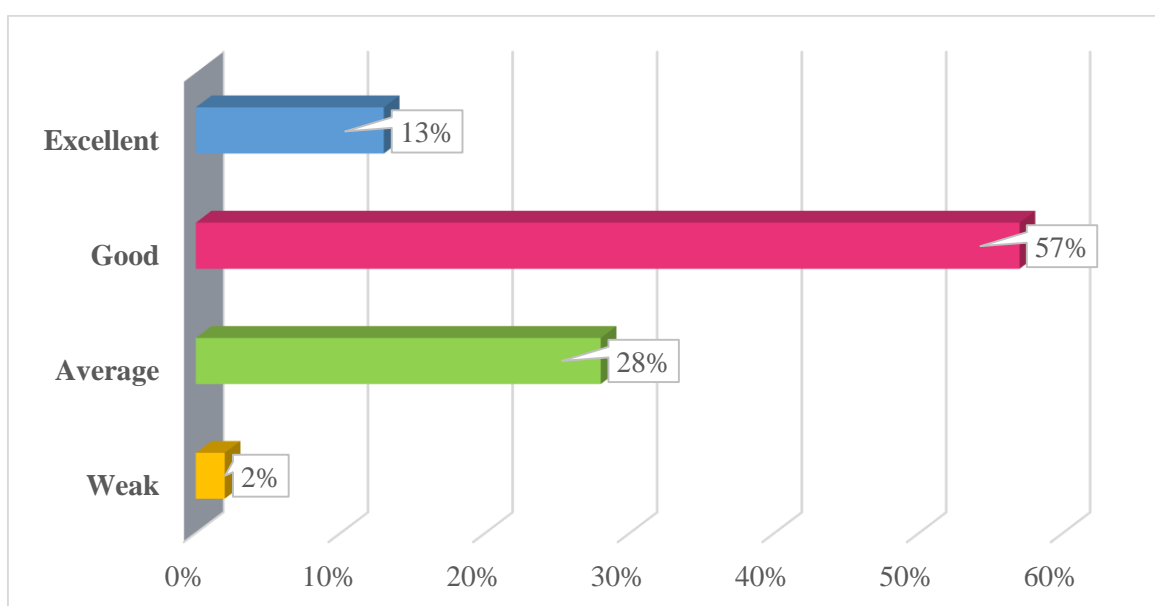


Figure 2. 7: Students' Level of Speaking

This is a rating scale question with a balanced scale suggestions that an equal number of positive and negative options are included which help to avoid bias. It is used measure the participants' knowledge level. The figure 2.7 and the table 2.7 show that fifty-seven percent (57%) of the participants have a good speaking level, the other twenty-eight percent (28%) of the rest have an average level, and only thirteen percent (13%) have an excellent level. This result reassures us for the present moment as the lower levels have two percent (02%).

Question 08: How often did you participate in the oral session?

Option	Participants	Percentage
Never	2	3%
Occasionally	12	20%
Sometimes	21	35%
Often	10	17%
Always	15	25%

