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TED Talks: Enhancing the Listening and Speaking Skills in the English Language Classroom

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Resumen

El siguiente trabajo tiene la intención de mostrar el impacto del uso de TED Talks en las habilidades de comprensión auditiva y expresión oral de los estudiantes. Esta idea surgió después de descubrir que estas dos habilidades tienden a ser olvidadas en favor de las habilidades de lectura y escritura (Saeed & Bostanci, 2022). Además, hay poca o ninguna investigación sobre este tema en nuestro contexto ecuatoriano. Para este estudio, se aplicó la metodología de síntesis de investigación, la cual evalúa diferentes artículos con el fin de revisar lo que se ha explicado e investigado sobre el tema en cuestión. Los hallazgos mostraron que usar TED Talks en el aula de inglés tiene ventajas como la presentación de diferentes modelos del idioma, el aumento de la motivación para las actividades de escucha y la reducción de la ansiedad de los estudiantes al hablar en el idioma objetivo; y desventajas, como el uso de vocabulario de alto nivel, la duración extensa de los videos y la velocidad del habla de los oradores.

Palabras clave del autor: expresión oral expresión oral, comprensión auditiva, idioma extranjero, enseñanza del inglés



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Abstract

The following paper will show the impact of using TED Talks on students' listening and speaking skills. This idea was born after realizing that these two skills tend to be forgotten over the reading and writing skills (Saeed & Bostanci, 2022). Moreover, there is little to no research on this topic in our Ecuadorian context. For this study, research synthesis is the methodology applied, which assesses different articles to review what has been explained and researched on the target topic. The findings showed that using TED Talks within the English language classroom has advantages, such as the presentation of different models of the language, the increase of motivation for listening activities, and a reduction of students' anxiety while speaking in the target language and disadvantages, like the use of high-level vocabulary, extensive video length, and the speakers' speech rate.

Author keywords: speaking skills, listening skills, foreign language, english teaching



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Dedication

I want to dedicate this thesis to my parents, Martha and Pablo, who supported me in this journey and inspired me to give my all to everything I have wanted to accomplish. Also, I would like to dedicate this thesis to my friends, Abigail, Andrea, and Luis, who have been there for me in the good and the bad times, no matter what.

Tamara Bueno

I dedicate this work to my parents, Fabián and Ximena, who have been with me throughout my life, always inspiring, guiding, and supporting me, and to the rest of my family, who have always shown me love and care no matter what. To my friends, the true and real ones are Tamara, who did this project with me; Abigail, who reminds me of life; and Andrea, who always agrees with my energy; to my pets that have been with me, lying on my lap while doing this project, And most importantly to myself, because it is simply right.

Luis Gavilanes

Introduction

In English Language Teaching, learners become proficient when communicating effectively, which can be achieved with active learning, integrating skills that complement each other (Rahman & Akhter, 2017). The listening skill is considered the most difficult due to the complex processes involved in comprehending a spoken message, which makes this skill the backbone of language comprehension (Rullu, 2022; & Humeniuk et al., 2021). Because listening provides the input for language learning, speaking serves as the output since it allows the learners to produce the language and show their listening comprehension; consequently, these skills must be taught simultaneously (Mart, 2020).

When it comes to the process of teaching English, instructors commonly use authentic and non-authentic material. The first type is created by native language speakers, such as talks, videos, conferences, etc (Dewi, 2018). On the other hand, non-authentic material is adapted by teachers and professionals to reach an educational objective (Alijani et al., 2014). Another tool that has aided our society for the past couple of decades is technology, and in the case of teaching, a way technology has stepped into the classroom is through videos. Using such tools is of great help in the English learning classroom since they assist in the development of students' skills in the language (Akbari & Razav, 2016). Therefore, a good strategy is to mix technology and authentic materials for classroom usage. Such a tool already exists and has gained much popularity over the past decade. It is called TED Talks.

This research synthesis aims to explain the effects of TED Talks on English students' listening and speaking skills. This project will be divided into five chapters. The first chapter describes the purpose and objectives of the research, as well as the background, problem statement, rationale, and research questions that will be answered after the analysis. The second chapter contains the theoretical framework, in which key concepts and terminology for the study will

be introduced and explained, and a literature review, where the results of different articles will be reviewed to answer the research questions and reach the proposed objectives. The third chapter explains the methodology used throughout the research and the overall criteria for selecting reviewed studies. The fourth chapter presents the data analysis, in which the research questions will be answered after the respective revision of the data found. The fifth and final chapter includes the conclusion and recommendations of this research synthesis.

