



## UNIVERSIDAD DE CUENCA

### FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

#### Carrera de Lengua y Literatura Inglesa

**“TED talks as a mobile-learning tool to enhance speaking skills in ninth graders at the American School”**

Tesis previa a la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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Cuenca-Ecuador

2015

## RESUMEN

El objetivo de este proyecto de investigación es el de promover al profesor y a los estudiantes del noveno grado de la Escuela Americana un nuevo material didáctico de Inglés en el cual pueden desarrollar, mejorar y crear entretenidas actividades orales de una manera diferente y a su vez educativas. Esta aplicación se conoce como 'TED talks mobil-learning'.

Además, la investigación también se centró en conocer las principales causas que impiden que los estudiantes no puedan mejorar su habilidad de hablar, las cuales ayudaron al investigador a analizar y encontrar una solución al problema.

Los resultados después de la aplicación de 'TED talks mobil-learning' fueron satisfactorios. Debido al cambio inmediato en los intereses de los estudiantes por participar en las actividades de expresión oral estaba claro que su nivel de participación se incrementó debido a la implementación de un nuevo material didáctico en su Sistema Educativo.

### Palabras clave

Proporcionar-Nuevo Material Didáctico-TED talks mobile-learning- Destreza del Habla



## **ABSTRACT**

The objective of this research project is to provide the teacher and ninth graders at the American School with new didactic English material in which they can develop, improve, and create entertaining oral activities in a different and educational way. This application is known as 'TED talks mobile-learning'.

The research also focused on finding the main causes that prevented students from improving their speaking skills, which helped the researcher analyze and find a solution to the problem.

After the application of 'TED talks mobile-learning', the results were satisfying because of the immediate change in the students' interest in participating in speaking activities. It was clear that their level of participation was increased due to the implementation of a new didactic material in their Educative System.

### **Key Words**

Provide-New Didactic Material-TED talks mobile-learning-Speaking Skills



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## **DEDICATION**

This work is dedicated firstly to Pope John Paul Second, who has given me strength and faith to be a strong person. Second, to my family, who have given me an unconditional support; especially to my sister Nelly, who has advised me in a positive way. And third, to myself because I am proud of myself to be able to finish this program and to continue to achieve my goals.

**Ana Lucía**



## **ACKNOWLEDGEMENTS**

First of all, I would like to thank my tutor, Mgst. Thomas Youman, whose guidance

allowed me to finish this work satisfactorily. Second, I would also like to thank my

best friend James Keeley, Phd., and my brother-in-law Jason Hall who helped me

to carry out my project in a professional way.

Ana Lucía



## **INTRODUCTION**

Speaking is perhaps the most important skill in the process of learning English. However, in our society, many English teachers do not promote it in class. The lack of oral activities creates a lack of motivation to practice the language as well as a lack of self-confidence. One of the most important mechanisms for developing this skill is the type of material, which is the justification for this investigation. The aim of this project is to promote and motivate teachers and learners to use a new educative material based on mobile-learning through the use of TED talks. This application will help them create interesting oral activities that will help solve speaking problems and promote a new way of learning English. This project describes and explains in detail the problems that causes students to speak badly and in turn suggests to the educator how to overcome this problem. Finally, an analysis and interpretation of the results, as well as an interview, questionnaire, and observations after the application of TED talks, are provided.



## CHAPTER I

### **TOPIC:**

TED talks as a mobile-learning tool to enhance speaking skills in ninth graders at the American School.

### **PROBLEM:**

According to previous research, learners cannot develop speaking skills or express their feelings and ideas due to the fact that educators use inappropriate material during oral activities. This material is based on the same activities, the same topics and the same way of learning based solely on the contents of the textbook. Because of this problem, students are too embarrassed to speak, make mistakes, and there is a complete lack of motivation to practice the language. Therefore, English learning becomes monotone and boring for students. This problem can be overcome with the application of a reinforcement tool (TED talks mobile-learning) in order to improve oral communication and to motivate learners to practice. The implementation of technological devices as a new educational tool in the classroom is necessary because it helps learners strengthen their abilities and because it adapts to the student's personal characteristics.

### **JUSTIFICATION:**

A good English teacher not only guides the learning process with the contents of the textbook to fulfill his or her duties as a teacher but also looks for extra educational material support to reach even higher goals in order to achieve quality education. However; within this educational process Alina and Katia admit the main goal of an educator is to make students speak the language without feeling ashamed or afraid of making mistakes (3). To achieve



this, it is necessary to provide them with a new educational method that changes their perspective on learning English. For this reason, this project aims to propose to teachers a different way of carry out speaking activities through the use of mobile-learning technological devices (smartphones and tablets) using TED talks video applications.

**General Objective:**

- To enhance general written and oral English language articulation, sentence structure and vocabulary in ninth graders at the American School through TED talks eLearning modules.

**Specific Objectives:**

- To identify specific problems with articulation, vocabulary and sentence structure with a sample of English language learners (pre-test);
- To develop a verbal modular-based eLearning curriculum based on the deficiencies identified in the pretest in which areas of weakness in oral and written communication can be enhanced (TED module talks & discussion format);
- To evaluate student achievement after a 5-week period using the module curriculum (post-test).

**HYPOTHESIS**

The use of TED talks in the classroom will serve as educational reinforcement for ninth grade learners at the American School in order to overcome their pronunciation, motivation, and vocabulary problems, and will help them gain self-confidence when speaking English.



## **BACKGROUND INFORMATION**

The main reason why the English language is studied is to be able to speak and master it someday, but according to Vanessa Osorio, this ability is the most difficult for students because they resist getting involved in speaking activities due to their insecurity and fear of making mistakes (par. 1). This should be analyzed by the teacher in order to find out what causes this fear because many scholars never try to solve this problem due their complete indifference, which disrupts their English language process (par. 2).

Facing this obstacle, the United Nations Educational, Scientific and Cultural Organization admits that there is an imminent need to educate teachers with good educational skills because the traditional way or methods of teaching that many educators continue using in oral activities only creates a poor educational environment for students because their system of education does not create motivation but rather demotivates learners (13). As a result of this, teachers end up learning more than students. As consequence of these negative effects, the educator will not achieve progress in education but rather stagnation, and learners will not be able to extend and enrich their knowledge to obtain quality education (7).

However; the changes or strategies that The United Nations Educational, Scientific and Cultural Organization promotes, which have created better performance in education, include the implementation of mobile-learning inside classrooms (16). There are various mobile-learning programs for students. Alfonso Gaspar recognizes that one of the best applications is TED talks (4).

TED (Technology, Entertainment and Design) talks is a nonprofit organization and their slogan is 'Ideas worth spreading'. These talks are only



taught by great literature, telecommunication and education visionaries such as 'Tim Berners-Lee, Bill Gates, Nicholas Negroponte, Bill Clinton, Al Gore, Stephen Hawking, James Watson y Marvin Minsky', and others, making it worthwhile educational material for students (EDUTEKA 1). This application may be downloaded through the Google Play store and offers subtitles in English, Spanish and many other languages. This application allows talks to be selected by category, such as funny, fascinating, beautiful, emotional, informative, witty, inspiring, persuasive and brave TED talks. The teacher can introduce any topic into speaking activities.

The use of the TED talks mobile-learning application will encourage learners to acquire new vocabulary and proper pronunciation, overcoming their fear of speaking in public and creating a positive environment, confidence and motivation in speaking activities.

### **LITERATURE REVIEW**

Antonela Minniti describes a TED talk as a powerful conference presented by philosophers and inspired, successful people (1). The speakers range from genius children to successful entrepreneurs and thinkers. The presentation is at the main TED (technology, entertainment, design) conference and is recorded in a video (4).

In English language learning, oral communication constitutes the basic and essential skill for the personal and professional development of students, in which educational tools are essential factors in this process (Matthew et al. 24). However; The United Nations Educational, Scientific and Cultural Organization admits that English learning in actual education is not handling teaching in an



educative way in classrooms (4). Due the fact that some scholars continue to resist in order to maintain traditional education, which is the cause for students not overcoming problems related with pronunciation, communication, reading and writing, they cannot relate with new trends in education.

Heinz Heckhausen points out that for many years, scholars have used inappropriate material based on non-educational topics that do not motivate learners to practice the language. Mismanagement of this skill is seen in the classroom in the form of self-criticism, ridicule for making mistakes, anxiety, depression, discouragement and fear of practicing the language (35). In Addition, Glenda Beamon says that in order to understand this problem it is necessary to have an open conversation with students in order to be aware of their necessities and suggestions of what needs to be changed in order to improve speaking activities (6). There are some students who are afraid of speaking and do not practice the language under any circumstances due to an extreme state of nervousness, stress, insecurity and lack of confidence (35).

Facing this obstacle, in 2013 the United Nations Educational, Scientific and Cultural Organization stated that mobile technologies, also known as m-learning or mobile learning, can become the essential tool and solve the problems of English learning (11). Jonathan Nalder believes Mobile learning provides a renewed educational tool for teachers and students through the use of mobile devices 'such as laptops, computer tablets, MP3 players and smartphones' (par 1). With the use of mobile technology, the educator makes activities interactive, in which students share ideas, discuss topics of interest, and work in groups, which they were not accustomed to. Educational programs that offer the use of mobile technologies are adjusted to the needs and ages of students, which



allows the educator to select the best educational programs, showing them how to handle them, how to incorporate them into the classroom, and teaching them how to assess their learning (2).



## CHAPTER II:

### LITERARY REVIEW

#### **2.1 The Importance of Speaking Skills in the Classroom**

Aamer, in his research entitled, 'The Importance of Speaking Skills for EFL Learners,' mentions that speaking is one part of the four basic skills to be developed as a means of communication in any language, especially in the learning of English as a second language (1-2). This skill needs to be developed and practiced in order to improve communication among learners of the target language. Practicing speaking skills in the classroom is a procedure in which the educator uses a particular conversation that encourages students to practice oral skills. This is especially important with learners of a second language. The habit or methodology that the educator employs for practicing this skill allows students to improve their communication abilities.

In a personal interview conducted of a student at the University of Azuay, the student stated that developing the capacity to communicate in English helps learners acquire better pronunciation, wider vocabulary, and gives them the confidence to speak without fear of making mistakes.

Steinberg, Nagata and Aline in their book, 'Psycholinguistics: Language, Mind, and World,' state that the strategies or methods used by teachers to help students to speak the English language are the essential key to make a difference in the learning process (76-77). However; modern education has not really improved. Richards, in his book, 'Communicative Language Today', states that the common teaching method is a repetition of the same activities and memorization of dialogues that do not necessarily contribute to the development of learners" (6-7).



Chaney and Burk in their book, 'Teaching Oral Communication in Grades K-8,' write that today's world education requires that the objective of English teaching must improve students' communicative skills in the classroom because this is the only way that students can improve and enrich the quality of education (13). The factors linked to speaking skills that contribute and help improve English speaking include accurate pronunciation, wide vocabulary, motivation, and confidence. These factors play an important role in the progress of learners' fluency.