Table 2.8: Students' Participation in the Oral Session

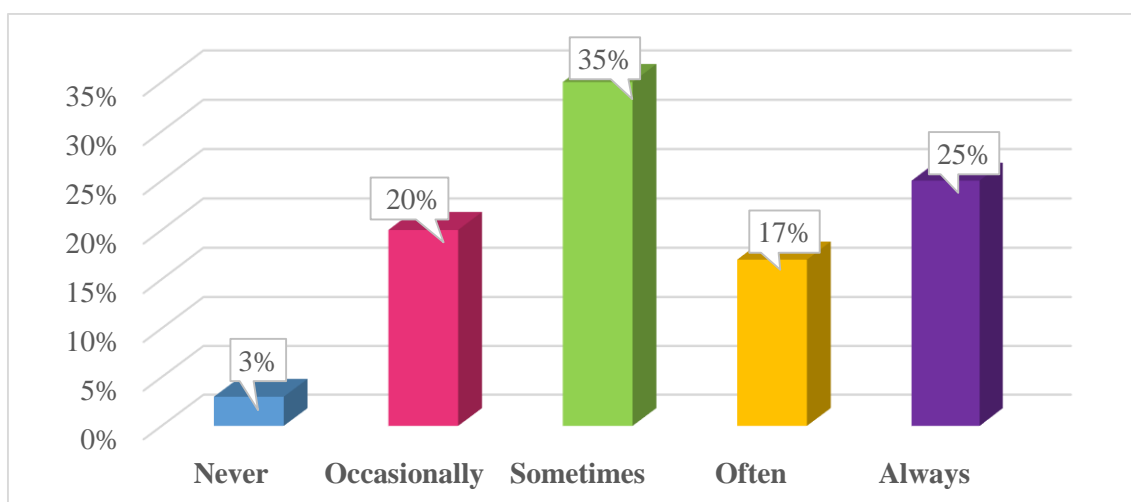


Figure 2.8: Students' Participation in the Oral Session

This question is used to measure the students' participation in the oral session. The figure 2.8 and the table 2.8 show that twenty-five percent (25%) of the participants said that they always participate in class and the other twenty-five percent (25%) mentioned that they do it very often, thirty-five percent (35%) said that they sometimes participate and try to interact with the teacher. Twenty percent (20%) of the informants expressed that they occasionally participate and only three percent (3%) said never.

Question 09: Do you understand and catch up every single word when you are exposed to a listening passage or activity.

Option	Participants	Percentage
Yes	31	52%
Some words	27	45%
No	2	3%

Table 2.9: The Amount of Understanding Words During Listening Activity

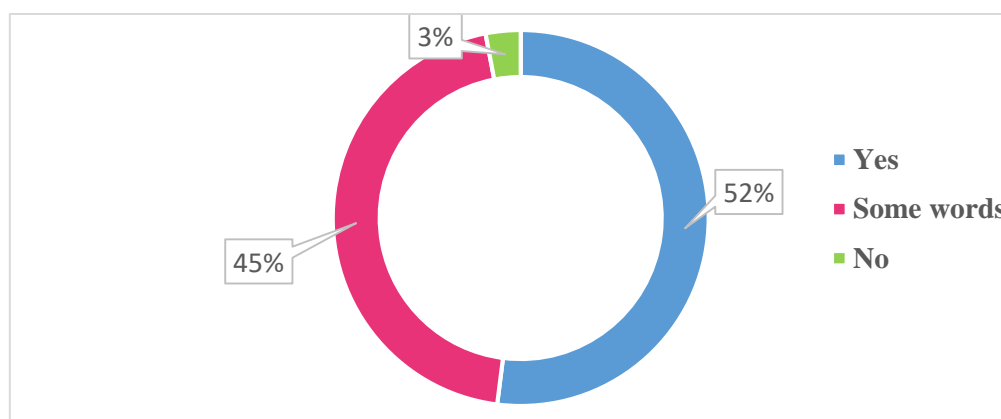


Figure 2.9: The Amount of Understanding Words During Listening Activity

In this question we intended to know the amount of words during listening activity. we recognize through the figure 2.9 and the table 2.9 that a big number of students fifty-two percent (52%) who answered that they can understand and catch up every single word may be a result of their practice and efforts. The remaining students forty-five percent (45%) who answered that they can understand and catch up every single word may be a result of their practice and efforts, while the last two students (3%) declared that they do not understand any word during listening.

Question 10: *What are the difficulties that you encounter during the oral session?*

Option	Participants	Percentage
Afraid of making mistakes	23	38%
Lack of self-confidence	20	33%
Loss of concentration	17	28%
Lack of vocabulary	22	37%
Afraid of critics	16	27%