Chapter I: Description of the Research

1.1 Background

Nowadays, one of the biggest challenges in English Language Teaching (ELT) is to find ways to make the lessons fun and entertaining for students. Hence, one essential factor that educators must prepare to capture the students' interests is the materials that will be implemented in the lesson. There are two types of materials commonly used by teachers in ELT: authentic, which are created by native speakers of the language (Dewi, 2018), and non-authentic, which are authentic materials modified by English speakers for educational purposes (Alijani et al., 2014).

As Akbari and Razavi (2016) explained in their study, using authentic materials in the context of language teaching can help improve students' English skills as they are exposed to real use of the language. Effectively implementing authentic materials motivates and engages students in the lesson or activity they are working on. This is because the teacher considers the students' needs and interests when choosing authentic materials, as Joraboyev (2021) mentioned.

The authentic material that will be analyzed in this research synthesis is Technology, Entertainment, and Design (TED) Talks. This popular source offers authentic materials that can be used in the English language learning classroom. These videos come from the non-profit organization TED, which was created "to spread ideas and knowledge, especially in short and powerful speeches" (Fitria, 2022, p. 37). These materials can satisfy the curiosity and interest of each learner as they can find talks and presentations that are engaging and short.

As Arifin et al. (2020) pointed out, TED Talks can optimize the English teaching process with their characteristics as they enable students to choose from a wide range of topics. Also, it encourages students to discuss matters they care about instead of consulting something they do not understand. This can heighten the "students' willingness to cooperate" (p. 46). The same study explained that the exposure of English learners to TED Talks positively impacts their speaking performance. In the results, the students who were shown TED Talks applied paralinguistic features that they imitated from the speakers of the videos. It also positively affected the students' pronunciation, as seen in the control group. This study shows that the

students improve their speaking and oral presentation skills using TED Talks (Arifin et al., 2020).

Furthermore, Ahluwalia (2018) conducted a study to determine the students' perceptions of using TED Talks in the English language learning process. The results showed that TED Talks predominantly improved students' listening skills while developing other language skills. However, a study by Kim (2015) explained that students' proficiency plays an essential role in using authentic video materials since low-level learners showed difficulty understanding the material. Nevertheless, the same study demonstrated that there were positive attitudes toward the use of these materials.

1.2 Problem Statement

Even though teaching productive skills, explicitly speaking, has gained much relevance in past years, they have overshadowed receptive skills, as explained by Nunan et al. (as cited in Wu, 2020). Focusing on teaching these skills may not be the most favorable for students as they have been proven to impact each other significantly. The study conducted by Saeed and Bostanci (2022) showed that the learners' communicative competence could be developed by merging the two skills. Furthermore, the ability to comprehend by listening influences how learners respond via speaking, according to Pinem's (2014) research findings.

The study by Karunakar (2019) shows that when students engage in listening skills by watching TED Talks, they feel motivated to apply their knowledge in speaking. This study is strongly connected to the findings of Pinem's research, described above. Moreover, in the questionnaire by Kozińska (2021), the students stated that TED Talks enhanced their listening skills and made them feel less anxious about speaking since these videos are relaxed and non-academic.

Additionally, when it comes to a more contextualized perspective, in Ecuador, there is very little research on how TED Talks can affect the students' listening comprehension and speaking performance and how they can complement each other. Therefore, conducting a research synthesis on the effects of applying TED Talks as authentic material in the ELT to enhance students' listening and speaking skills can provide some ideas to Ecuadorian teachers.

1.3 Rationale Justification

The development of listening skills in students has become of great importance to the English teaching classroom. This is because learners' exposure to plenty of listening materials helps them expand their vocabulary, which is encountered in meaningful contexts and is more likely to be retained in the learners' memory (Gavenila et al., 2021). In addition, the use of audiovisual materials for the enhancement of listening skills has gained traction as it allows students to appreciate how language is used authentically. This 'visualization' of language can help students recognize how intonation and facial expressions complement each other, the different gestures that can go with certain words, terms, phrases, and various cross-cultural clues (González-Vera & Corisco, 2016). This advantage can be fully exploited with TED Talks, as seen in a study by Samaranayake (2023) since the learners focused on the speaker's verbal and body language. The speakers use features that aid the learners in understanding the content, intent, and feelings of the speaker because of the authenticity of the speech.

Likewise, the research on the materials that can be used to promote speaking performance in English learning classrooms is increasing exponentially. Specifically, authentic materials like TED Talks can provide learners with cultural, social, or political topics, which encourages them to participate, as proved in the research by María et al. (2018). This study also showed that students become motivated to speak once they notice the diverse accents that English speakers have.