An incorrect management of these abilities makes learners afraid of participating in oral activities, they have apprehension about speaking; they do not want to speak in front of their classmates and their level of education remains the same. However; these difficulties can be overcome if the educator changes methodologies, if the educator adds extra teaching support to the curriculum content. Kristina Robertson, in her article, 'Five Things Teachers Can Do to Improve Learning for ELLs in the New Year,' suggests that with the use of new material the teacher may increase speaking activities to at least three times per week. In this manner, the schoolmaster can evaluate pupils' progress (par 5).

Moreover, Lily and Catherine, in their article 'What teachers need to know about language,' believe that teachers play an important role in the development of the English language. Currently, educators focus on writing and reading, but they need to focus on speaking too. In developing speaking skills, educators must look for new learning methods to encourage learners to get involved in speaking activities (7).



In conclusion, the importance of speaking skills in the classroom is essential; it allows learners to increase and improve their use of language. There is a need for new strategies or new learning tools in which the educator encourages pupils to practice.

## **2.2 Effects and Manifestations when the Students Practice “Bad Speaking Skills”**

“Bad speaking” can be defined as a mismanagement of oral activities that result in poor English learning. Arnold, in her book, ‘La dimensión afectiva en el aprendizaje de idiomas,’ admits that the problems associated with bad practicing of oral activities can cause serious complications for learners such as anxiety. This specific complication incites a lack of confidence, demotivation, and fear of making mistakes in learners - states of serious concern that have to be evaluated, incorrect pronunciation and lack of vocabulary support (27).

In a personal interview conducted of a psychologist at Cesar Davila High School, this person claimed that people that have anxiety are those that have self-esteem issues and as a consequence they end up having speaking problems. Learners with low self-esteem and without any type of motivation concentrate more on their personal deficiencies rather than on how to participate in oral activities.

She also indicates that anxiety is a sort of fear and lack of trust that prevents students’ ability to speak, which prevents students from being able to focus on the communicative process. If this situation is not currently a threat, in the future it can become more complicated because it may block pupils’ capacity to speak. Anxiety has the tendency to prevent learners from speaking



in front of their classmates. In most cases, these fears are due to negative prior experiences, which result in a lack of confidence.

Ribas and Aquino, in their book ‘¿Cómo corregir errores y no equivocarse en el intento?’ admit that the lack of creating a friendly atmosphere leads pupils to be more likely to make mistakes. And this can make the educator have a negative attitude towards mistakes or even worse, to use bad correction techniques, which could result in criticism and mockery of classmates. Errors must be corrected in a natural setting. This means providing learners the opportunity to correct their errors without damaging their self-esteem (65).

In a personal interview conducted of a student at American School, he says that worry about being evaluated is another problem. Trying to remember the correct pronunciation distresses the students. Many English teachers teach learners incorrect pronunciation and not enough vocabulary. In general, this kind of educators have an undistinguished way of assessing the students’ progress. They could prevent pupils from being able to find the right words to express their feelings, which means not giving them the opportunity to master language. Moreover, their way of teaching vocabulary does not give learners the opportunity to repeat and practice new words.

In conclusion, to avoid poor practicing methods in oral activities, the teacher needs to motivate learners in class. This helps to provide them a friendly environment for speaking and practicing the language with their classmates, in which their fear of making mistakes or bad pronunciation are not subject to mockery but are part of the learning process.

### **2.3 Motivation in the classroom**

The word motivation comes from the Latin terms *motus* ("Moved") and *motion* ("Motion"). Motivation is what drives a person to perform certain actions and persist in them until meeting his or her objectives (Pintrich et al. 10).

Motivation constitutes a necessary factor in the entire learning process. Motivation is a stimulus for learners so they can receive a better education. However; most English teachers do not motivate their pupils appropriately and this has a negative effect on their learning. In consequence, pupils' self-confidence and language development are affected, especially oral communication. In their article, 'Motivación en el desarrollo de la habilidad oral en clases de inglés' Alina and Kattia, admit that motivating learners to speak in class is a difficult procedure because the majority of them are afraid of their classmates making fun of their pronunciation, lack of vocabulary, dialect and making mistakes in general. They fear failure. For that reason, the use of an adequate motivation method is very important for reaching positive goals (par. 3- 4).

Current research literature indicates one thing: educators must change their teaching methods in order to have a successful student learning outcome. They need to add new methods and continuously review what works and what does not with their specific learner population. Brophy, in his book, 'Motivating students to learn', claims that a student who is motivated will show more efficiency in activities, will pay more attention, is more willing to learn new words, works more efficiently, has more self-confidence and participates more in class (3-4). Also, Mario Cartagena, in his article, 'Relación entre la autoeficacia y el rendimiento escolar y los hábitos de estudio en alumnos de secundaria,'



believes that motivation urges pupils to have various reasons to study, solve problems in class, etc., because they desire to reach bigger goals. On the other hand, discouraged students “cannot concentrate in class, do not pay attention to the teacher, cannot remember what they learned and they are always asking for help” (61).

In other respects, in a personal interview conducted of a famous psychologist in our city, this person admits that problems associated with speaking skills are the result of poor motivation. The educator should try to solve this problem by providing learners with topics about self-confidence and personal motivation. These topics should be discussed through oral activities in class. In this way, the educator will be aware of learners’ fears of speaking and learners will build confidence. Also, due to the fact that we live in a constantly improving world, it would be much better if students discussed these topics through the use of technological devices.

Richard and Edward, in their article, ‘Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions,’ believe that within the learning process are two types of motivation: intrinsic and extrinsic motivation. According to them, the first type is a powerful force that permits us to do something that we really enjoy. This can change our mood and even help us achieve our goals. This motivation comes from within and helps people fulfill their personal desires. When students are intrinsically motivated to participate in oral activities, they will see their failures not as obstacles, but as part of a better learning process (56-57).

On the other hand, according to the authors, extrinsic motivation comes from the outside. This is the one that stimulates the students’ interest and

motivation to speak. This motivation 'is a construct that pertains whenever an activity is done in order to obtain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value' (60).

In conclusion, all good education is born from outstanding motivation. If there is no motivation from the teacher, the learning process becomes monotonous and boring and the students could even start disliking the language.

#### **2.4 Mobile Learning**

The teaching of English through the use of mobile-learning is a new technique that many educators have decided to implement in classrooms. John Traxler, in his article, "Defining Mobile Learning" defines Mobile Learning as, 'any educational provision where the dominant technologies are handheld or palmtop devices' (262). Because it involves students using modern technology in a society that every day grows technologically, the use of mobile-learning contributes to better quality education.

Patricia Jimenez, in her article, 'Smartphones: aprendizaje al alcance de la mano', says that the mobile learning is also known as m-learning, u-learning, personalized learning, anywhere learning, or handheld learning. This teaching-learning methodology takes place through the use of technological devices, such as laptops, MP3 players, smartphones or any electronic device with internet access (1). She also admits that education based on the use of technological devices can attract students' attention faster than education based on the contents of books. It helps learners escape from traditional education, it



allows educational material to be downloaded, and it allows education to grow more and more every day (5).

The programs that mobile-learning promotes have helped educators change their way of teaching, have encouraged learners to improve, have enhanced students' self-confidence, and have helped students learn in a different way (7).

The United Nations Educational, Scientific and Cultural Organization admits that since 2012, mobile learning has begun to contribute, upgrade and transform the global education environment due to the huge educational potential, which allows the learning process to take place inside or outside classrooms (10).

Likewise, UNESCO believes that the key to having a deeper impact in education is to provide learners with the best programs that really contribute and encourage their learning. The programs that u-learning offers have helped reduce illiteracy and have enriched the knowledge of many people (12).

Finally, the integration of mobile learning within English education can change the perspective and motivation of learners because it helps them move away from traditional education in order to try a new learning methodology.

## **2.5 Advantages of Mobile Learning.**

Las Directrices para las políticas del aprendizaje móvil include several advantages of the use of m-learning. Some of them are listed below (10-26).

- Greater range and equal opportunities in education. It is an advantage for economically disadvantaged people, since all you need is a computer, laptop,



iPad, etc. to have access to high quality learning material, which can be used by different students in different places.

- Ease of personalized learning. It allows programs to be selected according to the students' needs. There are a wide range of programs to select. Programs for children, teens, adults, disabled people, programs for beginners, intermediate, advanced students, etc.
- Response and immediate evaluation. The learning and comprehension is faster than traditional education. There are programs and activities that could give an immediate response. They are able to correct your pronunciation, grammar and evaluate you in a matter of seconds.
- Learning anytime, anywhere. It permits learning to take place both inside and outside classrooms. Mobile learning allows you to learn at home, at school, at the library, at a park, etc. All you need is Internet access. You can learn at anytime, anywhere. You choose when you learn.

Better use of time in class. With technological devices, learners do activities that they would not do otherwise, thereby creating new communities. It could help poor people who do not have access to a basic education. It supports learning in specific places. Through the various functions that mobile learning has, education can be implemented in an environment that facilitates students' understanding even more. Learners can access education through any technological device that can be connected to the internet. It is also a link between formal and non-formal education. It offers minimal disruption of learning in areas of conflict. Mobile devices help education to be continued when there is a disaster, a war or a crisis. It constitutes a platform for students



with disabilities. It provides specific programs for them to develop and improve their skills. It also helps improve communication and administration. It allows both learners and educators to express their opinions freely. Moreover, it provides maximum cost-efficiency. Mobile-learning provides more educational material than traditional books and the cost is typically lower.

In conclusion, the advantages that mobile-learning provides in education are remarkable because it incites students to learn the English language in a new, educative, motivating and interesting way.

### **2.6 Disadvantages of Mobile Learning.**

Gray Harriman, in his article ‘M-learning’, claims that mobile-learning is very productive to education but also faces certain challenges. Some of these disadvantages are mentioned below.

Many electronic devices have a small, bad quality screen, which could cause vision problems if they are used all the time. Moreover, some devices do not have enough storage capacity to store large programs that require a large amount of space. As a result, they do not let you use as many programs as you would like to. You could also have problems with the battery, which ends up interrupting the learning process. A class could be interrupted if the teacher does not make sure that the device has enough battery for the class. You could also face problems with printing, unless the device is connected to a network.

Additionally, young learners are not competent enough to select and use the appropriate program. For instance, a 13 year old could download a 20 year old program that is not appropriate for his age or level. Also, technological



devices could become damaged, sometimes requiring replacement. You could also have Internet connection issues. The connection could be interrupted.

However, the disadvantages that m-learning presents are minor compared to the advantages. The important part is how the educator suggests learners use m-learning in classrooms. [www.grayharrimon.com](http://www.grayharrimon.com)

### **2.7 TED Talks.**

TED Ideas worth spreading is a nonprofit organization dedicated to expanding ideas 'in the form of short, powerful talks (18 minutes or less)'. These talks are communicated in various languages by famous scientists, philosophers, musicians, business and religious leaders, philanthropists and many other well-known speakers around the world (par. 1).