Table 2.10: Students' Issues While Speaking

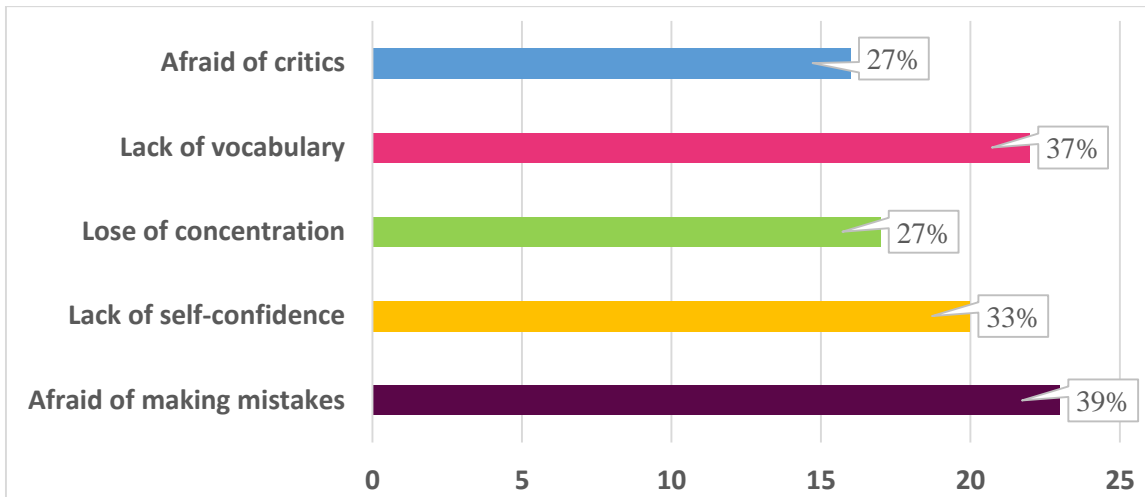


Figure 2.10: Students' Issues While Speaking

For the sake of having a clear idea about difficulties encountered by the students, we asked them to determine their issues as it is shown in the table 2.10 and figure 2.10. It is noted that in this question, more than one answer was possible, the reason why the percentages are high. Thirty-nine percent (39%) of the respondents affirm that they are afraid of making mistakes. Then, twenty-seven percent (27%) are facing a lack of vocabulary. Thirty-three percent (33%) opt for lack of self-confidence. The rest of the answers were chosen equally with the average of twenty-seven percent (27%) for the problem of; afraid of critics, and lose of concentration.

Question 11: *Do you think that in order to have a better proficiency, you need to be exposed to native speakers' videos? Justify.*

Option	Participants	Percentage
Strongly agree	24	40%
Agree	35	58%
Disagree	1	2%

Table 2.11: Students' Perceptions Towards the Importance of Listening to Native Speakers for a Better Proficiency

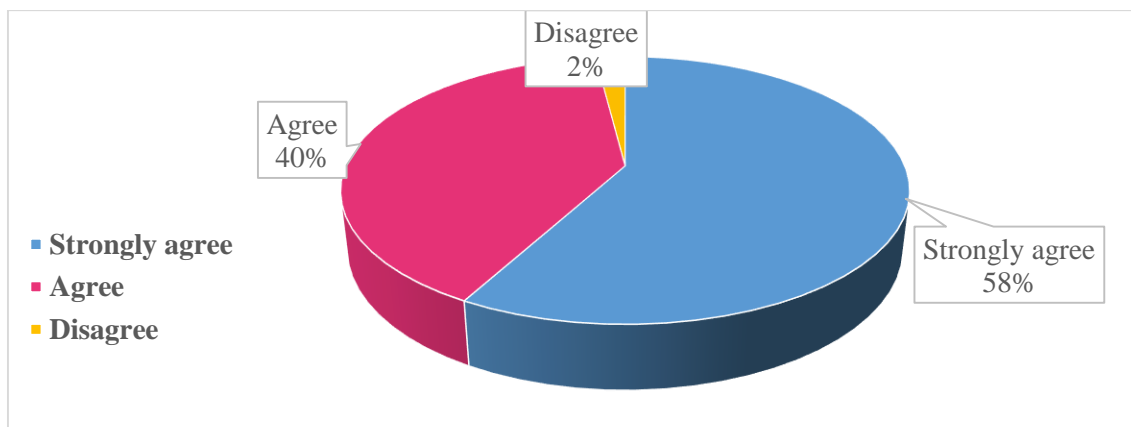


Figure 2.11: Students’ Perceptions Towards the Importance of Listening to Native Speakers for a Better Proficiency

Concerning the importance of listening to native speakers, the rationale was to see whether or not students shared this view. Subsequently to the analysis of the table 2.11 and the figure 2.11, the majority of the student strongly agreed (58%) on the idea of being exposed to native speakers videos’ since they know it importance and (40%) just agreed on the value of being exposed to native speakers videos. They feel that being exposed to native speakers improves and develops one's capacity to comprehend local language and pronounce words correctly. However, (2%) disagreed and explained their choice by claiming that natives using difficult phrases and idioms that they had never heard before can be a barrier.

Question 12: Which method of learning do you prefer during class?