Moreover, returning to the beginning of language acquisition, every baby learns to talk by listening to a proficient speaker. Abu-Snoubar (2017) carried out a research study where he demonstrated that listening and speaking skills are significantly interrelated among the EFL students of Al-Balqa Applied University. After analyzing these results, the connection between listening and speaking skills is undeniable. Therefore, teaching these skills separately is inappropriate since listening skills are a predictor of speaking skills, as Demir (2017) showed. Fortunately, this issue can be solved using TED Talks in the ELT classroom. Samaranayake (2023) demonstrated that using this authentic material helps students improve their listening and speaking skills.

A research synthesis was chosen for this analysis because it will provide a compilation of papers, articles, and investigations on using TED Talks to develop listening and speaking skills in the English language classroom. This compile will allow further research on the topic.

Furthermore, the authors of this synthesis have realized that there has not been a research synthesis on this topic and that little research has been conducted in the context of Ecuadorian classrooms.

Research Questions

The following questions will be answered:

- a. What is the impact of using TED Talks in developing listening and speaking skills in the English language teaching classroom?
- b. What are the advantages and disadvantages of using TED Talks in developing listening and speaking skills in the English language teaching classroom?

Objectives

General objective

To analyze the reported impact of using TED Talks in developing listening and speaking skills in the English language teaching classroom.

Specific objective

- To synthesize the effects of using TED Talks in developing listening and speaking skills in the English language teaching classroom.
- To examine the advantages and disadvantages of using TED Talks in developing listening and speaking skills in the English language teaching classroom.

Chapter II: Theoretical Framework and Literature Review

2.1 Theoretical Framework

2.1.1 Definition of TED Talks

According to Saputra and Fatimah (2018), TED is a platform that contains authentic material in the form of videos in which the speakers present different personal and academic topics to the audience. Salem (2019) stated that this platform has existed since 1984 and has provided more than 1800 talks on various topics delivered by native and non-native speakers. Currently, TED has more than two thousand sixteen hundred talks on its YouTube channel "TEDx Talks." Also, because of their authentic essence, TED Talks are fit material for teaching since the elaborated themes of these talks nurture students' critical thinking skills.

The lectures provided by TED offer a wide range of perspectives since speakers from different backgrounds and political, social, and religious experiences give them. The orators can present their findings, knowledge, and success stories to the audience through a timed talk, which will be uploaded to a free site for everyone to reach. These characteristics differentiate TED Talks from other conferences or lectures (Chang & Huang, 2015).

Additionally, Taibi et al. (2015) stated that when it comes to English learning, TED talks are meaningful for two main reasons: they provide significant content to students, and they have a vast amount of valuable material for language learning. This coincides with the two previous definitions and characteristics of TED Talks as they show their importance in the context of English language teaching and their usage in the classroom.

As Puspita and Amelia (2020) stated, TED Talks can serve as a tool for students to develop autonomous learning. The study showed that students controlling their language learning goals and materials helped them improve their skills. Furthermore, TED Talks train students to convey their ideas effectively, improve pronunciation, and foster critical thinking (Choirunnisa & Sari, 2021).

2.1.2 Importance of Developing Listening Skills

As stated by Fenyi et al. (2021), throughout the lifetime in which a person communicates, "one is likely to listen two times more than he speaks, four times more than he reads and five times

more than he writes" (p. 78). Based on this statement, listening is not a skill that should not be underestimated as it has been regularly done. Vandergrift (1997) has even called this skill the Cinderella skill, always overshadowed by its sisters.

Moreover, Humeniuk et al. (2021) noted that "listening is one of the most complicated tasks for teaching EFL" (p. 27), and most importantly, it is the skill that aids in the comprehension of a language. It is argued that language learners are unable to successfully convey or understand messages if they do not master their listening abilities in the target language (Novia et al., 2023). Therefore, students should be taught to use English by listening to it being used in genuine conversations or speeches, which can be stressful without proper techniques. To illustrate this point further, a study by Alzamil (2021) revealed that among the four basic English skills, participants selected listening as the most challenging skill to develop; surprisingly, the participants also chose listening classes as the most enjoyable. This indicates that learners understand the value of learning but need additional guidance to benefit fully from a listening class.

Similarly, Bilokcuoğlu (2014) emphasized that although listening used to be considered a passive skill in the past, this notion has shifted over the years, and now it is accepted that listeners implement the combination of knowledge that was formerly stored and knowledge expected in verbal interaction. Hence, this skill is an active process involving other linguistic components that are not generally noticed but play an essential role in students' language learning.

Additionally, Shian and Md Yanus (2017) explained that applying listening activities was a helpful tool for ESL classrooms. They mentioned that while students have to concentrate on the audio played, their ability to listen improved as well. Thus, fostering students' listening skills plays an essential role in their ability to improve other language skills.