The objectives of these speeches are to change a negative idea, to educate people in certain topics, to spread revolutionary ideas, to inspire motivation, stimulation, values, psychological support, etc. Choosing the right talk you could get the necessary support to confront and solve personal problems in a better way. People can access these speeches through live conferences called TEDx events that take place around the world (par. 2). Also, people can download applications through the Google store or watch them online using YouTube.

The History of TED talks began when Richard Saul Wurman in 1984 gave the first talk in Monterrey California (par. 3). Important people attended this event, where an exciting idea was shared. His idea had a big impact and this changed the way of thinking of many business people and academics (par. 4). From that event to today, TED talks became very popular, and the organization



decided to do more talks and invite more education visionaries to these events to have a bigger audience and continue to transmit ideas that are worth spreading. (par. 5). TED talks had a major impact in 2008. Ever since, many people have watched these talks (par. 6).

On the other hand, Antonela Minitti, in her article 'Las charlas TED como herramientas para la educación', admits that due to the important impact that these talks have had (9), they can be used as a powerful educative tool for educators. An educator could educate themselves and offer learners a better education (10). The best talks that she mentions that help educators to have a better perspective about education are: Ken Robinson 'Do schools kill creativity', Patrick Awuah 'Educating a new generation', C Mishelle Obama 'An opportunity to education', D. Sugata Mitra 'Can children teach by themselves' and E. Jose Abreu, ' How music transforms kids' (11).

Likewise, Diego Leal, in his article ' TEDucadores y 5 charlas TED en Educación que no se puede perder', says that these talks could be a great resource for improving general speaking skills through TEDxESL discussion material offered by TED talks. (2). In the same way, Alfonso Gaspar adds that TED talks is a great mobile learning tool which learners can access anytime and anywhere. The application has subtitles in many languages including English, so if students do not understand what the speaker is saying they could read the English subtitles to complement their hearing (1). This also helps acquire more vocabulary and to correct their pronunciation. Through these talks, students will be more motivated to participate in oral activities and will gain more confidence.

In conclusion, TED is an admirable educative tool for both learners and educators. It offers educators the opportunity to acquire new knowledge and it



provides learners with a new mobile-learning educative tool for improving their speaking skills.



## CHAPTER III

### METHODOLOGY

#### **3.1 Basic Methodology**

In this study, three approaches were used. The quantitative approach was necessary to gather the information and figures obtained. The qualitative approach was needed to perform an analysis of the data collected, and to describe specific situations which arose during the research. Finally, the case study method was used because this thesis is based on certain activities involving a group of students and their teacher at the American School.

Prior to the commencement of this study, a pre-investigation was developed and used in order to determine specific language curriculum weaknesses in this particular ESL population. A sample was identified at the American School, pre testing was completed, an interview was conducted with an English teacher, and a survey instrument was used.

The methodology of this study was specifically focused on two areas that were identified from this study's pre-investigation results – language usage and sentence structure.

For this study, TED talks were used in order to expose the students to correct English language usage and sentence structure. The sample of students consisted of 12 students in the experimental group and 11 students in the control group. The experimental group was exposed to the variable with the program TED talks (TED ESL discussion material) through reading, listening, speaking, and writing activities and the use of technological devices including laptops, smartphones and projectors. Students participated in a total of 5-TED



talks of various topics. The TED talks were selected for basic learner understanding and interest.

However, the control group of 11 students was not exposed to TED talks and did not have access to additional ESL training. Their study plan was conducted in the same way that the teacher is used to teaching at the American School. It should be mentioned that both groups belonged to the same course and were within the same age group.

The dependent variable in this study was increased both in language usage and correct sentence structure. The independent variable was the frequency and exposure to TED talks.

The dependent variable in this study was measured via a pre-test and post-test that was validated through Cambridge Assessments and that specifically focused on evaluating language usage and sentence structure (written and verbal). The pre-test was completed with both groups prior to the commencement of the TED talks. The post-testing was completed after the final TED talk with the experimental group.

Finally, the pre and post-test results with the experimental group and control group were compared. A determination was performed through the interpretation of the test results as to whether or not the TED talk curriculum was beneficial in enhancing their verbal and written communication in English.

### **3.2 Pre Investigation Sample: Human Resources.**

This investigation was carried out at the American High School in the city of Cuenca. The subjects chosen for the study were ninth graders, for a total of 23 students. They study English as a second language. This is a private



Institution and they have a coeducational system; there are 14 boys and 9 girls in the classroom. Their ages range from 11 to 12 years old. Their English level and vocabulary is basic according to the results of the survey. The results of the survey determined that the students prefer not to engage in speaking activities for fear of making mistakes in their language usage and sentence structure. The survey also indicated that the materials used to teach them English were not challenging and often boring. Thus, the students were not engaged in their learning activities and did not complete their assignments with a motivated effort.

**3.3 Pre Investigation Data Collection Techniques:  
Material Resources:**

In order to identify specific issues with this ESL population, and to make a better determination as to which areas of their curriculum to research for this study, the material used to gather the necessary information consisted of a survey, pre-test and post-test, and an interview with the teacher in charge.

**3.4 Pre-investigation Survey:**

The survey, which was approved by the teacher in charge of the group, was applied to 23 ninth-grade students at American School, which is located in Chaullabamba on the outskirts of the city of Cuenca. This survey had 10 questions and was designed to obtain information related to the topic about their fears related with developing their speaking skills (See Appendix 1). This survey took approximately 30 minutes to complete. In the results of the survey, some learners answered using Spanish verbs because they did not know the correct English verb.



**3.5 Pre and Post-investigation Testing:**

A pre-test was applied in this study (See Appendix 3). This pre-test consisted of a test validated through Cambridge assessments in order to know the English level both of the experimental and non-experimental groups (verbal and written). Also, a post-test was carried out with the experimental group in order to see if 5 TED talks allowed them to develop their speaking skill (See Appendix 4). Finally, the pre and post-testing results with the experimental group and control group were compared to conclude this investigation (See Appendix 5).

**3.6 Pre-investigation Interview:**

An interview with the teacher in charge was conducted. She has been working as a teacher for three years. To perform this interview six questions were used in order to obtain information about her experience as an English teacher, and also to obtain information about how she manages her English classes with her students (See Appendix 2). The results of this interview helped the investigator understand the problem of this research. The interview took place at the American School.



## **CHAPTER IV**

### **APPLICATION OF TED TALKS IN AMERICAN SCHOOL**

After the analysis, all of the results are based on the pre-test, interview and survey. The 5 TED talks (TED ESL discussing material) were applied to the experimental group. The talks were chosen and selected according the students' ages. For this research, mobile-learning educational tools were used (smartphones, tablets and projectors). These devices did not change or modify their curriculum with their English teacher. In each of the five TED talks, I used a different grammatical structure that they has learned previously with their educator.

#### **4.1 PRESENTING THE FIRST TED TALK**

Before applying the TED talks to the experimental group, the lesson plan was implemented with four intro-discussion questions. In these questions, participants had to give a brief opinion about what they think about current technology. For this activity, learners had to make four groups of three people. The time assigned was 15 minutes to write their answers. After this time, each group showed their short answers. After this activity, the research consisted of showing the TED talk to the students. Then, to carry out this part of the investigation, the use of a projector was indispensable. The students then watched the TED talk about Thomas Suarez (A 12 year-old app developer). The video had subtitles in English. It was repeated several times in order for the pupils to retain some of the information. Within this part, the students answered simple true or false questions.

Later on, in order for students to have a better understanding about what the topic was about, the complete TED talk transcription was supplied to them. In

this section, the correct pronunciation of irregular and regular verbs and also the meaning of the new vocabulary were reviewed. After that, learners used technological devices (laptops, smartphones and tablets). During this part, pupils watched the talk again. The students made use of these instruments both outside and inside the classroom. In this way, students reinforced their knowledge.

The lesson plan also consisted of a writing and speaking activity. For the writing activity, pupils completed the missing words in a paragraph. This was related with the talk. Finally, students completed a speaking activity. It was about related discussion questions, in which all students expressed a simple, brief opinion about the topic.

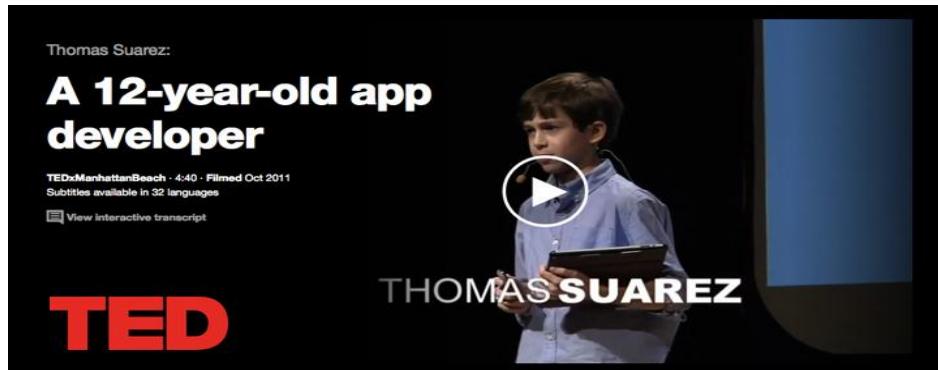
LEVEL-AGE	THEME	GRAMMAR AIM (review)
<ul style="list-style-type: none"><li>- TEENS</li><li>- BEGINNERS</li></ul>	<ul style="list-style-type: none"><li>- TECHNOLOGY</li><li>- EDUCATION</li></ul>	<ul style="list-style-type: none"><li>- VERB TO BE,</li><li>- SIMPLE PRESENT: SENTENCES, NEGATIVES QUESTIONS, VOCABULARY</li></ul>

**- INTRO-DISCUSSION QUESTIONS.** Start with a brief discussion with learners about what they think about current technology.

- Do you like to use tablets and smartphones? Yes - No Why?
- Do you know who Steve Jobs is? What did he invent?
- Do you think that kids can create a game program? Yes - No Explain.

- What kind of game programs do you like most? Explain.

- **Watch the video with the students using subtitles in English (repetition).**



- **Comprehension-Checking T/F Questions**

1. Was Thomas Suarez's first app program called angry birds?
2. Does Thomas Suarez like technology?
3. Was Thomas inspired by Rafael Correa when he created his first app program?
4. Was his first app program created when he was 12 years old?

- **Give students the complete TED talk (read the talk and check pronunciation).**

### **Thomas Suarez: A 12 year-old app developer.**

I've always been fascinated with computers and technology, and I have made a few apps for the iPhone, iPod Touch, and iPad. I'd like to share a couple with you today. My first app was a unique fortune teller called Earth Fortune that would display different colors of earth depending on what your



fortune was. My favorite and most successful app is Bustin Bieber, which is a Justin Bieber Whack-A-Mole. I created it because a lot of people at school disliked Justin Bieber a little bit, so I decided to make the app. So I went to work programming it, and I released it just before the holidays in 2010. A lot of people ask me, how did I make these? A lot of times it's because the person who asked the question wants to make an app also.