Option	Participants	Percentage
Traditional method	20	33%
Blended learning	40	67%

Table 2.12. Students’ Agreement on the Implementation of the Blended Learning

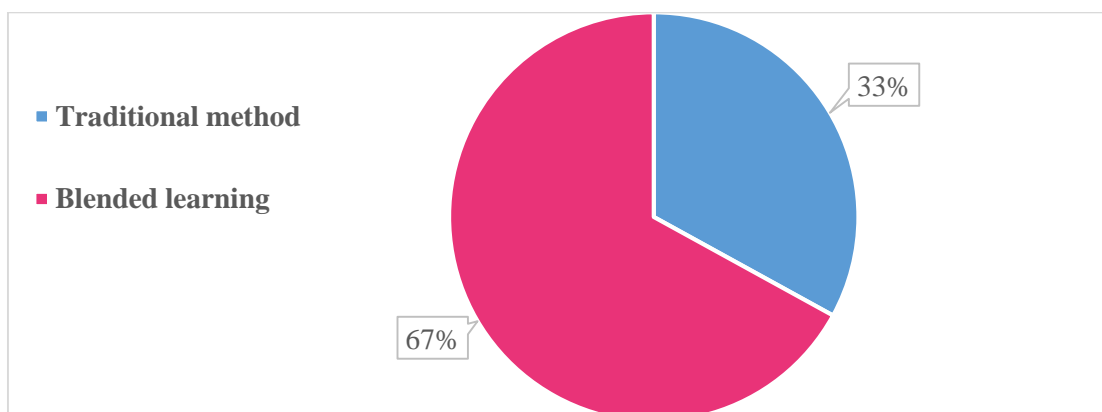


Figure 2.12: Students’ Agreement on the Implementation of the Blended Learning

With the reference to the figure 2.12 and the table 2.12, it was stressed that thirty-three percent (33%) of the participants prefer the traditional method without justification. While interestingly, the large number of participants that referred to sixty-seven percent (67%) are for the implementation of the e-learning, backing up their claim by arguing that it benefits students by improving their motivation and performance both inside and outside the classroom, promoting participation and interaction, fostering a culture of self-learning and teamwork, and accelerating the acquisition of digital skills.

Question 13: How often do you listen to authentic material (TED Talks) to get an authentic language context?

Option	Participants	Percentage
Never	5	8%
Rarely	19	32%
Sometimes	27	45%
Often	9	15%

Table 2.13: Frequency of Listening to Authentic Material

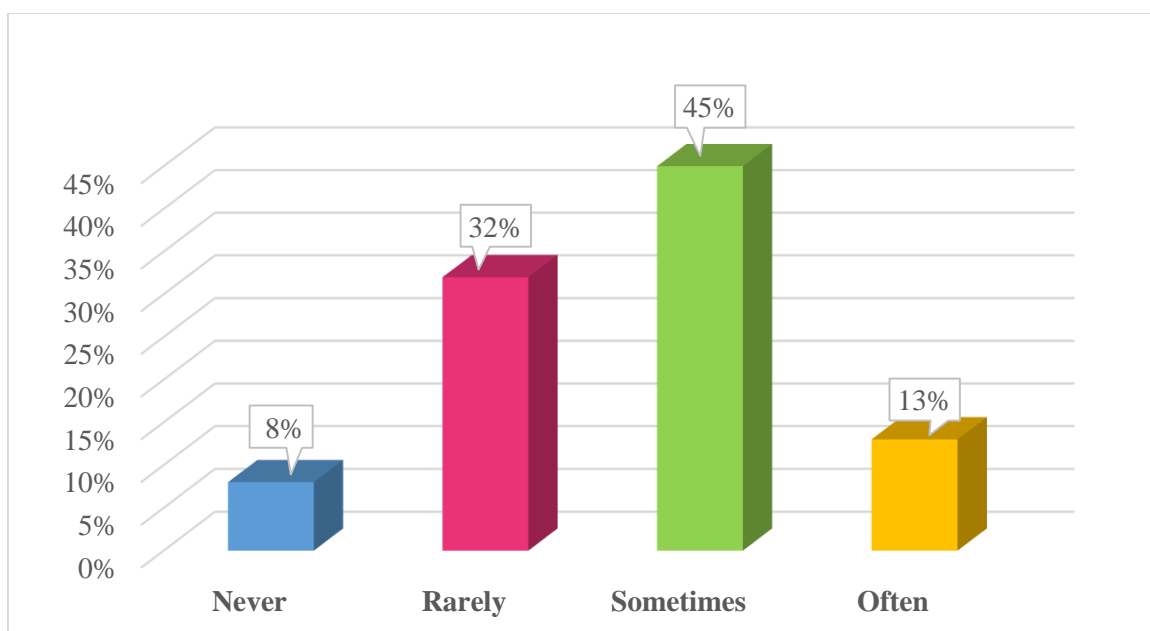


Figure 2.13: Frequency of Listening to Authentic Material

According to the figure 2.13 and table 2.13, forty percent (45%) of the respondents said they sometimes listen to authentic material (TED talks) in class to get an authentic language context, thirty-two percent (32%) said they rarely do it, and fifteen percent (15%) said they often listen to Ted talks as an authentic material tool. Only eight percent (8%), on the other hand, stated that they never do. Most students, according to these findings, listen to authentic content, mostly Ted talks, in order to be exposed to authentic language circumstances. Because of the wide range of dialects, ethnicities, and personalities among Ted speakers, this is feasible. However, a small percentage of people say they don't utilize it. It could be due to a lack of understanding of this language learning instrument.