Furthermore, teachers could use various practical tools to develop students' listening skills. Audio visual media is one of these tools, and it has been shown to have many advantages in the English language teaching classroom. Since this kind of media uses both sound and visual images, students can absorb information better with the support of imagery (Hardiah, 2019).

2.1.3 Importance of Developing Speaking Skills

As ElNaggar (2020) affirmed, speaking involves correctly using vocabulary, grammar, and pronunciation and being aware of language production's context, settings, and purpose. Once learners develop this skill, they can share their ideas and feelings with others, which helps them succeed in their careers.

Moreover, Hughes (2006) indicated that speaking comprises the most linguistic activity in people's daily lives (as cited in Ali et al., 2019). Therefore, speaking is a skill that shows students' progress in their language learning more clearly than the other macro skills, considering that, as Aziz and Kashinathan (2021) noted, to speak any language, "one must think swiftly, answer immediately, with little bother and hesitation" (p. 971).

However, learners find the speaking part of the target language particularly anxiety-inducing due to multiple personal, psychological, and cultural reasons. This negative feeling towards the production of a language can bring negative results to the development of language learning due to the lack of practice and avoidance of participation. Nevertheless, learners feel more self-confident when speaking the target language because they get exposed to the language in casual, entertaining, and informative ways that are relevant to them (Meihua, 2021).

Therefore, a way in which speaking skills can be enhanced in students is through the implementation of technology in the form of audiovisual media in the classroom. It aids students in focusing on the lesson and improving their mood towards the learning process while also improving pronunciation, grammar, and vocabulary (Kurniawan, 2016).

TED talks are an excellent tool for developing students' speaking skills. These videos act as material to examine the language and how messages can be conveyed (Aini et al., 2023). According to Nursafira (2020), using TED Talks in the EFL classroom can improve students' motivation and confidence since they are in touch with non-native speakers who are not afraid of speaking in a language that is not their mother tongue. Additionally, TED Talks influence features such as pronunciation, vocabulary, and fluency while helping students convey their ideas fluently (Choirunnisa & Sari, 2021).

2.1.4 Relationship between Listening and Speaking Skills

Traditional approaches to ELT suggested that the most efficient system for language learners was the instruction of every language skill isolated from the others. It was believed that only by segregating skills, students could master the language. However, it became apparent that despite learners' comprehension of each skill separately, they lacked communicative competence. Hence, a new language teaching perspective introduced the concept of skills integration. All four skills complement and reinforce each other when people use them in everyday communication, so learners must study them as closely connected components of a language (Rahman & Akhter, 2017).

It is undeniable that both listening and speaking skills are connected. In fact, according to Demir (2017), listening skills constitute an ideal foundation for speaking skills and cognitive organization. These ideas are also supported by Pinem (2014), who proved that a person's linguistic skill can be determined by their capacity to assimilate ideas through the listening process. Undoubtedly, there is a connection between listening and speaking skills.

Furthermore, Rahman and Akhter (2017) explained that using different skills simultaneously benefits the students as they interact with each other and the teacher while using the language for genuine communication. This integration of skills compels learners to combine their reflection on the listening text, expressing their own experiences by speaking.

Likewise, Yuzar and Rejeki (2020) affirmed that receptive skills, such as listening, can estimate the proficiency level of productive skills, such as speaking. Correspondingly, Demirel Fakiroğlu (2021) indicated that these two skills can be applied as evaluators of one another because "the accuracy rate of listening can be tested through speaking, in the same vein the truthfulness of speaking can be understood through listening" (p. 1751).

Using videos is a great tool to integrate both skills in teaching. This is because the video "is able to help the students train their pronunciation, enrich their vocabulary, and make it easier to find an idea in producing sentences while speaking" (p. 304-305). Also, learning through videos helps students unwittingly pick up grammar unconsciously (Riswandi, 2016). Therefore, TED Talks enhance students' listening and speaking skills. Kozińska (2021) stated that learners' listening comprehension skills were enhanced through using TED Talks. Also, regarding speaking skills, applying TEDs helps with students' oral presentation skills. This

occurs because of how these talks are given, which helps eliminate the stress or fear of speaking.

2.2 Literature review

2.2.1 Effects of TED Talks on Students' Listening and Speaking Skills

TED talk videos are widely used for English language learning because of how speakers communicate their message; the language used is often academic, and the speech delivery motivates the audience. Additionally, learners are encouraged by the precise relationship between what they learn in the classroom and how people interact and share information in the real world. Furthermore, learners can improve their speaking skills by imitating "the speakers' way of delivering the speech, pronunciation, and gesture" (p. 75). Also, including images and body language aids students in grasping the overall message even when they do not master the language (Abdulrahman, 2018).