A lot of kids these days like to play games, but now they want to make them, and it's difficult, because not many kids know where to go to find out how to make a program. I mean, for soccer, you could go to a soccer team. For violin, you could get lessons for a violin. But what if you want to make an app? And their parents, the kid's parents might have done some of these things when they were young, but not many parents have written apps. (Laughter)

Where do you go to find out how to make an app? Well, this is how I approached it. This is what I did. First of all, I've been programming in multiple other programming languages to get the basics down, such as Python, C, Java, etc. And then Apple released the iPhone, and with it, the iPhone software development kit, and the software development kit is a suite of tools for creating and programming an iPhone app. This opened up a whole new world of possibilities for me, and after playing with the software development kit a little bit, I made a couple apps, I made some test apps. One of them happened to be Earth Fortune, and I was ready to put Earth Fortune on the App Store, and so I persuaded my parents to pay the 99 dollar fee to be able to put my apps on the App Store. They agreed, and now I have apps on the App Store.

I've gotten a lot of interest and encouragement from my family, friends, teachers and even people at the Apple Store, and that's been a huge help to Ana Lucia Quizhpi Picón



me. I've gotten a lot of inspiration from Steve Jobs, and I've started an app club at school, and a teacher at my school is kindly sponsoring my app club. Any student at my school can come and learn how to design an app. This is so I can share my experiences with others. There's these programs called the iPad Pilot Program, and some districts have them. I'm fortunate enough to be part of one.

A big challenge is, how should the iPads be used, and what apps should we put on the iPads? So we're getting feedback from teachers at the school to see what kind of apps they'd like. When we design the app and we sell it, it will be free to local districts and other districts that we sell to, all the money from that will go into the local foundations. These days, students usually know a little bit more than teachers with the technology. (Laughter) So -- (Laughter) -- sorry -- (Laughter) -- so this is a resource to teachers, and educators should recognize this resource and make good use of it. I'd like to finish up by saying what I'd like to do in the future. First of all, I'd like to create more apps, more games. I'm working with a third party company to make an app. I'd like to get into Android programming and development, and I'd like to continue my app club, and find other ways for students to share knowledge with others. Thank you.

**Review all the regular-irregular verbs with students (MEANING AND PRONUNCIATION)**

SIMPLE PRESENT	SIMPLE PAST	PAST PARTICIPLE
ASK - BE - HAVE - MAKE	ASKED - WAS/WERE	ASKED - BEEN - HAD
SHARE - CREATE - DECIDE	HAD - MADE - SHARED	MADE - SHARED - CREATED
GO - HAPPEN - FINISH	CREATED - DECIDED	DECIDED - GONE
WANT - DO - GET - PUT	WENT - HAPPENED	HAPPENED - FINISHED
START - SELL - WRITE	FINISHED- WANTED - DID	WANTED - DONE
	GO - PUT - STARTED	GOTTEN - PUT - STARTED
	SOLD - WROTE	SOLD - WRITTEN

**- Presentation of new vocabulary**



**Whack a mole:** a kind of game in which players use a mallet to hit toy moles, which appear at random, back into their holes.



**Programming:** the process of developing and implementing various sets of instructions to enable a computer to do a certain task.



```
print("Hello, world!")
```

Python is a high-level programming language.



Java is a program that allows you to play online games, chat with people around the world, view images in 3D among others.



An **app store (or app marketplace)** is a type of digital distribution platform for mobile apps.



**Steve Jobs:** He was an American entrepreneur, marketer, and inventor who was the co-founder, chairman, and CEO of Apple Inc. Through Apple, he is widely recognized as a charismatic and design-driven pioneer of the personal computer revolution.



**IPad pilot program:** A program that allows students and educators to transform the teaching and learning process. It offers powerful, creative tools, interactive textbooks, and a universe of apps and content made for endless learning possibilities.



**Android:** A mobile operating system developed by Google. Android is designed primarily for touchscreen mobile devices such as smartphones and tablet computers.

- The students watched the TED talk again, this time with the transcript (REPETITION).



- Complete the reading. Choose the appropriate word.  
**(Understanding of the meaning)**

whack-A-Mole      Bustin Bieber      iPad Pilot Program      asked  
wants      decided

My favorite and most successful app is ......., which is a Justin Bieber..... I created it because a lot of people at school disliked Justin Bieber a little bit, so I..... to make the app. A lot of people ask me, how did I make these? A lot of times it's because the person who .....the question .....to make an app also. I've gotten a lot of inspiration from Steve Jobs, and I've started an app club at school. Any student at my school can come and learn how to design an app. This is so I can share my experiences with others. There's these programs called the....., and some districts have them.

- **Discussion questions (Check student's pronunciation and vocabulary).**
  - Do you think that the use of smartphones can contribute to education? Yes - No. Why?
  - Would you like to create a game program? Yes - No. Why?
  - Do you think that kids are able to use smartphones much better than adults? Yes - No Why?
- **Write a personal summary about the topic (Check the sentence structure).**
  -



#### 4.2 PRESENTING THE SECOND TED TALK.

LEVEL / AGE	THEME	GRAMMAR AIM (review)
- TEENS - BEGINNERS	- AGRICULTURE	- SIMPLE PAST TENSE, WH-QUESTIONS (who/what/where/when/why/how) - VOCABULARY

This lesson began with a game activity. The activity consisted of learners drawing their favorite food on a piece of paper and explaining briefly to the class whether the food was good or bad for their health. After this, the completed transcript of the TED talk was provided to students. They read the talk. Later, they were asked to underline all past tense verbs and the new words that they did not understand. In this part of the lesson, learners learned the correct pronunciation of the past tense repeating it several times and they reviewed the new vocabulary through the use of a projector. Now then, in order to observe and check if participants retained the meaning of the new words learnt, pupils did a comprehension activity. Students had to choose the correct meaning of the word.

Afterwards, students watched the TED talk about Birke Baehr (What's wrong with our food system) through the use of a projector in class and also through the use of technological devices (laptops, smartphones and tablets) at home. In this manner, the students reviewed the talk and the correct pronunciation.

At the end of the lesson, scholars did a writing and speaking activity. The first one consisted of students having to do a brief summary about the talk using



all the grammar revised. In the second one, the students had to tell the investigator what the TED talk was about through wh- questions. To conduct this activity, the use of a blackboard was necessary.

**- Game activity (ask the students to draw their favorite food on a piece of paper). They have to explain why.**

**- Give the pupil the complete TED talk (read the talk and check the pronunciation).**

### **Birke Baehr. What's wrong with our food system?**

Hello. My name is Birke Baehr, and I'm 11 years old. I came here today to talk about what's wrong with our food system. First of all, I would like to say that I'm really amazed at how easily kids are led to believe all the marketing and advertising on TV, at public schools and pretty much everywhere else you look. It seems to me like corporations are always trying to get kids, like me, to get their parents to buy stuff that really isn't good for us or the planet. Little kids, especially, are attracted by colorful packaging and plastic toys. I must admit, I used to be one of them. I also used to think that all of our food came from these happy, little farms where pigs rolled in mud and cows grazed on grass all day.

What I discovered was this is not true. I began to look into this stuff on the Internet, in books and in documentary films, in my travels with my family. I discovered the dark side of the industrialized food system. First, there's genetically engineered seeds and organisms. That is when a seed is manipulated in a laboratory to do something not intended by nature -- like taking the DNA of a fish and putting it into the DNA of a tomato. Yuck. Don't get me wrong, I like fish and tomatoes, but this is just creepy. (Laughter) The seeds are then planted, then grown. The food they produce have been proven to cause



cancer and other problems in lab animals, and people have been eating food produced this way since the 1990s. And most folks don't even know they exist. Did you know rats that ate genetically engineered corn had developed signs of liver and kidney toxicity? These include kidney inflammation and lesions and increased kidney weight. Yet almost all the corn we eat has been altered genetically in some way. And let me tell you, corn is in everything. And don't even get me started on the Confined Animal Feeding Operations called CAFOS.

Conventional farmers use chemical fertilizers made from fossil fuels that they mix with the dirt to make plants grow. They do this because they've stripped the soil from all nutrients from growing the same crop over and over again. Next, more harmful chemicals are sprayed on fruits and vegetables, like pesticides and herbicides, to kill weeds and bugs. When it rains, these chemicals seep into the ground, or run off into our waterways, poisoning our water too. Then they irradiate our food, trying to make it last longer, so it can travel thousands of miles from where it's grown to the supermarkets.

So I ask myself, how can I change? How can I change these things? This is what I found out. I discovered that there's a movement for a better way. Now a while back, I wanted to be an NFL football player. I decided that I'd rather be an organic farmer instead. (Applause) Thank you. And that way I can have a greater impact on the world. This man, Joel Salatin, they call him a lunatic farmer because he grows against the system. Since I'm home-schooled, I went to go hear him speak one day. This man, this "lunatic farmer," doesn't use any pesticides, herbicides, or genetically modified seeds. And so for that, he's called crazy by the system.



I want you to know that we can all make a difference by making different choices, by buying our food directly from local farmers, or our neighbors who we know in real life. Some people say organic or local food is more expensive, but is it really? With all these things I've been learning about the food system, it seems to me that we can either pay the farmer, or we can pay the hospital. (Applause) Now I know definitely which one I would choose. I want you to know that there are farms out there -- like Bill Keener in Sequatchie Cove Farm in Tennessee -- whose cows do eat grass and whose pigs do roll in the mud, just like I thought. Sometimes I go to Bill's farm and volunteer, so I can see up close and personal where the meat I eat comes from. I want you to know that I believe kids will eat fresh vegetables and good food if they know more about it and where it really comes from. I want you to know that there are farmers' markets in every community popping up. I want you to know that me, my brother and sister actually like eating baked kale chips. I try to share this everywhere I go.

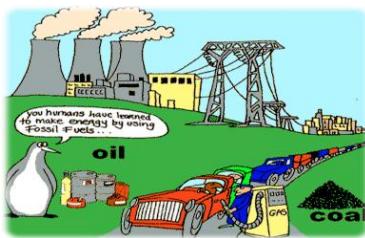
Not too long ago, my uncle said that he offered my six-year-old cousin cereal. He asked him if he wanted organic Toasted O's or the sugarcoated flakes -- you know, the one with the big striped cartoon character on the front. My little cousin told his dad that he would rather have the organic Toasted O's cereal because Birke said he shouldn't eat sparkly cereal. And that, my friends, is how we can make a difference one kid at a time.

So next time you're at the grocery store, think local, choose organic, know your farmer and know your food. Thank you.

- Review all past tense verbs (Correct pronunciation)

AMAZED – ATTRACTED	INTENDED - MANIPULATED	PRODUCED – STRIPPED
ALTERED - DISCOURAGED	INDUSTRIALIZED - OFFERED	SPRAYED - PLANTED - DEVELOPED

- Explain the meaning of the new words (showing them pictures through the projector).