Question 14: Do you think that there is a difference between students who use Ted talks videos inside the classroom and those who do not? Explain

Option	Participants	Percentage
Yes	44	73%
No	16	27%

Table 2.14: Students' Agreement on The Diversity Between Learners Who Used TED Talks Videos and Those Who Do Not

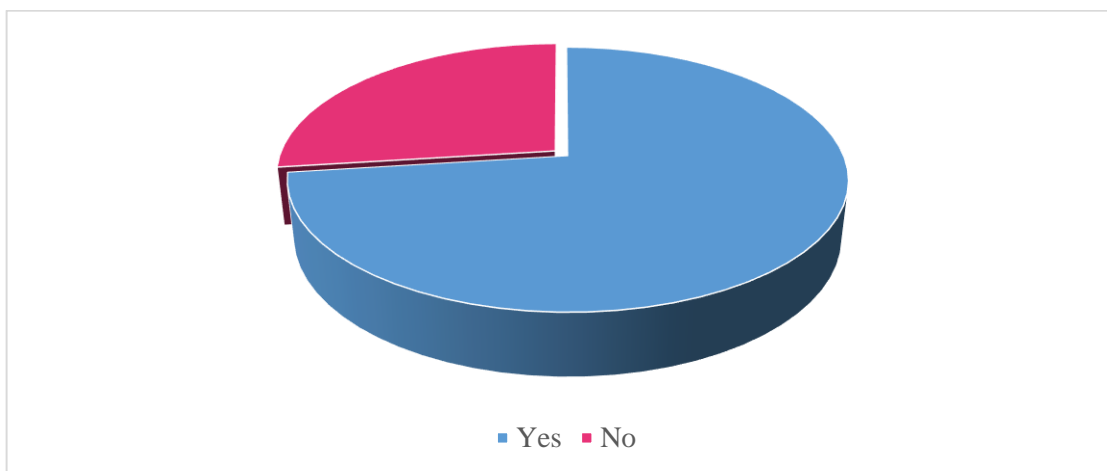


Figure 2.14: Students' Agreement on The Diversity Between Learners Who Used TED Talks Videos and Those Who Do Not

The analysis of the figure 2.14 and the table 2.14 clearly shows that the majority of respondents (73%) agree that there is a difference between those who use Ted talks videos and those who do not, and only twenty-seven percent (27%) deny it. Justifying their agreement, they said that when you hear a TED talk, you become more familiar with the locals' accent, and you become familiar with native speakers' thinking. Furthermore, by watching the film, you will gain confidence and feel more at ease when speaking in front of an audience. Whereas, students who disagreed with the idea stated that each one of us has his own way of learning and ted talks are not the only source of learning.

2.4.2. Teachers' Interview

The interview is defined according to Kvale (1996, p.174) as “a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee” with respect to interpretation of the meanings of the 'described phenomena'. In order to collect consistent and comparable data, the current study uses a structured interview with a predetermined format in which questions are asked in the same sequence. Furthermore, this form of interviewing is referred to as a standardized open-ended interview (Patton 2002), as it employs pre-determined questions. However, this research instrument is used in conjunction with the questionnaire to provide further explanation, accuracy, and consistency of the results acquired.

2.4.2.1. Description

This structured interview is open-ended in the sense that the informants are free to reflect on their ideas and express themselves about the research topic in their own words. This research instrument was administered on March 30th, 2022. It is made up of eight (08) questions, each of which is designed to collect information regarding the knowledge and attributes needed for this study. The interview was directed to a sample of five (05) teachers of oral expression. It was recorded with four teachers and handwritten by one teacher because he took it with him since she did not have enough time to record it. Then, she gave it back one week later.

2.4.2.2. Analysis and Interpretation

The questionnaire was distributed to five teachers of both genders; males and females, this section will analyse the findings:

Question 01: For how many years have you been teaching oral expression?