As Salem (2019) mentioned, "speaking performance apprehension especially happens under formal or in some cases informal situations" (p. 153) that inhibits students from achieving academic success; however, TED Talks develop learners' affective skills, which reduces anxiety levels, because they have an English speaker model that they can imitate and learn from. Moreover, seeing speakers give presentations confidently gives students a higher degree of self-confidence.

Furthermore, the speeches allow learners to be aware of the many different forms of pronunciation, encouraging them to use the language regardless of their accent (Nurhidayat & Syarifah, 2019). Additionally, by watching a variety of both native and non-native speakers give TED Talks, they help students understand that there is no such thing as one perfect English pronunciation, reducing students' stress and anxiety (Martínez et al., 2018).

Regarding listening skills, it is not wrong to say that using video materials to enhance them is beneficial. Woottipong (2014) showed that students appeared more keen in the learning process when the teacher applied video materials to the class. Comparing the pretest and posttests in this study, students showed increased listening abilities after learning with video materials. Based on this information, it is unquestionable that TED Talks positively affect students' language development. Saputra and Fatimah (2018) explained that TED Talks

provide students with lots of knowledge, words, pronunciation, and different forms of the language from native and non-native speakers. This environment animates students, making it more personal to them and helping them in the learning process.

Overall, it is not a mistake to say that TED Talks enhance students' listening skills. In the study by Rudneva et al. (2019), students were given a pretest and posttest to see if implementing TED Talks would affect their listening ability. At the end of the posttest, it was shown that students had a percentage of growth in this skill, showing a 10, 12, and 18 percent improvement in three groups of students.

2.2.2 Advantages of using TED Talks

Certainly, TED Talks have the advantage of easy accessibility because these videos can be watched anywhere as long as there is an internet connection. Most importantly, these can be viewed on any technological gadget, such as a cellphone, computer, or tablet. It is an advantage for the students and teachers since it allows for flexibility in the options available for students to watch on any device, and the teachers can work only as facilitators during the lessons (DaVia Rubenstein, 2012).

Another important benefit of TED Talks is that since students have the opportunity to choose the topic of the video according to their interests or needs, it becomes less of a burden for the learners to watch and understand the content, especially considering that the videos have visual cues (Saputra & Fatimah, 2018). Furthermore, TED talks contain a feature that allows students to interact with the transcription of each talk, increasing comprehension of the content and enhancing students' motivation (Gavenila et al., 2021). Similarly, according to the study by Takaesu (2013), TED Talks helped with students' motivation since some participants freely looked for topics they cared about and stimulated them to be more analytic on such matters.

A study conducted by Li et al. (2016) found that learners improved their body language after watching TED Talks. Students benefited from the videos in more ways than formal English language learning since they became aware that applying the non-verbal communication of TED Talks speakers to their presentations can enhance their speech-delivering skills. Students noticed key aspects of the professional speakers, like maintaining eye contact, correct hand gestures, always facing the audience, and avoiding staying in one position, which they can implement later on for their performances. Therefore, learners can study TED Talks

and apply the different techniques that public speakers use to give successful presentations (Romanelli et al., 2014, as cited in Patty et al., 2023).

In a study conducted by McGregor et al. (2015), it was found that teachers can use TED Talks to teach intonation. The authors explained that it is better to guide students through an exercise where they can notice new and given information, organization, grammar rules, etc., instead of diving right into the rules of intonation. Moreover, through TED Talks, students can understand the relationship between pauses, thought groups, and pitch contour. In a study mentioned above by Nurhidayat and Syarifah (2019), it was explained that the fact that the presenters of these talks come from different countries allows the students to witness a variety of accents. This shows learners that speaking English surpasses having the so-called perfect pronunciation. Also, listening to accents besides the British and American ones makes students pay more attention to the content of the speech rather than the pronunciation used, increasing their confidence.

From a more general point of view, TED Talks can enhance students' basic skills, such as listening, speaking, or writing, and soft skills, like teamwork, problem-solving, and critical thinking, as explained by Lysanets et al. (2022). These authors also mentioned that TED Talks "are powerful tools in raising the younger generation's awareness about global issues and involving students in worldwide discussions on relevant topics" (p. 39).

Another positive characteristic of TED Talks is that they serve students in their learning process and aid as a pedagogical strategy for teachers. In a study by Martínez et al. (2018), an eleventh-grade teacher expressed that she got a better approach to using TED Talk videos as activities in the classroom. This was because she witnessed students' positive attitudes towards TED Talks compared to other activities she used to select.