- **Comprehension checking (choose the correct meaning).**

**Home-schooled:** Attracting public attention.

**Fossil fuels:** The action of moving along of a surface as a ball or a wheel.

**Chemical fertilizer:** A mature plant ovule containing an embryo.

**Seeds:** Defined as any inorganic material.

**Cows grazed:** Derived from the remains of former life.

**Roll in mud:** Cultivated plants such as grain, vegetables or fruits.

**Advertising:** Teach children an academic curriculum at home.

- **Watch the video with the students using English subtitles (repetition).**

A screenshot of a TEDx video page. The video is titled "What's wrong with our food system" by Birke Baehr. It shows a young boy speaking on stage. The video has 1,686,714 views. The page includes a search bar, login button, and various interaction icons. Below the video, there is a description: "11-year-old Birke Baehr presents his take on a major source of our food — far-away and less-than-picturesque industrial farms. Keeping farms out of sight promotes a rosy, unreal". There are also related playlists and talks.



**- Writing activity (use past tense verbs and the new vocabulary) Ten lines. (Check sentence structure)**

**- Speaking activity (Write on the board/ students answer the talk using wh-questions: who/what/where/when/why/how) (Check the pronunciation)**

#### **4.3. PRESENTING THE THIRD TED TALK**

First of all, students answered some intro-discussion questions about their transportation preferences. These questions were related to the topic to be discussed. After that, the pupils watched the TED talk about Sanjay Dastoor (A skateboard, with a boost). They watched and repeated the video through the use of a projector. Next, participants answered some comprehension questions related with the talk. For this activity, the scholars were asked to do this activity in pairs. After finishing this activity, students read the complete transcription of the TED talk. In this part of the lesson, proper pronunciation and all the new vocabulary was reviewed and explained to them through the use of a projector for a better understanding. Later, learners did two writing activities. The first one consisted of the scholars writing ten personal sentences using the comparative and superlative. And for the other one, students had to complete a gap fill by changing the adjectives into their correct form. In these two activities, the pupils worked in pairs. Finally, the pupils did an oral activity. For this activity, pupils were asked to draw and explain to the class their favorite type of transportation.

LEVEL/AGE	THEMES	GRAMMAR (review)
<ul style="list-style-type: none"> <li>- TEENS</li> <li>- BEGINNERS</li> </ul>	<ul style="list-style-type: none"> <li>- TECHNOLOGY</li> <li>- SKATEBOARDING &amp; TRANSPORT</li> <li>- ENERGY &amp; ENVIRONMENT</li> </ul>	<ul style="list-style-type: none"> <li>- COMPARATIVES AND SUPERLATIVES</li> <li>- VOCABULARY</li> </ul>

**- Intro - Discussion questions**

- Do you like skateboarding? Yes - No Why?
- Do you think that skateboarding is easy to do? Yes - No Why?
- Do you think that it is a type of transportation? Yes - No Why?
- **Watch video with the students with English subtitles (repetition).**



**Comprehension checking**

- Can the electric skateboard run for 2000 kilometers?
- Is the motor dangerous?
- Is the electric skateboard difficult to use?
- Can the skateboard easily go up a hill?

- **Give pupils the complete talk (read the talk and check the pronunciation).**

**Sanjay Dastoor: A skateboard, with a boost**



Today I'm going to show you an electric vehicle that weighs less than a bicycle that you can carry with you anywhere that you can charge off a normal wall outlet in 15 minutes and you can run it for 1,000 kilometers on about a dollar of electricity. But when I say the word electric vehicle, people think about vehicles. They think about cars and motorcycles and bicycles, and the vehicles that you use every day. But if you come about it from a different perspective, you can create some more interesting, more novel concepts.

So we built something. I've got some of the pieces in my pocket here. So this is the motor. This motor has enough power to take you up the hills of San Francisco at about 20 miles per hour, about 30 kilometers an hour, and this battery, this battery right here has about six miles of range, or 10 kilometers, which is enough to cover about half of the car trips in the U.S. alone. But the best part about these components is that we bought them at a toy store. These are from remote control airplanes. And the performance of these things has gotten so good that if you think about vehicles a little bit differently, you can really change things.

So today we're going to show you one example of how you can use this. Pay attention to not only how fun this thing is, but also how the portability that comes with this can totally change the way you interact with a city like San Francisco.

So we're going to show you what this thing can do. It's really maneuverable. You have a hand-held remote, so you can pretty easily control acceleration, braking, go in reverse if you like, also have braking. It's incredible just how light this thing is. I mean, this is something you can pick up and carry with you anywhere you go.

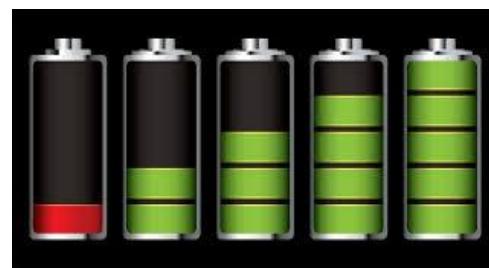
So I'll leave you with one of the most compelling facts about this technology and these kinds of vehicles. This uses 20 times less energy for every mile or kilometer that you travel than a car, which means not only is this thing fast to charge and really cheap to build, but it also reduces the footprint of your energy use in terms of your transportation. So instead of looking at large amounts of energy needed for each person in this room to get around in a city, now you can look at much smaller amounts and more sustainable transportation.

So next time you think about a vehicle, I hope, like us, you're thinking about something new. Thank you.

**- Presentation of new vocabulary (check the pronunciation)**



**Weight**



**Charge**



**Hand-held remote**  
**print**



**Braking**



**Foot-**  
**print**



- Write ten sentences using (Comparative and Superlative). (Check sentence structure)

## START WITH

T H A N

Fast	Faster	Fastest
Slow	Slower	Slowest
Easy to use		
Efficient	More efficient	

## AND SO ON...

- Gap Fill. Complete (comparative/superlatives) the sentences by changing the adjectives into their correct form and filling the gaps.

Fast                    Than                    Slow                    Good                    More  
Boring

- Cars are \_\_\_\_\_ than bicycles.
- Trains are much \_\_\_\_\_ efficient than ships
- I think that traveling by bus is more \_\_\_\_\_ than traveling by ship.
- Skateboarding is easier to learn \_\_\_\_\_ rollerblading
- Cars are \_\_\_\_\_ than planes.
- Trains are \_\_\_\_\_ than busses, because they are faster, smaller and more comfortable.
- **Speaking (Presentation of your favorite type of transportation). (Check the pronunciation)**



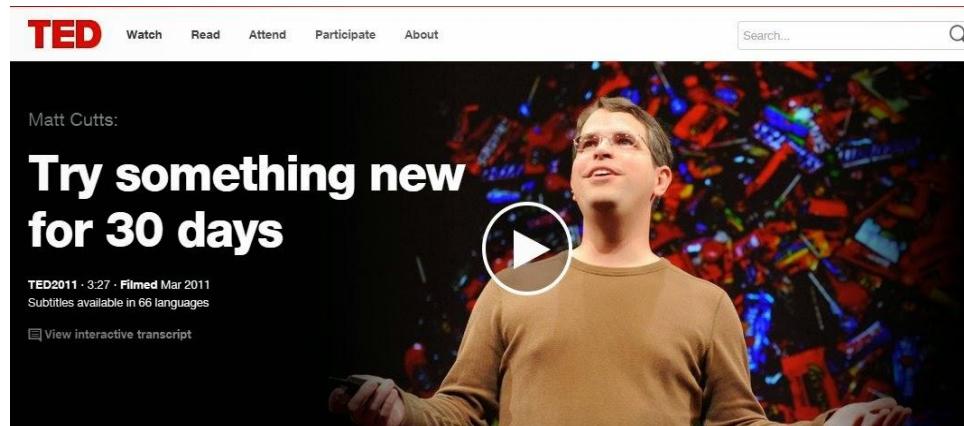
#### **4.4. THE FOURTH TED TALK**

To carry out this lesson, first of all, the students watched the video using a projector (Matt Cutts: Try something new for 30 days). The video was repeated for better comprehension. The video had English subtitles. Next, the transcript of the talk was provided to the learners. They read the talk and reviewed the new vocabulary. The new vocabulary was not explained through the use of pictures as in the other lessons but explained through a meaning comprehension exercise and sentence examples. After that, pupils did a gap fill activity. They had to complete the missing words in a paragraph using the vocabulary learnt previously. Later, the investigator asked the pupils to participate in a discussion questions about the topic presented. They answered four questions. After a while, students did the writing and speaking activity. The investigator explained the correct use of the simple future tense to the pupils through a brief explanation.

At the end of the lesson, students did a writing and a speaking activity. In the first one, every learner had to write a personal goal to achieve in the next thirty days. And in the second one, students had to express this goal in front of their class.

LEVEL/AGE	THEME	GRAMMAR(review)
<ul style="list-style-type: none"> <li>- TEENS</li> <li>- BEGINNERS</li> </ul>	<ul style="list-style-type: none"> <li>- SUCCESS</li> </ul>	<ul style="list-style-type: none"> <li>- SIMPLE FUTURE (Will + verb Am/is/are/going to/verb)</li> </ul> <p><b>VOCABULARY</b></p>

- Watch the video (English subtitles) (Repetition)



- Give the TED talk to the students (read the talk and check pronunciation).

### **Matt Cutts: Try something new for 30 days**

A few years ago, I felt like I was stuck in a rut, so I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock, and try something new for 30 days. The idea is actually pretty simple. Think about something you've always wanted to add to your life and try it for the next 30



days. It turns out 30 days is just about the right amount of time to add a new habit or subtract a habit -- like watching the news -- from your life.

There's a few things I learned while doing these 30-day challenges. The first was, instead of the months flying by, forgotten, the time was much more memorable. This was part of a challenge I did to take a picture every day for a month. And I remember exactly where I was and what I was doing that day. I also noticed that as I started to do more and harder 30-day challenges, my self-confidence grew. I went from desk-dwelling computer nerd to the kind of guy who bikes to work. For fun! (Laughter) Even last year, I ended up hiking up Mt. Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30-day challenges.

I also figured out that if you really want something badly enough, you can do anything for 30 days. Have you ever wanted to write a novel? Every November, tens of thousands of people try to write their own 50,000-word novel, from scratch, in 30 days. It turns out, all you have to do is write 1,667 words a day for a month. So I did. By the way, the secret is not to go to sleep until you've written your words for the day. You might be sleep-deprived, but you'll finish your novel. Now is my book the next great American novel? No. I wrote it in a month. It's awful. (Laughter) But for the rest of my life, if I meet John Hodgman at a TED party, I don't have to say, "I'm a computer scientist." No, no, if I want to, I can say, "I'm a novelist."

So here's one last thing I'd like to mention. I learned that when I made small, sustainable changes, things I could keep doing, they were more likely to stick. There's nothing wrong with big, crazy challenges. In fact, they're a ton of



fun. But they're less likely to stick. When I gave up sugar for 30 days, day 31 looked like this.

So here's my question to you: What are you waiting for? I guarantee you the next 30 days are going to pass whether you like it or not, so why not think about something you have always wanted to try and give it a shot! For the next 30 days. Thanks.