A large number of teachers that referred to seventy percent (70%) have more than 10 years of experience, while only one teacher has seven years of experience. After the results, we ponder that the majority of English teachers at Tlemcen University are not beginners and have a great experience.

Question 02: What main skills you think are necessary to be developed through in oral expression?

Teachers believe that the skills that need to be cultivated during an oral course are primarily listening and speaking, while some added other skills, and their responses differ and are summarized as follows:

- All the language skills (listening, speaking, reading and writing) are concerned.
- Developing their accuracy and fluency.
- Enriching their cultural background and learn how to be more creative in writing.
- Paying attention to spelling mistakes, grammar mistakes and vocabulary.
- Pronunciation and intonation (phonetics).

Question 03: What are the main difficulties faced by your students?

All of these teachers agree that grammar, vocabulary, and pronunciation are the most difficult aspects faced by their students in the module of oral expression. Two teachers mentioned a lack of self-confidence, while others mentioned anxiety, shyness, misunderstanding of the listening passages produced by natives, and this is due to their speed of speech, a lack of cultural background, and the fear of making mistakes and being corrected by the teacher or classmates. Teachers must provide their students with relevant advice to overcome these problems in order to remedy these difficulties.

Question 04: What do you think about the importance of listening practice to help them enhancing their speaking abilities?

We asked teachers to explain the value of listening exercise in boosting students' speaking skills because listening and speaking are two skills that are intertwined. Teachers believe that listening goes hand in hand with speaking. The value of listening, according to them, emerges when it fills in gaps in their vocabulary through listening to the target language and learning new words and when it aids students in developing perfect pronunciation, vocabulary, and accent. One teacher adds: good presenters must also be good listeners.

Question 05: Are your students good listeners?

This inquiry was created to explore how teachers determine whether or not their students are good listeners. Teachers claimed that they cannot generalize because there are those who are outstanding and others who require additional instruction. It also shows up in their oral performance; if they are good listeners, they will almost definitely be strong speakers. Furthermore, it depends to the environment they create, to their classmates and the way teachers exchange with them. So, it is a matter of communication

Question 06: Do you think that in order to have a better proficiency, they need to be exposed to native speakers' videos?

In this question, we asked teachers if their learners need to be exposed to native speakers' videos in order to have a better proficiency, so the findings show that all the teachers agree at the point. One teacher adds that learners should learn from native speakers' videos but should not imitate them. They need to put their own touch.

Question 07: Do you use authentic materials (TED Talks) when presenting your course?

The aim behind this question is to see whether teachers use authentic materials. It's fascinating that professors rely on data shows, computers, and tape recorders to immerse their pupils in a real-life situation, making it easier for students to become

accustomed to native language speakers' pronunciation and subsequently to help them generate the language. Only one teacher said that she uses pictures. The last teacher stated that he exclusively uses the board, ESL workbooks, and ESL cards in his classes. So, all the teachers use authentic materials in their classes except one teacher.

Question 08: Are you with the implementation of such tool during the lecture or the traditional method of teaching?

The last question was addressed to know which method of teaching teachers prefer. The participants claimed that the traditional method is a passive way of learning and is not that effective as the blended learning in which the four skills are being taught. Moreover, some added that they need to create other techniques and methods so that they catch the learners for loving this beautiful language in an easy method.

3.1. Discussion of the Main Findings

This section aims at discussing, interpreting, and summarizing the gathered data from teachers' and students' questionnaires to check the impact of using TED talks videos to improve EFL learners speaking skills.

According to the results of the students' survey, speaking is regarded as a simple activity, yet the majority of students have difficulty participating in the oral expression session owing to a lack of vocabulary and shyness. Furthermore, there is a favorable correlation between the usage of TED talk videos and the learning process of students, since the majority of respondents agreed on the same issue, namely the use of such a tool. Although not all students have dealt with these videos, they have proven their usefulness and the pedagogical value that this digital platform may bring to the learning process. Meanwhile, teachers use different activities and materials in presenting lessons to raise the average level of students and overcome those obstacles. Eventually, it was also detected that all teachers try clearly to make their students aware of the effectiveness of listening to such authentic videos in improving their speaking performance.

The findings of the data analysis and questionnaire interpretation revealed that both teachers and students are enthusiastic about using authentic resources in the classroom. They agreed that exposing pupils to oral presentations by skilled English language speakers is really advantageous. Students can develop their English language skills in a variety of ways by using real-life scenarios.