2.2.3 Disadvantages of using TED Talks

One challenge students face is that TED Talks employ a variety of words and terminology that may be unknown to listeners. In the study conducted by Astika (2019), many participants' lack of vocabulary made it challenging to understand TED Talks. These findings are related to the study by Nurmukhamedov (2017), which suggested that students need an extensive vocabulary to watch TED Talks.

Nevertheless, this problem can be solved by adding subtitles or a transcript to the listening. In the same study by Astika (2019), some participants stated that they needed a technique to aid them in listening. Therefore, a tool to comprehend the audio is to read while listening. These findings also relate to the ones described by Sari and Sujarwati (2023), where 90.9% of the participants concurred that they could entirely understand the talks by reading the transcription.

In the analysis by Gavenila et al. (2021), speech rate is a key factor affecting students' video selection and listening comprehension. The results suggested that English learners prefer speakers with a slow speech rate because they found it difficult to comprehend a faster speech rate than 127 words per minute.

Putting aside the linguistic aspect of TED Talks, another important factor is the videos. In a study by Sari and Sujarwati (2023), 51.1% of the participants showed a long-standing interest in watching the videos. The reason was explained in another result of the same study, where 63.3% of the applicants perceived the duration of TED Talks as too much. These results demonstrate that there may be low interest or engagement in TED Talks among students. Similarly, it has been found that learners are more inclined to listen to a 10-minute TED Talk since longer passages tend to negatively affect students' understanding of the content (Gavenila et al., 2021).

Another significant disadvantage that needs to be considered is the teacher's role in the teaching process. The teacher must spend extra time preparing their class. When preparing listening activities for students, using TED Talks implies creating new activities every week. This can be tiresome and time-consuming since the teacher has to take into account the students' interests, age, and expertise in the language while also considering the videos' length (Park & Cha, 2013).

Chapter III: Methodology

This study is a research synthesis, a framework for analyzing and systematically assessing previous studies while explaining the methods used in the review to facilitate reproduction by other researchers (Weng et al., 2019). The articles were retrieved from digital media such as Google Scholar, Eric, and ResearchGate to acquire data about the impact of using TED Talks to enhance listening and speaking skills in the English language classroom. In addition, a set of criteria was considered when selecting the articles to be analyzed for the study. First, all of the studies were about TED Talks. Second, the articles had to be written in English and Spanish, as the authors of this research synthesis speak those languages. Third, the articles had to be published since 2013 to ensure that the studies were relevant and current to contemporary teaching and learning trends. Fourth, the articles were not discarded by the place in which the study was conducted. Fifth, the articles had to be empirical. Finally, the participants' English level in every study was not taken into account. The terms and combinations of words that were used to select the sources were the following: TED Talks, listening skills, speaking skills, English Language Teaching, English as a Foreign Language, and English as a Second Language.

From our preliminary research, the potential articles that were analyzed were from the following journals: International Education Studies, International Journal of Research Studies in Education, Journal of Language Education and Educational Technology, International Journal of Applied Linguistics and English Literature, and Universal Journal of Educational Research, which are considered reliable and relevant journals that could contribute to the research synthesis. After the data was collected following the criteria described above, it was classified into different categories throughout the analysis.

Chapter IV: Data Analysis

Data Analysis

In this research synthesis, the data collected serves to answer the questions posed for the study:

- What is the impact of using TED Talks in developing listening and speaking skills in the English language teaching classroom?
- What are the advantages and disadvantages of using TED Talks in developing listening and speaking skills in the English language teaching classroom?

To appropriately answer the first question, it is necessary to start by answering the second question. Therefore, after analyzing the studies of different authors, it can be said that TED Talks have both advantages and disadvantages when developing listening and speaking skills in the English language teaching classroom.

There are several advantages to applying TED Talks on the English teaching classroom, which are classified in Table 1.

Table 1.

Advantages

Advantages	Author/year
Accessibility	DaVia Rubenstein, 2012
Variety of content	Saputra & Fatimah, 2018
Transcription	Gavenila et al., 2021 Astika, 2019 Sari & Sujarwati, 2023
Motivation	Takaesu, 2013 Saputra & Fatimah, 2018 Nurhidayat and Syarifah, 2019
Paralinguistic skills	Li et al., 2016 Abdulrahman, 2018

	Patty et al., 2023
Intonation	McGregor et al., 2015
Exposure to natural language usage	Martínez et al., 2018
Variety of accents	Nurhidayat and Syarifah, 2019 Martínez et al., 2018

The most essential advantage TED Talks have is their ease of **accessibility**. As DaVia Rubenstein (2012) stated, TED Talks can be obtained from a free website, and educators can incorporate them into their lessons and outside the classroom. Also, students can search for videos they are interested in, even outside of their academic needs, since the website is intuitive and contains tools that allow students to comprehend the content by themselves, which aids them in developing their skills as independent learners.