- **Vocabulary-Comprehension (check pronunciation)**  
[www.abaenglish.com](http://www.abaenglish.com) (**Learn english with the news try something new for 30days**).
- **Stuck in a rut:** A situation or way of behaving that does not change.  
Example: "Last year I was stuck in a rut; I hated my job and didn't like my apartment. So to get out of the rut I sold everything and went to Australia"
- **Follow in the footsteps:** To do the same things that another person has done before.

Example: "Paul follows in his father's footsteps to become a lawyer"

- **Amount:** A quantity of something.

Example: "The amount of time Helen spends watching TV is ridiculous"

- **Subtract:** To take (a number or amount) from another number or amount.

Example: "If we subtract 9 from 10, we get 1"

- **Challenges:** A difficult task or problem: something that is hard to do.

Example: "It was a challenge to run the 20km marathon but he's so happy he did it!"

- **Desk-dwelling:** The verb to dwell means to live, dwelling is the place a person lives. In this case Matt says he dwells at his desk. Because he works with computers he spends all day sitting at his desk.
- **Hiking:** To walk a long distance especially for pleasure or exercise.

Example: "My brother loves hiking in the Alps, near Switzerland."

- **Novel:** A long written story usually about imaginary characters and events.

Example: "The Lord of the Rings is a fantastic novel"

- **Scratch:** From a point at which nothing has been done yet.

Example: "Tina made the cake from scratch"

- **Sleep-deprived:** To not have enough time to sleep.

Example: "Ben worked every day from 7 o'clock in the morning until past 11 o'clock at night. He was sleep-deprived in the end"

- **Mention:** To talk about, write about, or refer to (something or someone) especially in a brief way.

Example: "Rob mentioned he'd been to Paris, I didn't know he had been there"

- **Sustainable:** Involving methods that do not completely use up or destroy natural resources.

Example: "This exercise routine is sustainable because I'm not too tired but it's a good workout"

- **Stick to it:** To continue doing or using (something) especially when it is difficult to do so.

Example: "If you want to succeed, you have to stick to it!"

- **Give it a shot:** An attempt to do something successfully.

Example: "Karina didn't think she would get the job, but I told her to give it a shot"

- **Gap Fill (Understanding).**

desk-dwelling    sustainable    sleep-deprived    hiking up  
stuck in a rut    footsteps    novel



A few years ago, I felt like I was....., so I decided to follow in the ..... of the great American philosopher, Morgan Spurlock, and try something new for 30 days. I went from ..... computer nerd to the kind of guy who bikes to work. For fun! (Laughter) Even last year, I ended up ..... Mt. Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30-day challenges. By the way, the secret is not to go to sleep until you've written your words for the day. You might be..... but you'll finish you're..... So here's one last thing I'd like to mention. I learned that when I made small.....changes, things I could keep doing, they were more likely to stick.

### DISCUSSION QUESTIONS

- What do you think about the topic? Is it interesting or boring?
- What do you like to do during the day?
- Do you think that all the things that you do during the day are good? Yes  
- No Why?
- Would you like to change something about your life? Yes - No Why?
- 

### Suggested Grammar (Simple Future) to express a prediction

#### FORM:

- Will + verb  
or a promise

- Am/is/are + going to + verb

#### USAGE:

- will: To express a voluntary action
- going to: To express a plan

- **WRITING ACTIVITY** (Try something new for 30 days) use the simple future. (Check sentence structure)
- **SPEAKING ACTIVITY** (Every student exposes their goal according to the topic). (Check pronunciation).

#### **4.5. PRESENTING THE FIFTH TED TALK**

In the last TED lesson plan, the investigator asked learners to answer two intro-discussion questions. These questions were related to the topic. Next, pupils watched the video about Stacey Kramer (The best gift I ever survived). The video had English subtitles and it was repeated for better comprehension.

Later, the investigator provided the transcript of the talk to the students. They read the talk and learned new vocabulary. After that, the participants did a gap filling activity in which they had to use the new vocabulary learnt. At the end of the lesson plan, the pupils did a writing and a speaking activity. The first one consisted of pupils writing about a bad health experience that they confronted at some point in their lives. The second one consisted of students explaining how they faced it and how they did.

LEVEL-AGE	THEME	GRAMMAR (review)
- TEENS - BEGINNERS	- MEDICINE - STORY TELLING	- PRESENT PERFECT - VOCABULARY

#### **INTRODUCTION- DISCUSSION QUESTIONS**

- Do you get scared when you get sick? Yes - No Why?
- Does/Did anybody in your family have a serious health problem?

**WATCH THE VIDEO (English subtitles, repetition).**



- **Give the TED talk to the students (read the talk, check pronunciation, understanding).**

### **Stacey Kramer: The best gift I ever survived**

Imagine, if you will -- a gift. I'd like for you to picture it in your mind. It's not too big -- about the size of a golf ball. So envision what it looks like all wrapped up. But before I show you what's inside, I will tell you, it's going to do incredible things for you. It will bring all of your family together. You will feel loved and appreciated like never before and reconnect with friends and acquaintances you haven't heard from in years. Adoration and admiration will overwhelm you. It will recalibrate what's most important in your life.

It will redefine your sense of spirituality and faith. You'll have a new understanding and trust in your body. You'll have unsurpassed vitality and energy. You'll expand your vocabulary, meet new people, and you'll have a healthier lifestyle. And get this -- you'll have an eight-week vacation of doing absolutely nothing. You'll eat countless gourmet meals. Flowers will arrive by the truckload. People will say to you, "You look great. Have you had any work done?" And you'll have a lifetime supply of good drugs.

You'll be challenged, inspired, motivated and humbled. Your life will have new meaning. Peace, health, serenity, happiness, nirvana. The price? \$55,000, and that's an incredible deal.



By now I know you're dying to know what it is and where you can get one. Does Amazon carry it? Does it have the Apple logo on it? Is there a waiting list? Not likely. This gift came to me about five months ago. It looked more like this when it was all wrapped up -- not quite so pretty. And this, and then this. It was a rare gem -- a brain tumor, hemangioblastoma -- the gift that keeps on giving.

And while I'm okay now, I wouldn't wish this gift for you. I'm not sure you'd want it. But I wouldn't change my experience. It profoundly altered my life in ways I didn't expect in all the ways I just shared with you.

So the next time you're faced with something that's unexpected, unwanted and uncertain, consider that it just may be a gift.

**- NEW VOCABULARY**

**Envision:** imagine as a future possibility.

**Wrapped up:** covered

**Acquaintances:** friendly relations, familiarity.

**Good drugs:** good medicines.

**Humbled:** a modest person.

**Nirvana:** place of complete peace.

**Faced:** confront a problem.

**Hemangioblastoma:** benign tumors originating from vascular capillaries.

**- GAP FILL (UNDERSTANDING)**

hemangioblastoma - faced - nirvana - good drugs - wrapped up -  
acquaintances- envision



So..... what it looks like all..... You will feel loved and appreciated like never before and reconnect with friends and ..... you haven't heard from in years. People will say to you, "You look great. Have you had any work done?" And you'll have a lifetime supply of ..... You'll be challenged, inspired, motivated and..... And this, and then this. It was a rare gem a brain tumor,..... the gift that keeps on giving. Your life will have new meaning. Peace, health, serenity, happiness,..... So the next time you're..... with something that's unexpected, unwanted and uncertain, consider that it just may be a gift.

- **Writing activity (Write a short paragraph about any health experience). Use the present perfect.**
- **Speaking activity (Talk about this experience). Use the present perfect.**

## CHAPTER 5

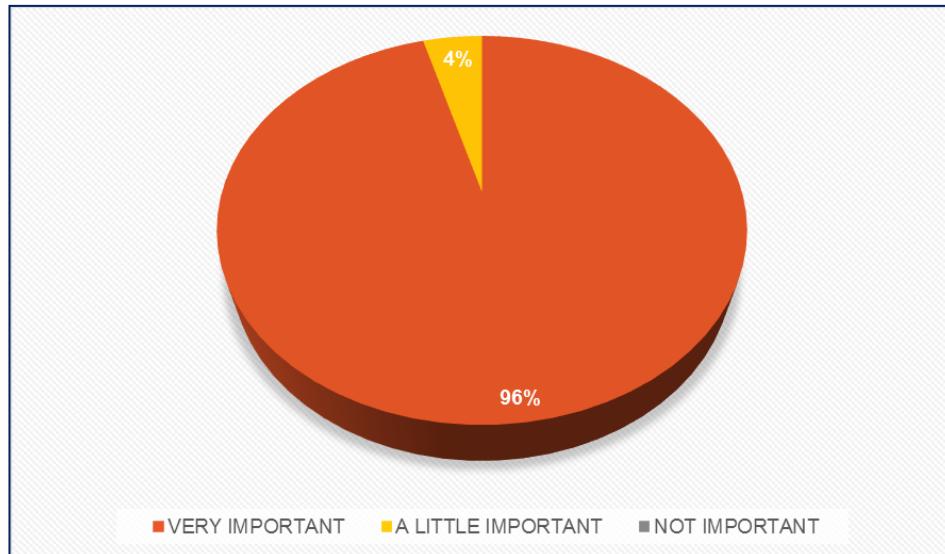
### ANALYSIS AND INTERPRETATION OF THE RESULTS

While conducting this research, it was indispensable to apply certain techniques to gather data, which helped the investigator to become familiar with, analyze, and address the problem of this research. The first technique was a survey, which served to identify the needs of ninth graders at American School in their English education system. The second technique was a pre- and post-test validated through Cambridge Assessments, which focused on evaluating language usage and sentence structure (written and verbal) before and after with the application of TED talks. The third was an interview with the teacher in charge, which helped the researcher find out how the educator managed the curriculum with the pupils.

After analyzing these results and proceeding to apply the TED talks, it was possible to determine that learners (experimental group) assimilated better pronunciation, learned to use a correct sentence structure, learned more favorable vocabulary than the control group, and also contributed to having better participation in oral activities. The application of TED talks benefited learners by allowing them to learn English in an educational way, and encouraged them to use TED talks outside classrooms. Moreover, this application gave pupils the opportunity to have an adequate educational tool to discuss the material during speaking activities.

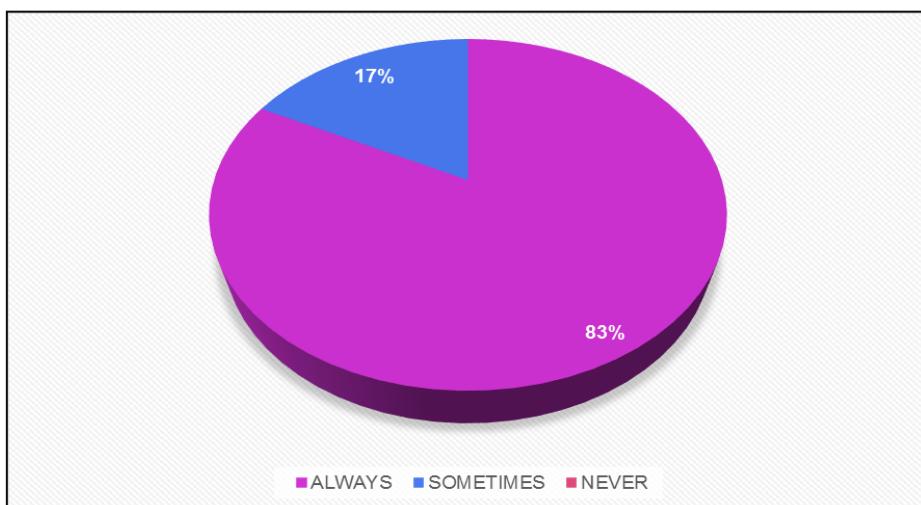
The results, analysis, and interpretation of the results are shown in the following graphics.