After all, the researcher's claims and hypotheses are supported by the fact that TED talks videos assist learners in engaging with and improving their speaking performance by catching and recognizing words, expressions, pronunciation, and various sounds, all of which point to the role and importance of such a tool in improving speaking ability. One of the main advantages made when using TED talks is that students are exposed to native speakers who have no prepared script, they use their own dialects, idioms and expressions. Another point worth mentioning is that when they are not listening to a recording only, but they are also watching the speaker's movements and facial expressions, which allows them to learn a lot more about the speech and add it to their repertoire for future use. The last point is the accuracy of TED subtitles, which provide students with additional information about what they are listening to and let them to learn far more words, or vocabulary, than they would if they were simply listening.

So, as it was mentioned before, the goal of our study was to reach the answers of two research questions, the answers were as follows:

1. How might Ted Talks help EFL students improve their speaking skills?

The results obtained from this research proved that ted talks videos have a significant role in improving students' speaking skills. These findings were also confirmed by other researchers, Hamza (2019, p.9) confirmed that Ted talks videos are effective instructional materials that allow students to learn the target language while also exposing them to native speakers and seeing the language in action.

2. May EFL teachers incorporate Ted Talks as teaching materials in their oral sessions?

The findings drawn from the teachers' interviews concluded that incorporating TED talks videos into the classroom can be an effective method for overcoming speaking challenges and improving students' speaking abilities.

Finally, we can say that the study's objectives were met satisfactorily, and we hope that it will be valuable to the academic community.

3.2. Suggestions and Recommendations

The improvement of EFL learners' speaking skills is seen as a difficult task. This investigation aims to find a way to make the process of learning English as a foreign language easier:

- Teachers should employ fresh strategies that will motivate students and enrich the course to get beneficial outcomes.
- Teachers should encourage their students to express their thoughts and ideas freely without judging them in order to break the barrier of shame and fear.
- Teachers should focus on improving students' deficiencies and making them comfortable with this activity by teaching them the proper precise processes for delivering a successful speech.
- One of the most effective techniques is to use TED talks videos. Teachers should use them in oral sessions to engage students and improve teaching quality in this manner.
- Instead of avoiding speaking, students should concentrate on their speaking deficiencies and work to improve them.
- Students can benefit from watching educational videos in order to improve their critical thinking and productivity.
- EFL students should spend their leisure time watching TED talk videos to understand the traits of giving a good speech, and students should focus more on improving the quality of their learning and motivating their lecturers to provide them with more knowledge.

3.3. Conclusion

All in all, the analysis and interpretations of the collected data through the findings of both students' questionnaire and teachers' interview in this study succeeded in highlighting the positive impact of the influence and role of Ted talk videos in improving EFL learners' speaking skills and confirmed our hypothesis which believes in using Ted talks videos properly and effectively as a pedagogical tool. In addition, students and teachers have positive attitudes towards the use of these videos to enhance students' public speaking skills. Finally, we supported the work with some recommendations in favour of the English Department at Tlemcen University

General Conclusion

The basic goal of foreign language education is to speak a foreign language with native-like proficiency, which is the case for EFL students at Tlemcen University. As a result, it is clear that students currently have a wide range of options for improving their speaking skills and learning new information. As a result, the current study aims to clarify the role of TED talks videos in enhancing EFL students' speaking skills and to raise awareness of their significance.

The current work was divided into two chapters. The first is descriptive, addressing various characteristics of speaking ability and its fundamental role for EFL learners and providing a clear description of TED talks videos, their goals, and the benefits of using them to improve public speaking skills.

The second chapter entitled “Research methodology and findings”, is about data collecting and quantitative and qualitative data analysis. It also identifies the participants' profiles. In addition, this chapter discusses the questionnaire and the interview used to collect data for this investigation from both students and teachers of the oral expression module at Abou Bakr Belkaid University's English department. The final section contains some suggestions and recommendations that can assist students in overcoming their challenges in both skills.

Thus, this dissertation, calls attention to the factors behind such deficiency, we realize that, like any other research, the current study had some inherent limitations that must be acknowledged. To begin with, Even though we reviewed a lot of references, we might not be able to uncover all of the books, web articles, and videos regarding the research topic that would help us narrow down our review of past studies. Whereas, there were other findings about the use of authentic materials, which are relevant to our topic. Moreover, the study covered only a random sample of Master’s one students at Tlemcen University which states limitations in generalizing the findings in other levels, settings, and languages. In addition to that, another limitation occurred when conducting data using the questionnaire. Despite its numerous advantages, it had a number of shortcomings as its execution necessitated time and effort. Dishonesty could be a major problem in answers and some inquiries were dismissed and unanswered. Finally, as it was the very first time writing an academic article

General Conclusion

independently, the scope and depth of our discussions were limited in many ways when compared to those of more experienced researchers. Note that a test was supposed to take place; yet, it was not possible owing to the fact that students were not available at the department. That is, the pandemic protocol compelled them to study only one week per two others.