Furthermore, since TED provides viewers with more than 211000 videos, the platform offers a **variety of topics** that teachers can choose from according to their needs and learning objectives, or they can allow students to select the videos that are interesting to them as was pointed out by Saputra and Fatimah (2018). Each video is presented by a different speaker who can provide the students with various accents, vocabulary, and expressions, which makes it more attractive to them.

As mentioned in the previous section, TED has many different topics for students. According to Takaesu (2013), this motivates students to look for the topic they are most interested in. This idea was supported by Saputra and Fatimah (2018) when they explained that students feel more engaged while watching videos on topics that they have chosen. Moreover, the visual cues aid learners to understand the content better.

Nevertheless, teachers need to provide strategies to help students understand the message of the videos (Astika, 2019). Fortunately, there is an advantage available within TED Talks, the feature of **transcriptions**, which has been proved to assist in learners' comprehension (Sari & Sujarwati, 2023).

TED Talks speakers are well-versed in giving oral presentations; students who watch these videos can benefit from them. For instance, Patty et al. (2016) pointed out that students could enhance their **paralinguistic skills** after watching TED Talks. For example, students can

imitate the speakers' pronunciation, gestures, and body language to improve their speaking skills (Abdulrahman, 2018). This directly correlates with the results in the study by Li et al. (2016), which showcased that students' realized key features from the speakers' way of delivering their speeches. Moreover, by watching these presentations, students can imitate how presenters interact with the audience and their rapport-building techniques.

Another characteristic that educators can take advantage of is the speakers' clear use of **intonation**. It is a known fact that the development of fluency includes the use of pauses, tone choice, and pitch, which are the features that comprise intonation; therefore, teachers can use TED Talks to show students they need to be aware of and use these characteristics to sound more fluent in their speech (McGregor et al., 2015).

Additionally, the **exposure to natural English language** usage and for extensive periods helps students pick up the formation of different grammar structures and vocabulary unconsciously. This differs from the traditional classroom in which students learn grammar structures with formulas, discouraging them from using the language because they do not have a real example of using certain expressions and phrases. However, with TED Talks, students have a model of the language. After listening actively to the speaker, students can pick up commonly used sentences, making them feel more comfortable participating in class (Martínez et al., 2018). This is related to the findings in the study by Nurhidayat and Syarifah (2019), where students were more prone to speak in group discussions after watching the videos.

Furthermore, the same authors explained that participants became aware of and critical about the **variety of accents** present in the language and that the diverse ways to pronounce the language is not an impediment to communicate. Overall, the fact that TED Talks present such a range of native and non-native speakers let students notice that speaking English does not equal to an American or British pronunciation (Martínez et al., 2018).

However, there are disadvantages that teachers should keep in mind when using TED Talks on the ELT classroom (Table 2).

Table 2.

Disadvantages

Disadvantages	Author/year
Unknown lexicon	Astika, 2019 Nurmukhamedov, 2017
Speakers' speech rate	Gavenila et al., 2021
Duration of TED Talks	Sari and Sujarwati (2023) Gavenila et al. (2021)
Teachers' role	(Park & Cha, 2013)

One of the main challenges that students face when watching TED Talks is the **unknown lexicon** to learners used in the videos. Speakers may employ a wide range of words and vocabulary that could be unknown to the listeners (Astika, 2019). This idea correlates with what Nurmukhamedov (2017) said when it was suggested that students must have an extensive vocabulary to understand TED Talks. Nevertheless, an interactive transcript that allows students to comprehend the content of each video already exists on the website (Gavenila et al., 2021).

Another critical factor that affects students' decisions and amount of listening comprehension is the **speakers' speech rate**, according to Gavenila et al. (2021). Their study showed that students prefer to listen to native English speakers, but they also wanted a standard speech rate. Fortunately enough, there is a solution to this problem: the use of subtitles. In another study, it was said that the feature previously mentioned that shows the transcript of the video can solve the issue of a fast speech rate (Astika, 2019). These results are supported by Sari and Sujarwati (2023) when the participants stated they could understand the talks by reading the transcript.