#### **1. Do you consider English to be important in your education? Why?**



The graphic shows that 96% (22) of the students answered that English is very important nowadays because this language can offer great opportunities in their future. On the other hand, 4% (1) of the learners responded that learning English is not important due to the fact that in our society most people speak Spanish and not English. Therefore, it is important that the educator pays attention to these learners and finds ways to convince them that English is important and necessary.

**2. Do you think that the educator should involve learners in practicing English in class? Why?**



The graphic shows that 83% (19) of the pupils affirmed that the educator must always involve learners in practicing the language because it is the most important subject in learning English. However; 17% (4) of the learners answered that the teacher should involve learners in practicing this skill sometimes but not every day because they consider this subject to be difficult for them. Later on in this research we will find reasons why they do not like to participate in oral activities.

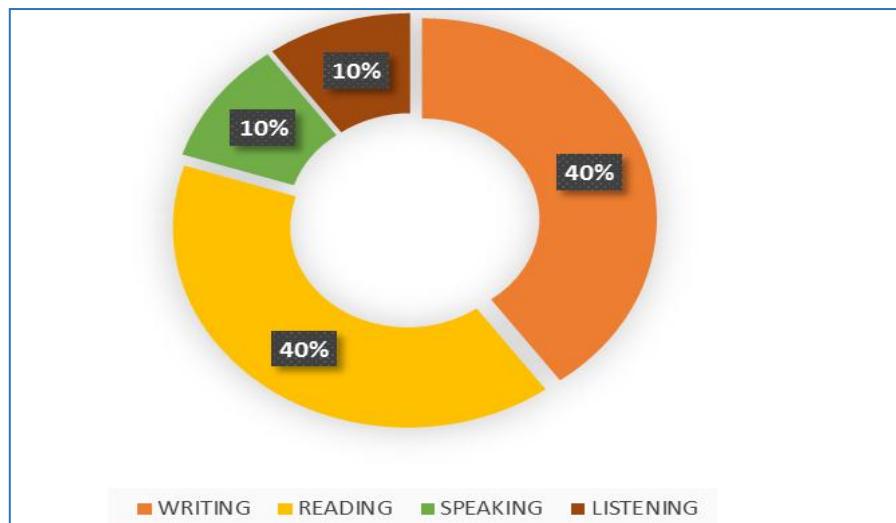
### **3. Do you like to participate in speaking activities? Why?**



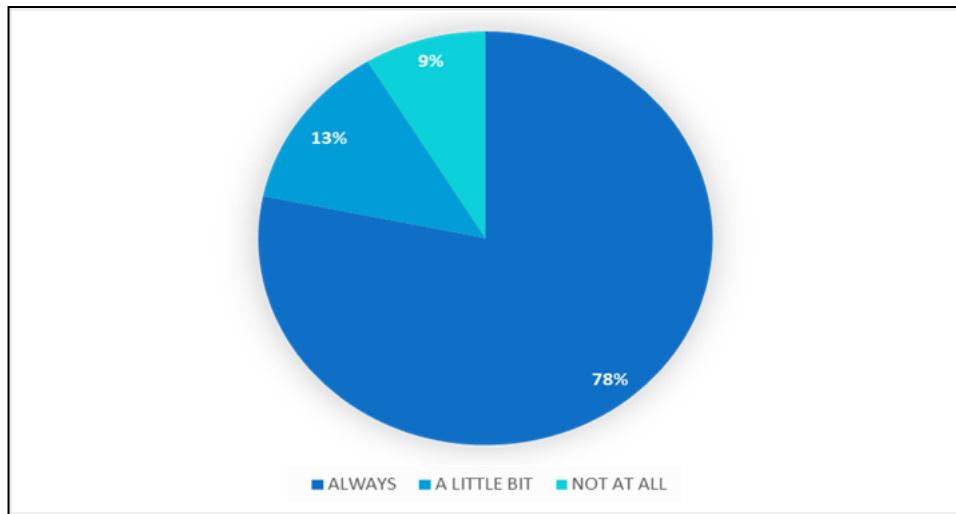
The graphic shows that 91% (21) of learners do not like to participate in speaking activities because the kind of material that the educator uses is usually boring and not interesting at all. On the other hand, 9% (2) of the students did not answer this question, which prevented the researcher from finding the answer to the question. Evidently, the kind of material plays an

important role in the development of speaking skills. This provides all pupils motivation and interest to participate in oral activities.

#### **4. What is the skill that the educator practices most in class?**

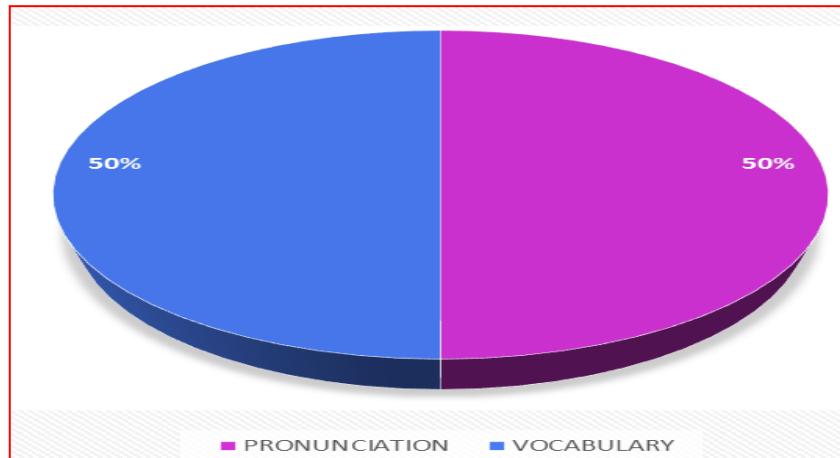


The graphic shows that the activities that the teacher does most with pupils are writing and reading. Listening and speaking activities are not a high priority for the teacher. It is not good that the educator concentrates mostly on these two skills. They need to practice the other skills too.

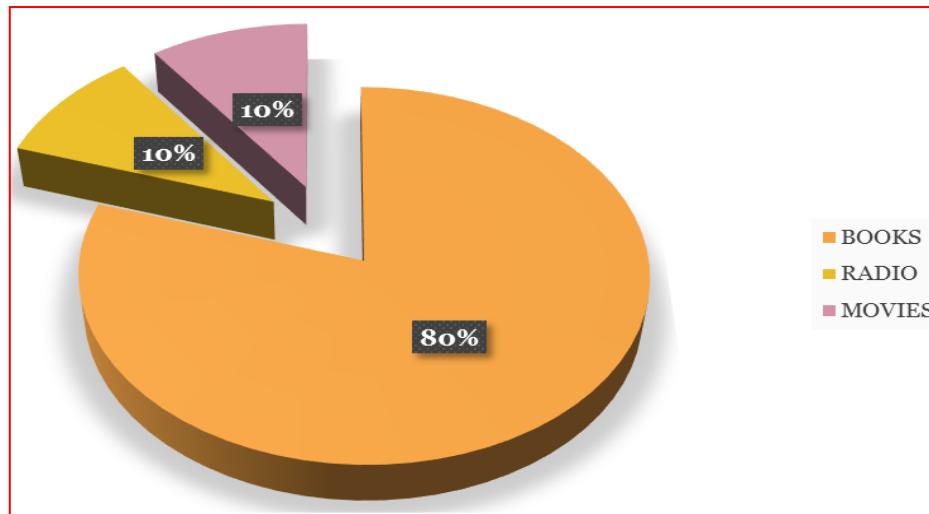
**5. When you try to speak English in class do you feel nervous? Why?**

This graphic shows that 78% (18) of the pupils admitted that they get nervous when they speak because they are self-conscious of speaking in front of their classmates. 13% (3) of the students said that they do not feel too uncomfortable when they speak because they think that if they do not do it they will never be able to speak. Moreover, 9% (2) of the students said that they do not feel fear when speaking. They said that the educator should always correct their mistakes. It is necessary that the instructor creates a confident environment, in which learners can express their feelings freely. Also, it is important that the educator corrects their errors in a natural way, i.e., not using offensive words that can offend them.

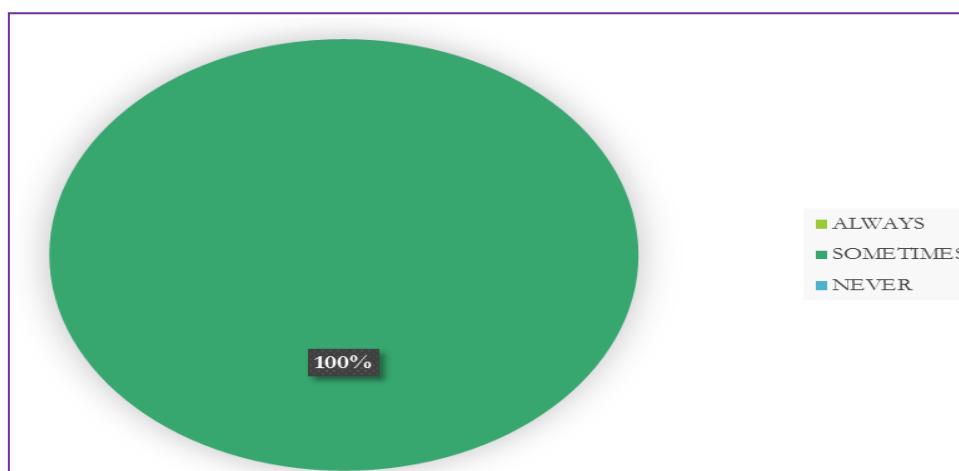
**6. Do you have a wide vocabulary and excellent pronunciation? Yes-No  
Why?**



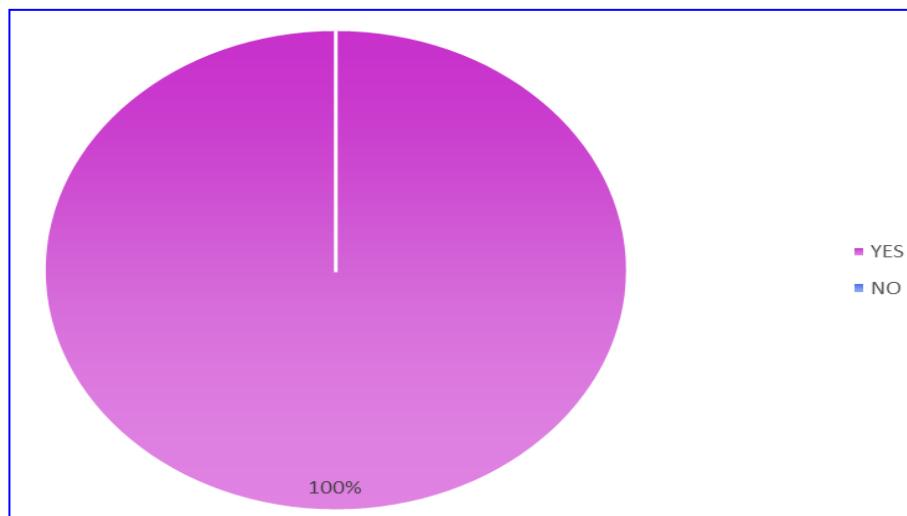
The graphic shows that all learners admitted that their pronunciation and vocabulary are not good because the instructor does not do activities in which these two skills could be developed in an interesting way. This is not good for the pupils. If the teacher does not teach students vocabulary and the use of a correct pronunciation, the pupils will never practice English properly.