In spite of the above limitations, the current research is believed to have brought a limited but valuable contribution to the field of foreign language teaching and learning in the Algerian context. The research study was successful in answering the research questions and confirming the effectiveness of using TED talks videos to develop students' public speaking skills. These findings could open the way for more research on how to teach and learn public speaking abilities in the future.

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Appendices

- a) Afraid of making mistakes
- b) Lack of self-confidence
- c) Lose concentration
- d) Lack of vocabulary
- e) Afraid of critics

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

Strongly agree Agree Disagree

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

Blended learning Traditional method

.....

.....

.....

.....

.....

10. How often do you listen to authentic material (TED TALKS) to get an authentic language context?

Never Rarely Sometimes Often Always

Appendices

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

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THANK YOU FOR YOUR COLLABORATION

Appendices

Teachers' Interview

This interview is a part of a research work on investigating “The Influence of Using **TED TALK Toward EFL Learners' Speaking Ability**”. I would appreciate much your collaboration by answering the following questions:

1. For how many years you have been teaching the module of oral expression?
2. What are the main skills you think they are necessary to be developed through this course? Why?
3. what are their main difficulties in this module (faced by students) ?
4. What do you think about the importance of listening practice to help them enhancing their speaking abilities?
5. How can you describe your learners' speaking level in English ? In other words, Are your students good listeners ?
6. Do you think that in order to have a better proficiency, they need to be exposed to native speaker's videos?
7. Do you use authentic materials (TED TALKS) when presenting your course?
8. Are you with the implementation of such tool during the lecture or the traditional method of teaching?

Summary:

Providing learners with the ability to use English effectively and accurately in genuine communication is, without fail, the major goal of English Language Teaching (ELT). Deep down, becoming a fluent and accurate foreign speaker of English is extremely difficult since it necessitates putting all of one's language knowledge together and demonstrating it instantaneously. This is why, learners are looking for innovative educational approaches to help them improve their speaking skills. TED Talk videos are one of the most popular new learning materials for EFL students in recent years. Then, the primary goal of this research is to determine the effectiveness of this tool in improving students' speaking skills, as well as teachers' beliefs and attitudes toward its usefulness and usage.

Le résumé :

Fournir aux apprenants la capacité d'utiliser l'anglais de manière efficace et précise dans une communication authentique est, sans faute, l'objectif principal de l'enseignement de la langue anglaise (ELA). Au fond, devenir un locuteur étranger fluide et précis est extrêmement difficile car cela nécessite de rassembler toutes ses connaissances linguistiques et de les démontrer instantanément. En conséquence, les apprenants recherchent des approches pédagogiques innovantes pour les aider à améliorer leurs compétences en expression orale. Les vidéos TED Talk sont l'un des nouveaux supports d'apprentissage les plus populaires pour les étudiants EFL ces dernières années. Ainsi, l'objectif principal de cette recherche est de déterminer l'efficacité de cet outil dans l'amélioration des compétences orales des élèves, ainsi que les croyances et les attitudes des enseignants envers son utilité et son utilisation.

الملخص:

إن تزويد المتعلمين بالقدرة على استخدام اللغة الإنجليزية بشكل فعال ودقيق في اتصال حقيقي هو، دون أن يفشل، الهدف الرئيسي لتدريس اللغة الإنجليزية (ELT) في أعماقك، من الصعب للغاية أن تصبح متحدثاً أجنبيًا بطلاقة ودقيقة لأنه يستلزم وضع كل المعرفة اللغوية للفرد معاً وإثباتها على الفور. نتيجة لذلك، يبحث المتعلمون عن أساليب تعليمية مبتكرة لمساعدتهم على تحسين مهارات التحدث لديهم. تعد مقاطع فيديو TED Talk واحدة من أكثر المواد التعليمية الجديدة شيوعاً لطلاب اللغة الإنجليزية كلغة أجنبية في السنوات الأخيرة. وبالتالي، فإن الهدف الأساسي من هذا البحث هو تحديد فعالية هذه الأداة في تحسين مهارات التحدث لدى الطلاب، وكذلك معتقدات المعلمين واتجاهاتهم تجاه فائدتها واستخدامها.