One issue that can negatively affect the learners' motivation and attention is the **duration of TED Talks** because they typically range from three to 20 minutes. One study showed that students generally thought the length of the TED Talks to be superfluous (Sari & Sujarwati, 2023). Thus, it highly depends on how engaging the topic can be and how the teacher uses the speech; the educator can use only parts of a speech to teach a specific language component, for example. Additionally, learners agree that the ideal video length is up to ten minutes since further than that may make them lose interest or lose the overall message of the speech (Gavenila et al., 2021).

Additionally, the **teacher's role** in the implementation of TED Talks in English language learning classrooms can be time-consuming for them since they need to consider various characteristics of the students and the videos to be used for the lessons to be meaningful and effective (Park & Cha, 2013). Teachers must watch many videos to choose the most appropriate one for the lesson or activity.

After answering the second research question, it becomes easier to explain the impact of using TED Talks on listening and speaking skills (Table 3).

Table 3.

Impact of using TED Talks on Listening and Speaking Skills

Author/year	Impact						
	Affective skills	Pronunciation	Motivation	Vocabulary	Grammar	Listening	Speaking
Salem, 2019	.						
Nurhidayat & Syarifah, 2019		.					
Martínez et al., 2018		.					
Woottipong, 2014			.			.	
Saputra & Fatimah, 2018		.		.	.		
Rudneva et al., 2019						.	
Abdulrahman, 2018		.					.

According to Salem (2019), the fact that students watch a speaker give a conference without hesitation makes them more self-confident. The same author explains that since students have a model they can imitate and follow, TED Talks reduce anxiety levels because they develop learner's affective skills.

Additionally, since these talks are provided by native and non-native speakers, they give the listener a lot of new vocabulary, pronunciation, grammar, and various language forms (Saputra & Fatimah, 2018). In fact, students tend to imitate the speech delivery, pronunciation, and gesticulation of the presenters. Likewise, these videos demonstrate the diversity of accents in the English language, encouraging learners to speak regardless of their pronunciation (Martínez et al., 2018; Nurhidayat & Syarifah, 2019).

It has been demonstrated that learners feel more motivated when teachers apply video materials to the lessons (Woottipong, 2014). Moreover, this study and the one by Rudneva et al. (2019) proved that TED Talks have positive effects on listening skills. Both of these studies applied pretest and posttests that showed significant growth on students' listening skills when applying TED Talks in the classroom.

Regarding the impact of TED Talks on speaking skills, students use these videos to connect what they learn in their lessons, how real-world interactions are made, and how information exchange takes place (Abdulrahman, 2018).

Chapter V: Conclusions and Recommendations

Conclusions

TED Talks and its platform offer videos in which speakers worldwide share their experiences and knowledge on numerous topics that can be applied as a practical language teaching tool. As Choirunnisa and Sari (2021) mentioned, these videos can show learners how to share their ideas effectively and improve their listening, speaking, and critical thinking skills.

This research synthesis intended to explain how TED Talks can be used to enhance listening and speaking skills, and it was found that these two abilities should not be treated separately, as shown by Rahman and Akhter (2017), who demonstrated the benefits of applying skills at the same time, or Yuzar and Rejeki (2020), who explained that receptive skills can measure the mastery of productive skills. At the same time, Kozińska (2021) mentioned that TED Talks enhance students' skills due to how these talks are presented.

Through TED Talk videos, learners are exposed to language usage practically, showing how a fluent speaker uses different skills to convey their message successfully, encouraging students to mimic these strategies as they practice the target language (Abdulrahman, 2018). Furthermore, TED Talks encourage students to use the language by demonstrating that there are different accents and ways to express one's ideas (Saputra & Fatimah, 2018).

Nevertheless, there are disadvantages as well. The major one found throughout this research is that listeners may encounter a variety of unfamiliar vocabulary, which poses a challenge to students who do not have an extensive lexicon. Also, some features that teachers need to consider when implementing TED Talks include the speech rate of the speaker and the length of the chosen video, which may be time-consuming while preparing the lesson and activities related to the video (Park & Cha, 2013).

Therefore, TED Talks can be considered a helpful tool for simultaneously enhancing listening and speaking skills in the English language classroom with certain but easily manageable limitations.

Recommendations

Many articles and studies have been published regarding the advantages and disadvantages of incorporating TED Talks in the English language classroom. However, the current study showcases the need to carry out a study in our context, that is, the classrooms in Ecuador, to provide a closer impact of this tool in Ecuadorian society. These kinds of speeches should be implemented because they help students become aware of the different tones, pronunciations, accents, and expressions that English users employ to convey ideas. These TED Talks' characteristics help learners improve their listening and speaking skills. Additionally, TED Talks help lower anxiety levels due to the variety of speakers, both native and non-native, by mimicking the way they present to the audience and develop the topic.

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