**7. Which of the next items does your English teacher use most in class?**

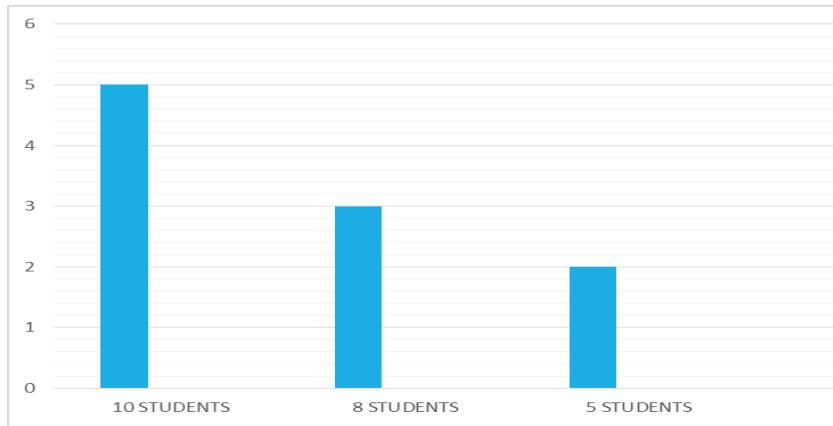
The graphic shows that the pupils said that the educator concentrates mostly on learning through the use of books. However; the students recognized that the instructor sometimes uses the radio to do listening activities and once in a while the teacher makes use of a movie just for fun but not to learn English. The educator must know that the use of extra material such as radio and videos can contribute to a better English education. But it is very important that the teacher knows how to use them.

**8. Does your teacher promote motivation in the classroom?**

In this question, all of the students answered that the teacher promotes motivation in a limited way. They said that the teaching procedure is monotonous, boring and sometimes very strict, which does not allow them to express their feelings. The teacher should promote a friendly atmosphere every day, in which pupils feel motivated and sure of themselves.

**9. Does your teacher use the audiovisual room?**

The graphic shows that all students answered YES. It is necessary for the educator to use the audio visual room to reinforce their knowledge in order that students may have better English education.

**10. On a scale from 1 to 10, what is your English level?**

The graphic shows that ten learners said that their English level is about five, eight students admitted that their level is about three and the other five confirmed that their level is about two. The educator should pay attention to their English level and find a solution that can help the pupils improve their level.

## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

#### 6. 1 CONCLUSIONS

1. This research has shown that limited exposure to TED audio visual talks did have a positive effect on English language usage, motivation and self-confidence among the participants.
2. The development of each of the TED lessons; writing, reading, listening and speaking skills were carried out in an interesting way, which allowed the pupils to feel motivated to participate in oral activities.
3. The changes in the students' behavior were encouraging from the beginning of this application.
4. At the end of this project, the investigator realized that the curriculum used in the speaking activities constituted a very important factor in the development of this skill.
5. In this investigation, the researcher helped to look for a solution for both educators and students who want to have a new educational tool to learn English through TED talks (mobile-learning).
6. Finally, the implementation of a new didactic material can benefit and motivate pupils in the learning of the English Language.



## **6.2. RECOMMENDATIONS**

1. In the English learning process, educators should not forget that they must motivate learners to practice speaking skills in classrooms.
2. It is very important to keep in mind that the material that is going to be used for practicing oral activities needs to be interesting for scholars.
3. Through the use of TED talks, teachers can obtain excellent material that can be used for the practice of writing, reading, listening and speaking activities.
4. The talks provide excellent educational content.
5. TED talks can be used both inside and outside classrooms.
6. The Ministry of Education should consider implementing TED talks as a possible educational tool in the English learning process. This could help learners become much more motivated to learn the language.

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# APPENDICES



## APPENDICES

## APPENDIX 1. STUDENTS (survey)

1. Do you consider English to be important in your education? Why?

2. Do you think that the educator should involve learners in practicing English in class? Why?

3. Do you like to participate in speaking activities? Why?

4. What is the skill that the educator practices most in class?

- reading                    - writing                    - listening                    - speaking

5. When you try to speak English in class do you feel nervous? Why?

- always                    - a little bit                    -not at all

6. Do you have a wide vocabulary and excellent pronunciation? Yes-No Why?

7. Which of the following items does your English teacher use most in class?

8. Does your teacher promote motivation in the classroom?

#### 9. Does your School have an audiovisual room?

10. On a scale from 1 to 10, what is your English level?

-1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10



## **APPENDIX 2 TEACHER (SURVEY)**

### **INTERVIEW QUESTIONS**

1. Do you use technological devices to promote better English learning?  
Why?
  
2. How is your methodology of English learning?
  
3. Do you use extra materials with learners? Why?
  
4. What kind of material do you usually use in speaking activities?
  
5. How many times during the week do you involve learners to participate in speaking activities?
  
6. Do you promote an environment that fosters confidence and motivation in the classroom?



## PRE-TEST

(Experimental and control group)

### APPENDIX 3



#### TEST YOUR ENGLISH (evaluating sentence structure)

For the question below, choose the best sentence to complete the conversation.

<b>1. Could you tell me your surname? for pizza tonight?</b>	<b>6. Shall we go out</b>
<b>- Would you like me to spell it?</b>	<b>- I know that.</b>
<b>- Do you like my family name?</b>	<b>- It's very good.</b>
<b>- How do I say that?</b>	<b>- I'm too tired.</b>
<b>2. This plant looks dead. come too?</b>	<b>7. Do you mind if I</b>
<b>- It's in the garden.</b>	<b>- That's fine!</b>
<b>- It only needs some water.</b>	<b>- I'd like to.</b>
<b>- It's sleeping. I can.</b>	<b>- I don't know if</b>
<b>3. I hope it doesn't rain. at the door?</b>	<b>8. There's someone</b>
<b>- Of course not. you?</b>	<b>- Can I help</b>



- Will it be wet?  
answer it then.
- So do I.  
the moment.
- Well, go and
- He's busy at

- 4. Are you going to come inside soon? need for this cake?**
  - For ever.
  - Not long.  
some
  - In a minute.  
sure.
- 5. Who gave you this book, Lucy? here for?**
  - I bought it.
  - For my birthday.
  - My uncle was.
- 9. How much butter do I**
  - I'd like one.
  - I'll use
  - I'm not
- 10. How long are you**
  - Since last week.
  - Ten days ago.
  - Till tomorrow.

### SPEAKING PRETEST (evaluating language use)

- 7. Free time:** What are your hobbies? What activities do you usually do when you're at home? Do you enjoy being outdoors?
- 8. Past experiences:** Tell me something you enjoyed doing recently. What did you do last weekend?
- 9. Travelling:** do you enjoy travelling? Tell me about a place you'd love to visit.



## POST TEST

(Experimental group)

### APPENDIX 4



#### TEST YOUR ENGLISH (evaluating sentence structure)

For the questions below, choose the correct word to complete the sentence

**1. Have you guys had enough to eat? or you might.... !**

- That's all right.
- Is there any more rice?
- It's not the right time.
- stop
- spill
- slip
- spin

**2. That's my coat over there. camera with you.**

- Will you take it off?
- No, you haven't!
- Here you are.
- take
- show
- fetch
- bring

**3. Let's go by bus. relax for a change.**

- The train was expensive.
- We'll buy a ticket.
- It'll take too long.
- rather
- better
- prefer



- enjoy

**4. Do you know my brother Charlie?  
for everyone?**

- Sorry, he's not here.
- I don't think I do.
- I know.

**9. Is there ..... of food**

- adequate
- enough
- sufficient
- plenty

**5. Would you like some ice in your drink or not?  
you go in**

- I hope so.
- Yes, I shall.
- I don't mind.

**10. ..... the step when**

- consider
- mind
- attend
- look

**SPEAKING POSTEST (evaluating language use)**

**10. Work:** what would be your ideal job? What would you like to do in the future? Do you have a job or do you study?

**11. Sports:** do you enjoy doing sports? What activities can you practice where you live?

**12. Books and TV:** do you watch TV? What are your favorites shows? Do you prefer watching TV or reading?

**(PRE ANT POST TEST RESULTS)**

As was mentioned before, the researcher applied a pre and post-test for evaluating language use and sentence structure. A comparison table was used to differentiate the results before and after the application of the TED talks. To collect the information, the names of the learners were excluded. The



experimental group in this investigation are the ones named as PARTICIPANTS and the other ones are the control group.

**APPENDIX 5**

**(PRE ANT POST TEST RESULTS)**

PARTICIPANTS	PRE-TEST WRTINIG / 10	PRE-TEST VERBAL / 100	RESULTS / 20 POINTS	POST-TEST WRITING / 10	POST-TEST VERBAL / 10	RESULTS 20 POINTS
PARTICIPANT 1	3	1	4 / 20	7	5	12 / 20
PARTICIPANT 2	3	2	5 / 20	7	8	15 / 20
PARTICIPANT 3	2	2	4 / 20	5	8	13 / 20
PARTICIPANT 4	2	1	3 / 20	6	5	11 / 20
PARTICIPANT 5	4	1	5 / 20	6	5	11 / 20
PARTICIPANT 6	3	2	5 / 20	5	6	11 / 20
PARTICIPANT 7	2	0	2 / 20	5	5	10 / 20
PARTICIPANT 8	2	0	2 / 20	6	5	11 / 20
PARTICIPANT 9	4	1	5 / 20	7	5	12 / 20
PARTICIPANT 10	3	1	4 / 20	6	5	11 / 20
PARTICIPANT 11	2	2	4 / 20	6	6	12 / 20
PARTICIPANT 12	3	1	4 / 20	6	6	12 / 20
STUDENT 1	4	2	6 / 20			
STUDENT 2	3	2	5 / 20			



STUDENT 3	2	2	4 / 20			
STUDENT 4	2	1	4 / 20			
STUDENT 5	1	2	3 / 20			
STUDENT 6	4	1	5 / 20			
STUDENT 7	5	2	7 / 20			
STUDENT 8	3	2	5 / 20			
STUDENT 9	3	1	4 / 20			
STUDENT 10	4	2	6 / 20			
STUDENT 11	4	2	6 / 20			